Purpose: The ice breaker introduces the students to the competency slowly and challenges them to recognize where their personal understanding and appreciation of conflict resolution currently resides.

Materials needed: none

I. Group share and discuss activities*:

a. **I Represent Conflict** (Suggested Time: 10 minutes)
   Place yourself (the facilitator) in the middle of the room and say, "Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby. Then place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction that you're facing, and the distance from conflict."

   i. **Debrief Facilitation:**

      1. Once students have found a position relative to you in the room, ask individuals to explain why they are standing where they are.
      2. While still in position, ask students to identify, as a group, how most of them react to conflict.
      3. Then challenge everyone to think of one thing they could do to become more comfortable with conflict. Once they have thought of it, ask them to move in relation to you (the conflict) again. (People don't have to move during this challenge).

         a. For those that moved, ask them what idea they came up with that made them more comfortable approaching conflict.

         b. For those that didn’t move, ask them why.
      4. Ask students why it’s important to know how other people address conflict.
      5. Based off of their responses for #4, ask students how understanding others’ styles on resolving conflict can benefit your organization.

b. **"I Got What I Wanted ..."** (Suggested Time: 10 minutes)
   Have students complete the following sentence: "A time I got something I wanted was when ..."

   i. **Debrief Facilitation:**
SESSION FIVE  
CONFLICT RESOLUTION

1. Ask group to address the themes that come about from everyone’s responses.

2. Point out other appropriate themes that were not addressed.

3. Ask students how their responses pertain to principles used in conflict resolution/working out a problem.

4. Ask students why it’s important to know how other people address conflict.

5. Based off of their responses for #4, ask students how understanding others’ styles on resolving conflict can benefit your organization.

c. **When I’m in a Conflict...** (Suggested Time: 10 minutes)
   Go around the group, asking each student to complete the sentence, "When I get into a conflict, I usually ..."
   
i. **Debrief Facilitation:**

   1. Ask group to address the themes that come about from everyone’s responses.

   2. Point out other appropriate themes that were not addressed.

   3. Ask students how their responses pertain to principles used in conflict resolution/working out a problem.

   4. Ask students why it’s important to know how other people address conflict.

   5. Based off of their responses for #4, ask students how understanding others’ styles on resolving conflict can benefit your organization.

---

II. **Conflict Management Style Survey** *(Suggested Time: 30 minutes)*

Purpose: By understanding each other’s conflict management styles, we can gain a better understanding of how we react, work through, and resolve conflict.

Materials needed: Copies of the survey, copies of the handouts that compliment the survey, pens/pencils

Please continue to the next page for the materials for this activity.
SESSION FIVE
CONFLICT RESOLUTION

Conflict-Management

Objectives:
* Examine conflict-management style
* Examine technique used in conflict situations
* Examine strategies used to manage conflict effectively

Conflict-Management Style Survey

This Conflict-Management Style Survey has been designed to help you become more aware of your characteristic approach, or style, in managing conflict. In completing this survey, you are invited to respond by making choices that correspond with your typical behavior or attitudes in conflict situations.

Section 1: Survey

This survey identifies twelve situations that you are likely to encounter in your personal and professional lives. Please study each situation and the five possible behavioral responses or attitudes carefully and then allocate ten points between them to indicate your typical behavior, with the highest number of points indicating your strongest choice. Any response can be answered with from zero to ten points, as long as all five responses for a given situation add up to ten points, as shown in the following example:

EXAMPLE SITUATION: In responding to a request from another for help with a problem, you would:

4 A. Clearly instruct him or her how to proceed.
2 B. Enjoy the strategizing and the challenge.
3 C. Help him or her take responsibility for the problem.
1 D. Find it unnerving but agree to help.
0 E. Avoid the invitation at all costs.
10 TOTAL

Please choose a single frame of reference (e.g., work-related conflicts, family conflicts, social conflicts) and keep that frame of reference in mind when responding to all the situations. And remember, as you complete this survey, that it is not a test. There are no right or wrong responses. They survey will be helpful to you only to the extent that your responses accurately represent your characteristic behavior or attitudes.

SITUATION 1: Upon experiencing strong feelings in a conflict situation, you would:

____ A. Enjoy the emotional release and sense of exhilaration and accomplishment.
____ B. Enjoy the strategizing involved and the challenge of the conflict.
____ C. Become serious about how others are feeling and thinking.
____ D. Find it frightening because you do not accept that differences can be discussed without someone’s getting hurt.
____ E. Become convinced that there is nothing you can do to resolve the issue.

