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***Between You and Me:  
Solving Conflict***

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**T r a i n i n g   L e a d e r ' s   G u i d e**

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*Between You and Me:  
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P r e p a r a t i o n   M a t e r i a l s

## *Introduction*

People often feel reluctant to get involved in a conflict situation. Who doesn't feel uncomfortable at the thought of an unpleasant and possibly emotional confrontation? Often we hope that conflicts with coworkers or team members will somehow work themselves out. Unfortunately, conflicts are rarely self-healing conditions. This course shows specific steps that can turn conflict into a challenge to grow and an opportunity to improve relationships.

This Training Leader's Guide, coupled with the video program *Between You and Me: Solving Conflict* and the Coastal How-To Book *Managing Workplace Conflict*, will provide the tools you need to present an effective training session. Participants should walk away from your session with tips they can put to use immediately. They should be able to:

- Ask questions to draw out the other side of the conflict.
- Listen without judging.
- Avoid interrupting, blaming, and arguing.
- Give periodic feedback to check understanding.
- Ask for feedback to check understanding of their viewpoints.
- Set goals, create an action plan, and follow up on solutions.

Before conducting the training, we encourage you to view the video and read this guide at least twice. The more familiar you are with the subject matter, the more valuable the session will be for participants. And that makes for a win-win situation!

## *Icon Key*



Flipchart



Read or  
Paraphrase



Overhead



Worksheet



Video



Ask and Discuss

# *Training Session Checklist*

*This checklist should be used to help you gather all necessary materials for the training session.*

## **Meeting Preparation**

- Determine your training objectives.
- Measure the current status of your participants, using the Pretraining Survey.
- Choose different ways to train to ensure transfer of information.

## **Location**

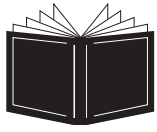
- Create a relaxed environment.
- Make sure all seats have a good view of the visuals.
- Make sure there is enough light to take notes when participants view the video *Between You and Me: Solving Conflict*.
- Provide an adequate writing surface for participants.
- Assure good acoustics.
- Assure that your room is accessible and equipped for participants with disabilities.

## **Video Equipment**

- Make sure the VCR is properly connected to the monitor.
- Test the VCR, and check monitor for proper picture, color, and volume.
- Make sure the tape is rewound and ready to play before beginning your session.
- Check all other equipment for proper operation.

## **Materials**

- Training Leader's Guide
- Videotape—*Between You and Me: Solving Conflict*
- How-To Book—*Managing Workplace Conflict*
- Overheads
- Paper and Pencils
- Additional Equipment
- Participant Handouts



*Managing Workplace  
Conflict*  
by Jean Lebedun

# *Trainer's Instructions for Using the Book* **Managing Workplace Conflict**

## **Group Training Sessions**

*Managing Workplace Conflict*, part of Coastal's How-To Book Series, is an excellent complement to your group training session. This guide includes an exercise on taking responsibility for conflict from *Managing Workplace Conflict*. To use the book effectively, you may:

- Use the exercises we have developed for this course, incorporate other exercises from the book that you feel better meet the needs of your organization, or use a combination of both.
- Assign reading of an entire chapter of the book that covers an area you wish to emphasize in your session.
- Assign reading of the entire book and completing of assigned exercises.

## **Self-Study**

No time to call everyone together for training? No problem—Coastal has made training even easier with its self-study programs. By combining the effectiveness of the video *Between You and Me: Solving Conflict* and Coastal's How-To Training Book *Managing Workplace Conflict*, your employees can improve their skills through self-guided study.

Written in a user-friendly, easy-to-understand style, the book includes interactive exercises in each chapter to help the reader process the information and put it into action—ensuring that the information makes an impact.

## **On-the-Job Reference Tool**

Providing copies of the book to each training participant allows you to continue instilling the importance of improving workplace performance after your session is completed. The book is an excellent tool for continued learning and provides an easy, hands-on reference for use on the job.

Order discounted copies for all your session participants today.



## *Tips for Transferred Learning*

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

**1. Adults learn when they feel they need to learn.**

Discuss ways your training will help participants improve job performance by learning how to motivate employees.

**2. Adults learn through practical application.**

Use the exercises found in this Training Leader's Guide or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the How-To Book *Managing Workplace Conflict*, for your participants to take back to their jobs for continued and reinforced learning.

**3. Adults learn by solving realistic problems.**

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

**4. Adults learn in an informal environment.**

Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

**5. Adults learn by different training methods.**

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

**6. Trainers learn through follow-up methods.**

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions; etc., can help you evaluate the information being used on the job site.

