

BUILDING HUMAN RESOURCE MANAGEMENT SKILLS
Management Skills for Success

**DEALING WITH CONFLICT IN THE
WORKPLACE**



National Food Service Management Institute
The University of Mississippi
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INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

Building Human Resource Management Skills was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

Step 1. Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

Step 2. Check the Trainer's Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

Step 3. Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

Step 4. Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

Step 5. The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.

HUMAN RESOURCE MODULE LESSON PLAN

Date:	Module No.: 1.3	Estimated Time: 2.25 Hours	Certification Credits: 2	Category: U__Management Skills for Success
Module Title: Dealing With Conflict in the Workplace			Course Title: Building Human Resource Management Skills	
Instructor:				
Module Content: What is to be taught? At the completion of the module, participants will be able to meet the following objectives: 1. _____ 2. _____ 3. _____				
Instructional Aids, Materials, or Tools Needed: Check Trainer's Tool Box				
Instructional Procedures: <ul style="list-style-type: none"> ○ Personal Check-In ○ Icebreaker ○ Video Segment (if applicable) ○ Group activities and role playing ○ Checking Out 				
Suggested Readings: Use <i>Suggested Readings</i> to increase knowledge base concerning a given module topic.				
Evaluation Procedures: How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.				
Notes: Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?				

Dealing with Conflict in the Workplace

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Dealing with Conflict in the Workplace

Trainer's Notes

Create a comfortable environment for the discussion of conflict. Remember this is an uncomfortable topic for many schools. Give participants time to reflect on and to speak about experiences. This process may help them understand their own responses to conflict. Be prepared to share your own experiences and knowledge. Your input will establish that conflict is a natural part of relationships.

Ground Rules

- Share from your own experiences, feelings, opinions.
- Listen to understand, not to judge.
- Respect others' opinions and feelings.
- Keep an open mind.
- Keep confidentiality.
- Accept the option to pass.

Trainer's Toolbox

Materials:
Flip Chart and Stand
Paper and Markers
Overhead Projector
Transparencies and
Markers
Handouts

Overview

Conflicts are a natural part of any relationship and of any group. When handled constructively, they are extremely valuable. Knowing how and why we respond to conflict the way we do provides us with awareness for building skills for positive conflict resolution. Application of strategies for dealing with demands and anger on an individual level will contribute to organizational success. When we understand the critical issues of a conflict, it can be approached with the desire to create a mutually beneficial resolution. Then we can build stronger relationships and accomplish tasks with a larger view.

Objectives

At the completion of this module, participants will be able to:

- Recognize how they handle conflict individually.
- Discuss the causes and value of conflict.
- List characteristics of conflict resolution styles.
- Identify most effective resolution mindset.
- Practice more effective skills for listening and for building rapport.

Definitions

Conflict- when one or both parties are not able to secure what they need or want and are actively seeking their own goals.

Mental model- the way we think and consequently act about something.

Mindsets or paradigms- our perspective based on the way we believe situations should be handled.

Dealing with Conflict in the Workplace

Suggested Time Frames and Comments

Total Time = 2 hours 15 minutes

Topic	Comments	Time Allotted
Review Purpose and Objectives	Set the stage by emphasizing key points in the overview.	4 minutes
Personal Check-In: Response to Conflict	Emphasize awareness of ways to respond and of personal choices. Sharing is not recommended on this activity unless the group asks for it.	10 minutes
Icebreaker: Childhood Messages	Use responses to highlight the different messages which influence our attitudes and behaviors.	20 minutes groups (5)*+ (5)*, large group(10)*
Definitions	Review with discussion.	5 minutes
Assumptions about and Causes of Conflict	Review assumptions, have pairs or total group discuss questions.	10 minutes
Value of Conflict: A New Mental Model	Give examples to begin participants thinking.	8 minutes
Conflict Resolution Styles	Review with examples.	15 minutes
Cooperation and Assertiveness	Give examples of assertiveness and cooperation. Do first matching as a large group.	10 minutes
Steps for Positive Resolution	Review.	5 minutes
To Achieve Win/Win Results	Review what is needed, then move to activity and ask participants to do their best to keep win/win guidelines in place.	25 minutes activity (25)*
Video Segment	Introduce video segment entitled, "The Field Trip."	10 minutes
Checking Out	Invite participants to state something they have learned about conflict.	5 minutes

* Note: The numbers in parenthesis () refer to the estimated number of minutes.