## Possible Session Agendas

Two session agendas have been provided to help guide you through your *Between You and Me: Solving Conflict* training session. You can modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided on page 13 if you wish to create your own agenda.

### 1½-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	18
Show <i>Between You and Me: Solving Conflict</i> and Review Questions	35 minutes	20
Using the Three Rs of Conflict Management— Exercise from the Book <i>Managing Workplace Conflict</i>	10 minutes	23
Show <i>Between You and Me: Solving Conflict Vignettes</i> — Discussion	30 minutes*	24
Session Evaluation Form	5 minutes	

### 3-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	18
Analyzing the Emotional Side of Conflict— Exercise from the Book <i>Managing Workplace Conflict</i>	15 minutes	19
Show <i>Between You and Me: Solving Conflict</i> and Review Questions	35 minutes	20
<b>Break</b>	<b>10 minutes</b>	
Role-Play Scenarios—Exercise	15 minutes	21
Active Listening Techniques—Discussion	10 minutes	22
Using the Three Rs of Conflict Management— Exercise from the Book <i>Managing Workplace Conflict</i>	10 minutes	23
<b>Break</b>	<b>10 minutes</b>	
Show <i>Between You and Me: Solving Conflict Vignettes</i> — Discussion	45 minutes*	24
Posttraining Survey	15 minutes	34
Session Evaluation Form	5 minutes	

\* The Conflict Vignettes are Part 2 of the *Between You and Me: Solving Conflict* video. The 6 vignettes are each about 1 minute long. For a 1½-hour session, allow about 4 minutes of discussion after showing each vignette. For a 3-hour session, allow about 7 minutes of discussion after showing each vignette.

## *Trainer's Personalized Session Agenda*

You may want to plan a session that is different from the agendas provided on page 12. Below is a blank agenda to assist you in outlining your session.

<b>Activity</b>	<b>Time</b>	<b>Page</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## *Invitation Memo to Participants*

This memo can be sent to your participants approximately one to two weeks prior to your training session. Modify the memo to fit your specific needs.

(Today's Date)

TO: (Participant's Name)  
FROM: (Trainer's Name)  
RE: ***Between You and Me: Solving Conflict*** Training Session

Have you ever found yourself hoping that conflicts with your coworkers or team members will just work themselves out? Unfortunately, conflicts are rarely self-healing conditions. This course will show you how to deal with conflicts and give you specific steps for turning conflict into a challenge to grow.

Please plan to attend our training session on conflict resolution skills. The session will be held (**Insert Date**) at (**Insert Time**). During the session, we'll cover how to:

- Ask questions to draw out the other side of the conflict.
- Listen without judging.
- Avoid interrupting, blaming, and arguing.
- Give periodic feedback to check understanding.
- Ask for feedback to check understanding of your viewpoint.
- Set goals, create an action plan, and follow up on your solution.

The training will be tailored to your specific needs, so please take a few minutes to complete the enclosed Pretraining Survey and return it to me by (**Insert Date**). Be candid! I'll use the responses to develop a program that addresses critical areas participants have identified.

Please mark your calendar so that you may attend this very important training session.

## *Trainer's Instructions for the Pretraining Survey*



1. Complete the Invitation Memo to Participants on the preceding page. Be sure to fill in the correct name, date, and time where indicated.
2. Enclose a copy of the Pretraining Survey (included with Participant Materials) with each invitation memo. Ask participants to return their completed surveys at least five days before the session.
3. Distribute the memo and the survey to each participant.
4. Upon receiving the completed Pretraining Surveys, read each one to assess potential questions, problems, or scenarios to discuss in your training session. Because all questions call for personal responses, answers will vary.
5. Be prepared to tailor your session to focus on areas participants identified in the Pretraining Surveys. In addition to two proposed agendas, we've provided a blank agenda sheet to assist you in customizing your session.
6. After the session, use the Pretraining Survey and the Posttraining Survey (both are included with Participant Materials) to help you determine if you met your training goals or if more training is needed.

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*Between You and Me:  
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**T r a i n i n g   M a t e r i a l s**

## *Introducing the Session to Participants*

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### Trainer's Instructions



#### Time Required:

- 10 minutes

#### Materials Needed:

- Overhead 1

#### Objective:

- To set the stage for training by emphasizing the importance of the topic and introducing participants to each other.
- 

1. Start the session by introducing yourself. Read or paraphrase the following:  
**Conflict is about differences. People have different preferences, habits, and opinions—sometimes those differences create conflict. Because of the increasing diversity of the workforce, we're seeing more workplace conflict than ever before.**

**Conflict can be a positive or negative experience. What makes the difference? Your ability to deal with and resolve conflict.**