Dealing with Conflict in the Workplace

Outline

Definitions

Conflict- when one or both parties are not able to secure what they need or want and are actively seeking their own goals.

Mental model- the way we think and consequently act about something.

Mindsets or paradigms- our perspective based on the way we believe situations should be handled.

Trainer’s Tactics

Definitions

Review and discuss these definitions that are found on page 17.

Dealing with Conflict in the Workplace

Outline	Trainer's Tactics
<p>Assumptions about Conflict</p> <p>What can we assume about groups and conflict?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conflicts and disagreements will develop. <input type="checkbox"/> Some conflicts can be minimized. <input type="checkbox"/> There are some unavoidable conflicts that should not be suppressed or smoothed over. <input type="checkbox"/> Resolution of conflict does not have to result in a win-lose situation. <p>Causes of Conflict</p> <ul style="list-style-type: none"> <input type="checkbox"/> Misunderstanding <input type="checkbox"/> Personality clashes <input type="checkbox"/> Competition for resources <input type="checkbox"/> Authority issues <input type="checkbox"/> Lack of cooperation <input type="checkbox"/> Differences over methods or style <input type="checkbox"/> Low performance <input type="checkbox"/> Value or goal differences 	<ul style="list-style-type: none"> • • • Assumptions about Conflict • • Conflict occurs because team members represent a unique combination of experience, knowledge, and skill. • • Address conflicts early or they will intensify. • • Think win/win resolution. Use the handouts on pages 20 and 21. • • • • Causes of Conflict • • <i>Misunderstanding</i>- when individuals do not hear what is being said. • • <i>Personality clashes</i>- when individuals do not value “people just like me.” • • <i>Competition for resources</i>- when employees believe they are better off competing for resources rather than cooperating. • • <i>Authority issues</i>- when employees lack confidence in their leaders or perceive overuse of authority. • • <i>Lack of cooperation</i>- when one person does not share information with the whole group. • • <i>Differences over style</i>- when agreement does not exist on standard ways of completing a task. • • <i>Low performance</i>- when individuals are not working to their potential. • • <i>Value or goal differences</i>- when individuals value different outcomes or objectives. •

Dealing with Conflict in the Workplace

Outline	Trainer's Tactics
<p>The Value of Conflict</p> <p>Conflict is destructive when it:</p> <ul style="list-style-type: none"><input type="checkbox"/> Diverts energy from more important issues and tasks.<input type="checkbox"/> Deepens differences in values.<input type="checkbox"/> Polarizes groups so that cooperation is reduced.<input type="checkbox"/> Destroys the morale of people or reinforces poor self-concepts. <p>Conflict is constructive when it:</p> <ul style="list-style-type: none"><input type="checkbox"/> Opens up issues of importance, resulting in issue clarification.<input type="checkbox"/> Helps build cohesiveness as people learn more about each other.<input type="checkbox"/> Causes reassessment by allowing for examination of procedures or actions.<input type="checkbox"/> Increases individual involvement.	<ul style="list-style-type: none">••• The Value of Conflict•• Conflict is typically viewed from a negative perspective. The participants may have never considered the positive aspects of conflict.•• When conflict is destructive:• <input type="checkbox"/> People are not able to work on what is most important.• <input type="checkbox"/> Increased rifts between people do not foster healing.• <input type="checkbox"/> Tension increases, strengthening opposite views.• <input type="checkbox"/> People feel inadequate or incapable.••••• When conflict is constructive:• <input type="checkbox"/> Differences are brought out in the open.• <input type="checkbox"/> Mutual understanding is fostered.• <input type="checkbox"/> People learn to think differently about how they act or think.• <input type="checkbox"/> People commit their energy and ideas toward solutions or resolutions.•• Use the handout on page 22.•••••••••••

Dealing with Conflict in the Workplace

Outline	Trainer's Tactics
<p>Conflict Resolution Styles</p> <p>Now that you have considered your pattern of response to conflict, let's look at the same basic approaches to conflict resolution. For each style, there are some characteristic behaviors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoid <input type="checkbox"/> Accommodate <input type="checkbox"/> Compete <input type="checkbox"/> Compromise <input type="checkbox"/> Collaborate 	<ul style="list-style-type: none"> • • • Conflict Resolution Styles • • Conflict Resolution Style handout outlines some basic approaches to conflict. Review each style of behavior and ask participants to think about when they have experienced or observed the noted behaviors or sayings. Be prepared to share examples from your professional and personal life. Your input will help others feel comfortable to share as well. • • <input type="checkbox"/> Avoid – Non-confrontational; denies issues are a problem. This is the style of a highly dependent person without inner direction. May postpone conflict or avoid it at all costs. Moving away, leaving, losing. • <input type="checkbox"/> Accommodate – Agreeable, non-assertive; cooperative even at the expense of personal goals. Yielding, moving toward the other person, friendly. • <input type="checkbox"/> Compete – Uses power, position, personality, or status to get own way. Academics, athletics and the law can reflect this mindset. Assertive and aggressive. Forceful, moving against others. • <input type="checkbox"/> Compromise – Aggressive but cooperative. Tries to bargain, compromise, and split the difference. • <input type="checkbox"/> Collaborate – High respect for mutual benefit. Recognizes the needs and mutual benefits of both parties. Strives for win/win or recognizes abilities and expertise of all. Integrating, working toward solution with others. • • Using the handout on page 23, ask participants to indicate the styles they are most likely to use with followers (F), peers (P), or manager (M). • •

Dealing with Conflict in the Workplace

Outline

To Achieve Win/Win Results

- ❑ Gain participation from everyone involved in the conflict.
- ❑ State the reason to work on a solution.
- ❑ Have each party see the problem/situation from the other point of view. State what you want. Repeat what you hear.
- ❑ Identify the key issues and concerns involved.
- ❑ Determine what results would constitute a fully acceptable solution.
 - State what you WANT to happen when results have been achieved.
 - Include the results for you, for your relationships, and for job or task achievement.
 - Agree to work toward resolution and schedule a follow-up meeting if necessary.

Trainer’s Tactics

To Achieve Win/Win Results

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- Emphasize that win/win results occur from a step-by-step process. Review each step of the process before moving to the application exercise.
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- For the Win/Win Applications exercise, divide the participants into pairs. Let the pairs decide which situation to work. They may choose an actual situation. Remind participants to use the guidelines for win/win results.
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- After participants have reviewed and discussed the application exercise, have them write their “wish list ” before they speak. As each group reports its “wish list,” tally the results. Allow the participants to work at least 10 minutes or until a win/win result is achieved.
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- Use the handout on page 27.
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Dealing with Conflict in the Workplace

Outline	Trainer's Tactics
<p>Reality Practice: Case Study #2</p> <p>Directions: In these situations, the people involved are trying to come to an agreement about an issue. Choose one of these situations or choose an actual situation. Take one of the positions. Look at the deeply felt wants as you work to find a win/win solution. Create a "wish list." Next create a new alternative that allows you both to win. Remember that achieving a new alternative usually requires at least one person to change his mindset. Use the guidelines for win/win results.</p> <p>Situation #2: New Manager Tackles a Problem with the Long-Term Custodian</p> <p>A new manager has set her priorities to improve the cleanliness of the cafeteria. The school has a long-term and beloved custodian. The custodian believes he does an excellent job with cleanliness. However, the principal and the manager agree that the custodian does not do a thorough job cleaning the floors. The custodian takes personally even the slightest criticism of his work.</p>	<p>Reality Practice: Case Study #2</p> <ul style="list-style-type: none"> • Use the handout on page 29. At the end of this exercise, show the video segment "The Field Trip."