**First we'll watch a video about two coworkers who discover that conflict won't just go away. Each follows a step-by-step process for resolving conflict, which turns these conflicts into an opportunity for growth.**

2. Display Overhead 1, Learning Objectives. Read or paraphrase the following:  
**After completing this training session, you should be able to:**
  - Ask questions to draw out the other side of the conflict.
  - Listen without judging.
  - Avoid interrupting, blaming, and arguing.
  - Give periodic feedback to check understanding.
  - Ask for feedback to check understanding of your viewpoint.
  - Set goals, create an action plan, and follow up on your solution.
3. Have participants answer the questions below individually. You may wish to write responses to the last question on a flipchart page to review at the end of the session.
  - Q. What is your name, and what department do you work in?
  - Q. What types of conflicts are typical among the people in your area?
  - Q. What is one thing you would like to learn from this session?

# *Analyzing the Emotional Side of Conflict— Exercise from the Book*

## Managing Workplace Conflict

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### Time Required:

- 15 minutes

### Materials Needed:

- How-To Book *Managing Workplace Conflict*

### Objective:

- To identify the two basic elements of conflict.
- 

## Trainer's Instructions



1. Read or paraphrase:

***Conflict* is a struggle between two different parties who perceive their goals as incompatible. Often both goals could be met. But win-win solutions can be hard to find because a conflict can quickly become a battle. The only way to achieve a lasting solution is to address both dimensions of conflict: the issue and the emotions.**



2. Ask participants to turn to page 24 of *Managing Workplace Conflict*. Read or paraphrase:

**To understand how emotions influence conflict, we're going to read pages 24 – 26 and then complete the Take a Moment activity on page 27.**



**As you read, you'll notice a case study about a conflict between Oscar and Nancy. Their conflict began when Oscar handed a vacation request form to Nancy, the department secretary. She responded angrily, "You know I have to get this form one month before you intend to start your vacation. You're just giving me 21 days' notice. Sorry. Rules are rules." Oscar protested that he needs the time off to see his mother, who is ill.**

**After you finish reading pages 24 – 26, jot down your answers to the questions in the Take a Moment box on page 27. You'll have about 8 minutes for this exercise.**



3. If time permits, you might ask participants to share their answers to the Take a Moment activity or to comment on the most important thing they learned from their reading.



## *Show Between You and Me: Solving Conflict and Review Questions*

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**Time Required:**

- 35 minutes

**Materials Needed:**

- Video: *Between You and Me: Solving Conflict*
- Overhead 2

**Objective:**

- To reinforce key points covered in the video *Between You and Me: Solving Conflict*.
- 

### **Trainer's Instructions**



1. Show the video *Between You and Me: Solving Conflict*. Encourage participants to take notes as they watch.
2. After viewing the video, display Overhead 2, Take Responsibility for Dealing With Conflicts. Ask:
  - Q. What problems arose because our characters didn't take responsibility for resolving conflicts?
    - A. Answers will vary.
  - Q. Usually it's best to try to work out a conflict with the other person involved. Can you think of some situations in which you should take a conflict directly to management?
    - A. Conflicts that should be taken directly to management include cases of continuing sexual harassment, threats of violence, and legal suits.

## ***Role-Play Scenarios—Exercise***

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### **Time Required:**

- 15 minutes

### **Materials Needed:**

- One copy of Role-Play Scenarios for each participant
- One copy of Observer's Worksheet for each observer
- One copy of Resolving Conflict Checklist for each participant

### **Objective:**

- To practice conflict resolution techniques.
- 

## **Trainer's Instructions**



1. Have participants role-play a conflict resolution scenario.
  - a. Divide participants into groups of three.
  - b. Ask each team to choose two role players and an observer. (More than one participant may observe.)
  - c. Hand out the Role-Play Scenarios and the Observer's Sheet to the participants taking those roles on each team. The participants who take on character roles should role-play the conflict.
  - d. Distribute a copy of the Resolving Conflict Checklist to each participant.
  - e. As the participants who take on character roles role-play the conflict, the observer(s) should use the guidelines from the Observer's Sheet to analyze how the characters take responsibility for resolving the conflict.
  - f. After 10 minutes, have the observer(s) give feedback to the team.
2. Ask and discuss:
  - Q. Give an example of how you applied a guideline from the Resolving Conflict Checklist to resolving this conflict.**
  - Q. The next time you try to resolve a conflict, which guideline do you think will be the most important one for you to follow? Why did you choose this particular guideline?**



## *Active Listening Techniques—Discussion*

**Time Required:**

- 10 minutes

**Materials Needed:**

- Overheads 3 and 4

**Objective:**

- To demonstrate and emphasize the importance of active listening techniques.