Dealing with Conflict in the Workplace
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Handouts: Table of Contents

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Dealing with Conflict in the Workplace

Handout: Objectives and Definitions

Objectives

At the completion of this module, participants will be able to:

- ❑ Recognize how they handle conflict individually.
- ❑ Discuss the causes and value of conflict.
- ❑ List characteristics of conflict resolution styles.
- ❑ Identify the most effective resolution mindset.
- ❑ Practice more effective skills for listening and for building rapport.

Definitions

Conflict- when one or both parties are not able to secure what they need or want and are actively seeking their own goals.

Mental model- the way we think and consequently act about something.

Mindsets or paradigms- our perspective based on the way we believe situations should be handled.

Dealing with Conflict in the Workplace
Handout: Personal Check-In: Response to Conflict

Personal Check-In: Response to Conflict

When conflict occurs at work, how do you usually handle it? After each of the following techniques, indicate whether you use it often, occasionally, or rarely.

Technique Used to Handle Conflict	Often	Occasionally	Rarely
Avoid the person or subject			
Change the subject			
Try to understand the other person's point of view			
Get another person to decide who is right			
Play the martyr			
Give in			
Apologize			
Try to identify specifically what you agree or disagree on			
Whine or complain to get your way			
Pretend to agree			
Admit that you are wrong, even if you do not believe you are			
Fight it out			
Turn the conflict into a joke			
Work toward a mutual solution			

Most of us use different techniques for resolving conflict with different people. Sometimes different situations require different techniques. Often we use a limited number of techniques to resolve conflict.

Dealing with Conflict in the Workplace
Handout: Icebreaker: Childhood Messages

Icebreaker: Childhood Messages

In groups, list the direct or subtle messages you were taught about conflict. When your group has a list, answer these questions:

1. Which of these messages dominates how you feel about conflicts today?
2. Which messages could you discard?
3. Which messages will you retain?

As a large group, discuss key findings.

Dealing with Conflict in the Workplace

Handout: Assumptions About and Causes of Conflict

Assumptions About and Causes of Conflict

Assumptions about Conflict

What can we assume about groups and conflict?

- Conflicts and disagreements will develop.
- Some conflicts can be minimized.
- There are some unavoidable conflicts that should not be suppressed or smoothed over.
- Resolution of conflict does not have to result in a win-lose situation.

Causes of Conflict

- Misunderstanding

- Personality clashes

- Competition for resources

- Authority issues

- Lack of cooperation

- Differences over methods or style

- Low performance

- Value or goal differences

Dealing with Conflict in the Workplace
Handout: Assumptions about, Causes of, and Value of Conflict

Causes of Conflict	What Does it Mean?	What is the Value to You?
Misunderstanding	When individuals do not hear what is being said.	
Personality clashes	When individuals do not value "people just like me."	
Competition for resources	When employees believe they are better off competing for resources rather than cooperating.	
Authority issues	When employees lack confidence in their leaders or perceive overuse of authority.	
Lack of cooperation	When one person does not share information with the whole group.	
Differences over methods or style	When agreement does not exist on standard ways of completing a task.	
Low performance	When individuals are not working to their potential.	
Value or goal differences	When individuals value different outcomes or objectives.	

Dealing with Conflict in the Workplace

Handout: The Value of Conflict

The Value of Conflict

Conflict is destructive when it:

- ❑ Diverts energy from more important issues and tasks.
- ❑ Deepens differences in values.
- ❑ Polarizes groups so that cooperation is reduced.
- ❑ Destroys the morale of people or reinforces poor self-concepts.

Conflict is constructive when it:

- ❑ Opens up issues of importance, resulting in issue clarification.
- ❑ Helps build cohesiveness as people learn more about each other.
- ❑ Causes reassessment by allowing for examination of procedures or actions.
- ❑ Increases individual involvement.

Dealing with Conflict in the Workplace

Handout: Conflict Resolution Styles

Conflict Resolution Styles

Consider these five basic approaches to conflict resolution. In the right column, indicate the styles you are most likely to use with your followers (F), peers (P), or manager (M).

Resolution Style	Characteristic Behavior	Favorite Sayings	F, P, M
Avoid (Lose/Lose)	Non-confrontational; denies issues are a problem. This is the style of a highly dependent person without inner direction. May postpone conflict or avoid it at all costs. Moving away, leaving, losing.	“Let's discuss this later.” “Let's forget it.”	
Accommodate (Lose/Win)	Agreeable, non-assertive; cooperative even at expense of personal goals. Yielding, moving toward the other person, friendly.	“I'm sorry. You're right.” “Go head and do it your way.” “Oh, well, it is hopeless to try.”	
Compete (Win/Lose)	Uses power, position, personality or status to get own way. Academics, athletics and the law can reflect this mind set. Assertive and aggressive. Forceful, moving against others.	“Of course I'm right.” “Do it my way.” “It's your mistake.” “If I win, you lose.”	
Compromise	Aggressive but cooperative. Tries to bargain, compromise, and split the difference.	“Let's talk this over so we each get what we need.”	
Collaborate (Win/Win)	High respect for mutual benefit. Recognizes the needs and mutual benefit of both parties. Strives for win/win or recognizes abilities and expertise of all. Integrating, working toward solution with others.	“Let's share our ideas. We can work this out if we work together and value each other's skills and values.”	

Adapted from the work of Kenneth Thomas and the Thomas-Kilman Conflict Mode Instrument, Robert B. Maddux in Team Building: An Exercise in Leadership, and Stephen R. Covey's The Seven Habits of Highly Effective People.

Dealing with Conflict in the Workplace
Handout: Cooperation and Assertiveness Exercise

Cooperation and Assertiveness Exercise

Reality Practice Case	Pattern of Behavior
<p>1. Adriana believes she is the best cook in the school system. She always has to have her way when it comes to food preparation. She complains bitterly to the manager if anyone suggests she is not following the new recipes.</p>	<p>____ cooperation ____ assertiveness This style is called _____. The employee who demonstrates these behaviors is _____.</p>
<p>2. Maria has worked in food service for many years. This year the manager has planned theme meals twice a month. Maria does not like to dress-up, so she calls in sick the days she is expected to dress for a theme meal.</p>	<p>____ cooperation ____ assertiveness This style is called _____. The employee who demonstrates these behaviors is _____.</p>
<p>3. Perdo is a new employee. He was unemployed for two years before accepting this job. He will do any job he is asked to do without question. One of the long term employees has told him he has to wash all of the pots and pans. Even though Perdo knows the cooks have to wash their own pans, he will wash them to avoid upsetting the cooks.</p>	<p>____ cooperation ____ assertiveness This style is called _____. The employee who demonstrates these behaviors is _____.</p>
<p>4. Sue has worked in many different types of food service operations. She loves her current job. She knows how to do her job and will always help others who are behind. Sue is a wonderful trainer for new employees because she understands the mission of the program.</p>	<p>____ cooperation ____ assertiveness This style is called _____. The employee who demonstrates these behaviors is _____.</p>
<p>5. Henri is a chef with a restaurant background. He wants the child nutrition program to be run more like a restaurant. He gives his opinions most of the time. He believes he is better trained to direct the program than the manager but will consider the manager's ideas when they disagree.</p>	<p>____ cooperation ____ assertiveness This style is called _____. The employee who demonstrates these behaviors is _____.</p>

Dealing with Conflict in the Workplace
Handout: Cooperation and Assertiveness Exercise KEY