### **Trainer's Instructions**



1. Read or paraphrase:

The next steps in conflict management are to ask questions and listen objectively to explore all sides and ensure understanding. Solving a conflict requires a high degree of communication between the conflicting parties and the team leader. Active listening skills are essential to this communication.

Most people believe they are pretty good listeners. However, studies have shown that most people listen at only 25 percent efficiency. These active listening techniques can improve your listening efficiency.

2. Display Overhead 3, Active Listening, and read or paraphrase:

**To be an active listener:**

- **Stop what you are doing and make eye contact.**  
Let your nonverbal communication show that what you are doing is important.
- **Think about all aspects of the conflict.**  
Ask yourself questions about what you are hearing. (What are the key elements in this conflict? What does she mean?)
- **Listen and ask questions to ensure understanding.**  
Asking questions helps you stay focused and alert.

3. Ask and discuss:

**Q. Should you ask open-ended or closed-ended questions?**

**Q. Can you give me some examples of effective questions?**

4. Display Overhead 4, Things to Avoid, and read or paraphrase:

**Avoid:**

- **Making judgments about the conflict.**
- **Mentally rehearsing what the conflicting parties will say and do next.**
- **Assuming you know all the facts.**
- **Interrupting or completing sentences.**
- **Telling how the conflicts should be resolved without involving parties in the solution.**

## *Using the Three Rs of Conflict Management— Exercise from the Book*

### Managing Workplace Conflict

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#### Trainer's Instructions



#### Time Required:

- 10 minutes

#### Materials Needed:

- How-To Book *Managing Workplace Conflict*

#### Objective:

- To explore ways to initiate discussion of conflicts.
- 

1. Read or paraphrase:

**Like the characters in the video, we know that taking the initiative in solving conflict is the right thing to do. But it's easy to say that we should take responsibility for solving the conflict. Often, it's hard to find a way to even bring up the issue.**

2. Ask participants to turn to page 36 of *Managing Workplace Conflict*. Read or paraphrase:

**Pages 36 – 38 have several examples of how to handle a conflict responsibly. After reading the section Taking Responsibility, which begins on page 36, take the self-test in the Take a Moment box on page 39. You'll have about 9 minutes for this activity.**

## *Show Between You and Me: Solving Conflict Vignettes—Discussion*

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### Time Required:

- 6 minutes to show 6 vignettes, plus 25 to 35 minutes of discussion. (For a 90-minute session, allow about 4 minutes of discussion after each vignette. For a 3-hour session, allow about 7 minutes to discuss each vignette.)

### Materials Needed:

- *Between You and Me: Solving Conflict* video
- One copy of the Conflict Vignettes Exercise for each participant

### Objective:

- To practice identifying, resolving, and analyzing conflict situations.
- 

### Trainer's Instructions



1. Read or paraphrase:  
**We're going to watch six brief scenes in which Jill and Eric try to resolve a conflict between them. As you watch, notice how they try to resolve their conflict. After each scene, we'll stop and discuss the questions on this Conflict Vignettes Exercise handout.**
2. Distribute one copy of the Conflict Vignettes Exercise to each participant.
3. Play the first vignette, which immediately follows the video. (See page 25 for the script.)
4. Following the first vignette, stop the video and discuss the first three questions from the Conflict Vignettes Exercise.
5. Continue to the next vignette. (See page 26 for the script.)



## *Conflict Vignette One—Discussion*

1. Show video to the next fade to black.

### SCRIPT

*Setting: Service Desk*

**Eric:** Now that I had a specific way to deal with conflict, I figured I could deal with almost anyone. But I hadn't figured on a problem with someone I liked and respected.

*Setting: Meeting Room*

*Jill, Eric, Sue, and Ray are sitting around a table. Jill and Ray are on one side, Sue and Eric on the other. Jill is talking forcefully. Eric is looking down, clearly unhappy about something.*

**Eric:** Jill and I always got along fine—until we started working on a team together...

**Jill:** (decisively) I say we do a survey before making a recommendation.

**Eric:** (quietly) They asked for our "opinion," not a full-blown "proposal." Let's just give 'em our thoughts on it.

**Jill:** (disapproving) Just throw something together off the top of our heads? (firmly) I can't go along with that.

**Eric:** (sighs, makes a little gesture of resignation, and starts doodling) Whatever...

**Sue:** I agree with Eric. We can give them an opinion without making a big deal.

**Ray:** (quickly) Uh uh! I think Jill's right. A survey would cover our backsides.

*There's obvious tension as the two sides of the table are lined up in disagreement. Eric sighs and gets up to leave, clearly disagreeing, but unwilling to fight it.*