Cooperation and Assertiveness Exercise KEY

Reality Practice Case	Pattern of Behavior
<p>1. Adriana believes she is the best cook in the school system. She always has to have her way when it comes to food preparation. She complains bitterly to the manager if anyone suggests she is not following the new recipes.</p>	<p>Low cooperation High assertiveness This style is called Compete. The employee who demonstrates these behaviors is Adriana.</p>
<p>2. Maria has worked in food service for many years. This year the manager has planned theme meals twice a month. Maria does not like to dress-up, so she calls in sick the days she is expected to dress for a theme meal.</p>	<p>Low cooperation Low assertiveness This style is called Avoid. The employee who demonstrates these behaviors is Maria.</p>
<p>3. Perdo is a new employee. He was unemployed for two years before accepting this job. He will do any job he is asked to do without question. One of the long term employees has told him he has to wash all of the pots and pans. Even though Perdo knows the cooks have to wash their own pans, he will wash them to avoid upsetting the cooks.</p>	<p>High cooperation Low assertiveness This style is called Accommodate. The employee who demonstrates these behaviors is Perdo.</p>
<p>4. Sue has worked in many different types of food service operations. She loves her current job. She knows how to do her job and will always help others who are behind. Sue is a wonderful trainer for new employees because she understands the mission of the program.</p>	<p>High cooperation High assertiveness This style is called Collaborate. The employee who demonstrates these behaviors is Sue.</p>
<p>5. Henri is a chef with a restaurant background. He wants the child nutrition program to be run more like a restaurant. He gives his opinions most of the time. He believes he is better trained to direct the program than the manager but will consider the manager's ideas when they disagree.</p>	<p>Low cooperation High assertiveness This style is called Compete. The employee who demonstrates these behaviors is Henri.</p>

Dealing with Conflict in the Workplace

Handout: Steps for Positive Resolution

Steps for Positive Resolution

When the following conditions are in place, the likelihood of a positive resolution increases:

- ❑ Commitment to find a resolution that is mutually beneficial.

- ❑ Trust.

- ❑ Frame of mind that there is more than one way to look at the issues.

- ❑ Belief that a solution exists.

- ❑ Commitment to stay in the communication process.

Dealing with Conflict in the Workplace
Handout: To Achieve Win/Win Results

To Achieve Win/Win Results

- ❑ Gain participation from everyone involved in the conflict.
- ❑ State the reason to work on a solution.
- ❑ Have each party see the problem/situation from the other point of view. State what you want. Repeat what you hear.
- ❑ Identify the key issues and concerns involved.
- ❑ Determine what results would constitute a fully acceptable solution.
 - State what you WANT to happen when results have been achieved.
 - Include the results for you, for your relationships, and for job or task achievement.
 - Agree to work toward resolution and schedule a follow-up meeting if necessary.

Dealing with Conflict in the Workplace

Handout: Reality Practice: Case Study #1

Reality Practice: Case Study #1

WIN/WIN Applications

Directions: In these situations, the people involved are trying to come to an agreement about an issue. Choose one of these situations or choose an actual situation. Take one of the positions. Look at the deeply felt wants as you work to find a win/win solution. Create a “wish list.” Next create a new alternative that allows you both to win. Remember that achieving a new alternative usually requires at least one person to change his mindset. Use the guidelines for win/win results.

Case Study # 1: Unhappy Customers Revolt

A group of high school students is unhappy about the menu served at school. They decide to write a letter to the editor of the local newspaper rather than speak directly with the cafeteria manager or principal. The fiery letter is published! The principal is furious that the newspaper has published the letter. The cafeteria manager is unaware of the problem until she faces the angry principal with newspaper in hand. Principal’s position: Do something about this, I don’t need bad publicity for my school! The principal schedules a meeting for 9AM today with the unhappy students, the principal, and cafeteria manager.

Principal Wants

Manager Wants

Students Want

New Alternative

Dealing with Conflict in the Workplace

Handout: Reality Practice: Case Study # 2

Reality Practice: Case Study #2

WIN/WIN Applications

Directions: In these situations, the people involved are trying to come to an agreement about an issue. Choose one of these situations or choose an actual situation. Take one of the positions. Look at the deeply felt wants as you work to find a win/win solution. Create a “wish list.” Next create a new alternative that allows you both to win. Remember that achieving a new alternative usually requires at least one person to change his mindset. Use the guidelines for win/win results.