**Eric:** Do your survey, Jill. I've got other work to do.

**Jill:** (upset) Eric! This is not about *my* survey! This is about doing it *right!*

*Eric waves it off and turns to leave, trying to avoid a confrontation. Jill is obviously upset. Sue and Ray exchange glances of frustration.*

**Sue:** (to Ray) Here we go again.

**Ray:** (to Sue) This is turning into the team from hell!

*Jill is standing, glaring at Eric's retreating back. Sue and Ray are slumped in their chairs, dejected at the situation.*



2. Ask and discuss:

**Q. What is the result of Eric's attempt to avoid open disagreement with Jill?**

**A. Negative results include formation of team factions, lowered morale, loss of respect for and confidence in each other, and a breakdown of working relationships.**

**Q. What actions should Eric or Jill take at this point?**

**A. They should decide to take responsibility and deal with the conflict.**

**Q. Under what circumstances might Eric and Jill choose not to deal with the conflict at this point?**

**A. They might choose not to deal with a one-time disagreement or a disagreement from which they were able to cool off, return to the team, and discuss the pros and cons of opposing ideas.**

## *Conflict Vignette Two—Discussion*



1. Show video to the next fade to black.

### SCRIPT

*Setting: Meeting Room*

*Jill makes the decision and calls out to Eric to wait for her as they all get up to leave.*

**Jill:** Eric, wait up. I think we need to talk. You have a minute?

**Eric:** (guarded) Yeah, I guess so.

*Setting: Office*

*Eric and Jill are sitting in one of their offices. Jill is smiling, more relaxed, sincerely eager to deal with the problem. Eric is not uncooperative, but he remains reserved and reticent about getting into a big discussion.*

**Jill:** (smiling) Since we *both* know how this discussion is supposed to go, let me begin by (makes quote marks) “stating the problem.” It seems that every time we disagree on a procedure, we don’t discuss the pros and cons. We might end up doing it “your” way or “my” way—but maybe it’s not the best way. How do *you* see it?

**Eric:** (evading) I guess some things aren’t worth fighting over. We can agree to disagree, can’t we?

**Jill:** Sure. But I wonder if we’re hurting the team by doing that. For example, this morning you said go ahead and do the survey. Maybe that *wasn’t* the best way to go. I felt you didn’t want to discuss it—will you tell me about it?

**Eric:** (evading) If you want to spend *your* time on it, I can’t argue.

**Jill:** (pressing) Come on, Eric. Be honest.

*Jill presses Eric to open up. She sits back, showing by her expression and her body language she wants to listen. Eric hesitates, then starts to open up a little. As he does, disapproval creeps into his voice.*

**Eric:** You want me to be “honest”? (pause) Well ... you know, Jill, when you get going on something ... how should I say this ... frankly, you come on pretty strong!

**Jill:** (reacts with resentment and takes the offensive) And that’s *bad*—because I’m a woman! Right?

**Eric:** (groans) Give me a break! You know me better than that!

*Jill is sitting up, angry. Eric has slumped back in his chair, shaking his head.*





2. Ask and discuss:
  - Q. What did Jill do correctly to initiate the discussion?
    - A. She took responsibility for acting. She stated the problem and asked for Eric's viewpoint. She continued to ask questions and indicated her readiness to wait and listen.
  
  - Q. What could Jill do better once Eric started to talk?
    - A. React less defensively to Eric's statement of feelings.
  
  - Q. How might Eric have better stated his feelings?
    - A. Eric might have backed up his honest impression of the situation with a specific example and so avoided a personal attack.
  
  - Q. What should Jill and Eric do at this point?
    - A. Jill should keep asking questions and accepting Eric's responses. Eric should be honest but back up his feelings with specific facts or examples. Both should keep the discussion focused on job-related behavior.



## *Conflict Vignette Three—Discussion*

1. Show video to the next fade to black.

### SCRIPT

*Jill backs off her offensive position, relaxes and smiles; Eric sits up, ready to pursue the discussion.*

**Jill:** Whoa! (laughs) I'm sorry. We both know better than to get defensive.

**Eric:** Yeah, but it happens anyway, doesn't it?

**Jill:** Sure does. But let me ask you this. What have I done or said that makes you feel I "come on strong"?

**Eric:** Maybe the problem is ... sometimes you really don't listen. (thinks) For instance, at last week's meeting, I asked what happened to my suggestion about invoicing. (shakes his head in disbelief) You said you never heard me *make* a suggestion!

**Jill:** (protesting) I honestly didn't remember you saying anything about ...

**Eric:** (interrupting) But everyone else heard it!

**Jill:** (backing off) Okay! (smiles) I accept that. What you're saying is when I get carried away with *my* suggestions, I don't hear anyone else. Is that it?