Case Study #2: New Manager Tackles a Problem with the Long-Term Custodian

A new manager has set her priorities to improve the cleanliness of the cafeteria. The school has a long-term and beloved custodian. The custodian believes he does an excellent job with cleanliness. However, the principal and the manager agree that the custodian does not do a thorough job cleaning the floors. The custodian takes personally even the slightest criticism of his work.

Principal Wants

Manager Wants

Custodian Wants

New Alternative

Dealing with Conflict in the Workplace
Handout: Checking Out: Dealing with Conflict Worksheet

Checking Out: Dealing with Conflict Worksheet

Directions: Circle three techniques you often use to resolve conflict that do not work. Check one technique you will try to use more often.

Avoid the person or subject
Change the subject
Try to understand the other person's point of view
Get another person to decide who is right
Play the martyr
Give in
Apologize
Try to identify specifically what you agree or disagree on
Whine or complain to get your way
Pretend to agree
Admit that you are wrong, even if you do not believe you are
Fight it out
Turn the conflict into a joke
Work toward a mutual solution

Consider a win-win agreement you want to create. Remember, it will take more than just you to create the agreement. Begin thinking about it now. Jot some ideas about how to follow each of the steps outlined in the worksheet.

Dealing with Conflict in the Workplace

Handout: Evaluation Form

Please check the response below that best describes your feelings about this program.

Question	Agree	Unsure	Disagree	Comments
1. Topic is of interest to me as a manager.				
2. Topic is important to my job.				
3. Content is useful in my job as a manager.				
4. Handouts help me understand the topic better.				

5. List one or more things you plan to do to deal with conflict in your job after attending this in-service:

6. My supervisor can help me deal with conflict in my job by:

General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!

Dealing with Conflict in the Workplace

Handout: Suggested Readings

Suggested Readings

- Adams, B. (1998). Managing people. Holbrook, MA: Adams Media Corporation.
- Barisoff, D., & Victor, D. (1998). Conflict management: A communication skills approach. Needham Heights, MA: Allyn and Bacon.
- Belker, L. B. (1997). The first time manager (4th ed.). New York: American Management Association.
- Bernstein, A. J. (1989). Dinosaur brains: Dealing with all those impossible people at work. New York: John Wiley and Sons, Inc.
- Carlson, R. (1998). Don't sweat the small stuff at work. New York: Hyperion.
- Covey, S. R. (1989). The seven habits of highly effective people. New York: Simon and Schuster.
- Elgin, S. H. (1989). Success with the gentle art of verbal self-defense. New Jersey: Prentice-Hall.
- Gabarro, J. (Ed.). (1992). Managing people and organizations. Boston: Harvard Business School.
- Hart, L. B. (1991). Learning from conflict. Amherst, MA: Human Resources Development Press.
- LaBorde, G. A. (1984). Influencing with integrity: Management skills for communications and negotiation. Ithaca, NY: Syntony Publishing.
- Maurer, R. E. (1991). Managing conflict. Needham Heights, MA: Allyn and Bacon.
- Wells, T. (1980). Keeping your cool under fire: Communicating non-defensively. New York: McGraw Hill.

Dealing with Conflict in the Workplace

Transparency Masters

Transparency Masters

Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word™. A PowerPoint™ presentation format is also available.

1. Objectives
2. Definitions
3. Personal Check-In: Response to Conflict
4. Icebreaker: Childhood Messages
5. Assumptions About Conflict
6. Causes of Conflict
7. The Value of Conflict: Destructive Conflict
8. The Value of Conflict: Constructive Conflict
9. Assumptions About, Causes of, and the Value of Conflict
10. Cooperation and Assertiveness Styles: Avoid
11. Cooperation and Assertiveness Styles: Accommodate
12. Cooperation and Assertiveness Styles: Compete
13. Cooperation and Assertiveness Styles: Compromise
14. Cooperation and Assertiveness Styles: Collaborate
15. Steps for Positive Resolution
16. Reality Practice: Case Study #1
17. Reality Practice: Case Study #2
18. To Achieve Win/Win Results
19. To Achieve Win/Win Results
20. Checking Out: Dealing with Conflict Worksheet