**Eric:** It's not that you don't listen to *anyone*. But when it happens, it seems like it's always ... (pauses, squirms a bit, as if looking for the right words or the courage to say what he wants to say)

**Jill:** I know exactly what you mean! Maybe I don't do it *often*, but when I do, it's *unforgivable!* (nodding understanding) I hear you! Okay! What else do I need to hear?

*Jill's positive manner indicates she thinks she's heard what she needs to hear. Her request for "anything else" inhibits rather than encourages Eric's response. He smiles a bit to himself, sits back, and clams up. His body language clearly indicates there's a lot more he could say.*

**Eric:** There's nothing else to say.

2. Ask and discuss:

**Q.** How would you rate Jill's two attempts at paraphrasing?

**A.** The first time, Jill waited for confirmation or disagreement of her understanding. The second time, she asked for confirmation but jumped to conclusions and said she already knew the answer.

**Q.** If you were Jill, what would you do next?

**A.** Read Eric's body language and keep probing until he expresses everything he needs to say.





## *Conflict Vignette Four—Discussion*

1. Show video to the next fade to black.

### SCRIPT

*Setting: Meeting Room*

*Action continues as Jill realizes Eric is holding back. She returns to her sincere, interested, and listening manner.*

**Jill:** Did I do anything that bothered you? You *say* there's nothing else, but you *look* like you're holding something back. Am I right?

**Eric:** (resisting, but not wholeheartedly) Nah, it's ... nothing.

**Jill:** (pressing) Tell me, will you?

**Eric:** Well ... (thinks, then blurts out) it seems like you listen to *others* on the team. But when I disagree, you come right back with *your* opinion—and that's it.

**Jill:** So, you feel I don't think much of *your* opinions and there's nothing you can do about it? Is that it?

**Eric:** Yeah. I could argue—and maybe I should ... but I'm just too (smiles) “nice a guy.” Anyway, that's how I see the problem.

**Jill:** Okay. Thanks. Can I tell you how I see it?

**Eric:** Sure.

**Jill:** Sometimes I feel you aren't *interested* in giving us input. For example, the other day we were discussing the inventory problem. I specifically asked for your opinion. (shrugs, throws up her hands) You just got up and poured yourself a cup of coffee with hardly a word!

**Eric:** (smiles, shakes his head) Actually, I needed a cup of coffee while I organized my thoughts. By the time I did, you were on another subject.

**Jill:** Really? (considers) Hmm ... Is that what you mean by when I get rolling with an idea, I just keep going? (accepting) Okay ... I need to work on that problem, don't I?

**Eric:** My problem is I hate to make suggestions that aren't well thought out or backed up by enough facts. So I don't say anything and that's no one's fault but my own!

**Jill:** I think we both see the situation more clearly now. But this is a “no-fault” discussion, remember? So let's just say we'll *both* do better from now on! Okay?



2. Ask and discuss:
- Q. What are the chances that the conflict will be resolved if Eric and Jill leave it at this point?**
- A. They will probably go back to their former behavior because they haven't agreed on an action plan.**
- Q. What could Jill or Eric do at this point to make sure that their working relationship will change for the better?**
- A. Get agreement on the problem. Get commitment to developing a solution and work together on the steps to reaching a solution.**



## *Conflict Vignette Five—Discussion*

1. Show video to the next fade to black.

### SCRIPT

*Action continues as Eric responds to Jill's question.*

**Eric:** Okay. But let's be specific about what the basic problem is. I admit that if I disagree on something in team meetings, I don't press it unless I'm sure I have enough facts and information.

**Jill:** (quickly adds) And if I'm sure about my position, I don't give you a chance to contribute. Have we oversimplified it?

**Eric:** (considers) I don't think so. It's really a simple communication problem, isn't it? Now. How can we *fix* it?

*Jill pulls a piece of paper over in front of her and begins writing as she talks. Eric can't hide a small smile as he learns back and twiddles his thumbs. Jill fails to notice and keeps writing.*

**Jill:** Okay! (assertively) Here's what we can do! What do you think of this? Number one: From now on, we can ...

2. Ask and discuss:

**Q.** What are the chances Jill's list of suggestions will work?

**A.** Chances are that Eric will continue to duck the issue because she isn't getting his input on solving the problem.

**Q.** What would be a better way of working out a solution?

**A.** Get commitment to mutually solve the problem, then brainstorm and develop an action plan together.



## *Conflict Vignette Six—Discussion*



1. Show video to the next fade to black.

### SCRIPT

*Action continues as Jill suddenly realizes what she's doing, drops her pen, and looks at Eric apologetically. At the same moment, Eric quits twiddling his thumbs, sits up, and decides to speak up.*

**Eric/Jill:** (at the same time) Excuse me, but ... (both break off, laughing)

**Jill:** (sitting back) You first. What were you going to say?

**Eric:** I was about to say I think we need to work on this *together*.

**Jill:** You're right.

*Eric reaches for the paper and pen and starts to write.*

**Eric:** Let's put down some ideas from *both* of us, okay?

**Jill:** (pointing to paper) What do you think of that one?

**Eric:** (pauses to read) Okay, but what if we tried this ...



2. Ask and discuss:

**Q.** What might prevent their solution from working and put them back into conflict?

**A.** Old habits die hard. If Jill and Eric have no provision for following up, they might slip back into their former patterns of behavior.

**Q.** How might either Eric or Jill follow up to be sure that the solutions they agree on continue to work?

**A.** They might ask each other for feedback after the meeting; e.g., "how am I doing?" They might also agree on some kind of signal to let each other know if they're not following through on their action plan.



3. Distribute the Action Plan handout. Read or paraphrase:

**This handout will help you create action plans for resolving conflict.**

**Following your action plan will help you develop permanent solutions for conflict. It will also remind you to follow up and follow through on your plan.**



## Trainer's Instructions



# *Posttraining Survey*

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### Time Required:

- 15 minutes

### Materials Needed:

- One copy of the Posttraining Survey for each participant

### Objective:

- To evaluate the effectiveness of the training session.
- 

1. Read or paraphrase the following:

**This worksheet is designed to evaluate the effectiveness of this training session. It will help us determine what areas we need to improve for future sessions. Your honest response to these questions is appreciated. In no way will it be used to penalize you.**

2. Distribute the Posttraining Survey (included in the Participant Materials) and give participants time to complete it. Collect completed surveys from participants. If time allows, discuss answers as a group. Answers will vary for each participant.

## Posttraining Survey

1. Why is ignoring conflict usually not the best way to deal with a conflict situation?
2. How can you show you are listening to the people involved in a conflict?
3. Give some examples of open-ended questions that you might ask when trying to resolve a conflict.
4. Name three things to avoid when handling conflict.
5. Identify a conflict for which you plan to take responsibility. How will you use what you learned today to handle that conflict?

## *Follow-Up Memo*

This memo should be personalized and sent to your participants one week after the training session. Modify the memo to fit your specific needs. The Conflict Self-Evaluation to be enclosed is on the following page.

(Today's Date)

TO: (Participant's Name)  
FROM: (Trainer's Name)  
RE: *Between You and Me: Solving Conflict* Training Session

As we learned last week, conflict is unavoidable. However, handling conflict effectively allows you to obtain win-win results.

Enclosed is a Conflict Self-Evaluation for future reference. This self-check will help you evaluate your growth and performance in resolving conflict.

I am interested in your reactions to this evaluation. Please contact me if you have any questions resolving conflict management. I can always provide you with more resources or arrange for you to view *Between You and Me: Solving Conflict* again.



## *Conflict Self-Evaluation*

This self-check will help you evaluate your personal growth in conflict management.

1. At what point did the conflict occur?
2. What kind of questions did you ask to uncover and define the real problem?
3. Was the conflict resolved? Explain.
4. What issues or problems created the conflict?
5. What behaviors escalated the conflict?
6. What behaviors helped resolve the conflict?
7. How did you determine a goal and action plan?
8. How well did you listen to both sides of the conflict?
9. Explain how ground rules affected the conflict.
10. If the same conflict were to happen again, would you do anything differently?

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*Between You and Me:  
Solving Conflict*

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P a r t i c i p a n t M a t e r i a l s



# Role-Play Scenarios

Alex:

**Your attitude:**

You work in the billing department and have to deal with Mel on a day-to-day basis, but you find him/her impossible. Every time you need some flexibility, the answer is *no*. Mel's paperwork is sloppy, and invoices and filing are backed up. What a jerk.

You need to bill your clients in a timely fashion, and that means processing invoices by the cutoff time. Clients don't care about company policy, and they shouldn't have to.

**Your behaviors:**

Interrupt Mel as much as possible.

Show your opinion that Mel is a jerk in your nonverbal communication.

**The facts:**

Clients need to get their invoices in specific time increments. The billing department will not accept any invoice inquiries after 3:30 P.M. That makes it impossible to help clients who call late in the day with queries about invoices.

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Mel:

**Your attitude:**

You work in the billing department and have to deal with Alex on a day-to-day basis, but you find him/her impossible. You find Alex very difficult to work with and consider him/her a nitpicker who obsesses on silly details.

Invoices are always turned in after the cutoff time, and Alex makes impossible demands. You don't set the policy, you just follow it.

**Your behaviors:**

Talk about your opinions and feelings without backing them up with facts.

Show your resentment of the way Alex treats you.

**The facts:**

You cannot accept any invoice inquiries after 3:30 P.M. Closing time in your department is 4:30 P.M., and accepting invoice inquiries after the deadline would require costly overtime.

# Observer's Worksheet for Role-Play Scenarios

**INSTRUCTIONS:** Observe the role-play scenarios and answer the following questions about the way the participants interacted. Your observations will help provide specific feedback for participants.

1. How successful were the role players in identifying the real problem?
2. Comment on how listening behaviors made it easier (or more difficult) to resolve the conflict.
3. How did nonverbal communication affect the role players' ability to resolve the conflict?
4. How do you think the interaction you observed would affect the working relationship between the two people involved?
5. What advice do you have for the participants about resolving conflict?



# Conflict Vignettes Exercise

## Vignette #1

1. What is the result of Eric's attempt to avoid open disagreement with Jill?
2. What actions should Eric or Jill take at this point?
3. Under what circumstances might Eric and Jill choose not to deal with the conflict at this point?

## Vignette #2

1. What did Jill do correctly to initiate the discussion?
2. What could Jill have done better once Eric started to talk?
3. How might Eric have better stated his feelings?
4. What should Jill and Eric do at this point?

# Conflict Vignettes Exercise

*(continued)*

## Vignette #3

1. How would you rate Jill's two attempts at paraphrasing?
  
  
  
  
  
  
  
  
  
  
2. If you were Jill, what would you do next?

## Vignette #4

1. What are the chances that the conflict will be resolved if Eric and Jill leave it at this point?
  
  
  
  
  
  
  
  
  
  
2. What could Jill or Eric do at this point to make sure that their working relationship will change for the better?



# Conflict Vignettes Exercise

*(continued)*

## Vignette #5

1. What are the chances Jill's list of suggestions will work?
  
  
  
  
  
  
  
  
  
  
2. What would be a better way of working out a solution?

## Vignette #6

1. What might prevent their solution from working and put them back into conflict?
  
  
  
  
  
  
  
  
  
  
2. How might either Eric or Jill follow up to be sure that the solutions they agree on continue to work?

# Action Plan

Define the conflict: \_\_\_\_\_

Set the goal: \_\_\_\_\_

## Action Plan

Problem	Action	Deadline	Person Responsible

After you've developed an action plan, make sure you communicate it to all those involved—anyone who has responsibilities for carrying out or supporting the plan.

# Posttraining Survey

**INSTRUCTIONS:** The questions below highlight key conflict resolution skills you've learned in your training session. Consider the questions and write your answers in the spaces provided.

1. Why is ignoring conflict usually not the best way to deal with a conflict situation?
2. How can you show you are listening to the people involved in a conflict?
3. Give some examples of open-ended questions that you might ask when trying to resolve a conflict.
4. Name three things to avoid when handling conflict.
5. Identify a conflict for which you plan to take responsibility. How will you use what you learned today to handle that conflict?

# Session Evaluation Form

## *Between You and Me: Solving Conflict*

**INSTRUCTIONS:** Please circle the number that best describes your evaluation of the training session.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This training program concentrates on the skills needed for effective conflict management.	5	4	3	2	1
As a result of this program, I am more confident in my ability to effectively resolve conflicts.	5	4	3	2	1
The objectives of the program were clearly presented.	5	4	3	2	1
Opportunities to ask questions and discuss issues were sufficient.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of this program was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This program could be improved by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would recommend this session to others. (circle one) **Yes** **No**

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*Between You and Me:  
Solving Conflict*

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O v e r h e a d s

## **Learning Objectives**

- **Ask questions to draw out the other side of the conflict.**
- **Listen without judging.**
- **Avoid interrupting, blaming, and arguing.**
- **Give periodic feedback to check understanding.**
- **Ask for feedback to check understanding of your viewpoint.**
- **Set goals, create an action plan, and follow up on your solution.**

**Take responsibility  
for dealing  
with conflicts.**

## Active Listening

- **STOP** what you are doing and make eye contact.
- **THINK** about all aspects of the conflict.
- **LISTEN** and ask questions to ensure understanding.



## **Things to Avoid**

- **Making judgments about the conflict.**
- **Mentally rehearsing what the conflicting parties will say and do next.**
- **Assuming you know all the facts.**
- **Interrupting or completing sentences.**
- **Telling how the conflicts should be resolved without involving parties in the solution.**

# *Notes*

# *Notes*

# *Notes*