TOTAL

*Based on Jay Hall’s Conflict Management Survey: A Survey of One’s Characteristic Reaction to and Handling of Conflict Between Himself and Others (The Woodlands, Texas: Telemetrics International 1969)*

The Leadership Center At Washington State University

D:\My Documents\Websites\lead\library\resources\RESOURCES\Conflict Resolution\Conflict-Management Style.doc
SESSION FIVE
CONFLICT RESOLUTION

SITUATION 2: Consider the following statements and rate them in terms of how characteristic they are of your personal beliefs:

   ____ A. Life is conquered by those who believe in winning.
   ____ B. Winning is rarely possible in conflict.
   ____ C. No one has the final answer to anything, but each has a piece to contribute.
   ____ D. In the last analysis, it is wise to turn the other cheek.
   ____ E. It is useless to attempt to change a person who seems locked into an opposing view.

   TOTAL

SITUATION 3: What is the best result that you expect from conflict?

   ____ A. Conflict helps people face the fact that one answer is better than others.
   ____ B. Conflict results in canceling out extremes of thinking so that a strong middle ground can be reached.
   ____ C. Conflict clears the air and enhances commitment and results.
   ____ D. Conflict demonstrates the absurdity of self-centeredness and draws people closer together in their commitment to each other.
   ____ E. Conflict lessens complacency and assigns blame where it belongs.

   TOTAL

SITUATION 4: When you are the person with the greater authority in a conflict situation, you would:

   ____ A. Put it straight, letting the other know your view.
   ____ B. Try to negotiate the best settlement you can get.
   ____ C. Ask to hear the other’s feelings and suggest that a position be found that both might be willing to try.
   ____ D. Go along with the other, providing support where you can.
   ____ E. Keep the encounter impersonal, citing rules if they apply.

   TOTAL

SITUATION 5: When someone you care for takes an unreasonable position, you would:

   ____ A. Lay it on the line, telling him or her that you don’t like it.
   ____ B. Let him or her know in casual, subtle ways that you are not pleased; possibly distract with humor; and avoid a direct confrontation.
   ____ C. Call attention to the conflict and explore a mutually acceptable solution.
   ____ D. Try to keep your misgivings to yourself.
   ____ E. Let your actions speak for you by indicating depression or lack of interest.

   TOTAL

SITUATION 6: When you become angry at a friend or colleague, you would:

   ____ A. Just explode without giving it much thought.
   ____ B. Try to smooth things over with a good story.
   ____ C. Express your anger and invite him or her to respond.
   ____ D. Try to compensate for your anger by acting the opposite of what you are feeling.
   ____ E. Remove yourself from the situation.

   TOTAL
SESSION FIVE
CONFLICT RESOLUTION

SITUATION 7: When you find yourself disagreeing with other members of a group on an important issue, you would:

   ___ A. Stand by your convictions and defend your position.
   ___ B. Appeal to the logic of the group in the hope of convincing at least a majority that you are right.
   ___ C. Explore points of agreement and disagreement and the feelings of the group’s member, and then search for alternatives that take everyone’s views into account.
   ___ D. Go along with the rest of the group.
   ___ E. Not participate in the discussion and not feel bound by any decision reached.

TOTAL

SITUATION 8: When a single group member takes a position in opposition to the rest of the group, you would:

   ___ A. Point out publicly that the dissenting member is blocking the group and suggest that the group move on without him or her if necessary.
   ___ B. Make sure the dissenting member has a chance to communicate his or her objections so that a compromise can be reached.
   ___ C. Try to uncover why the dissenting member views the issue differently, so that the group’s members can reevaluate their own positions.
   ___ D. Encourage the group’s members to set the conflict aside and go on to more agreeable items on the agenda.
   ___ E. Remain silent, because it is best to avoid becoming involved.

TOTAL

SITUATION 9: When you see conflict emerging in a group, you would:

   ___ A. Push for a quick decision to ensure that the task is completed.
   ___ B. Avoid outright confrontation by moving the discussion toward a middle ground.
   ___ C. Share with the group your impression of what is going on, so that the nature of the impending conflict can be discussed.
   ___ D. Forestall or divert the conflict before it emerges by relieving the tension with humor.
   ___ E. Stay out of the conflict as long as it is of no concern to you.

TOTAL

SITUATION 10: In handling conflict between your group and another, you would:

   ___ A. Anticipate areas of resistance and prepare responses to objections prior to open conflict.
   ___ B. Encourage your group’s members to be prepared by identifying in advance areas of possible compromise.
   ___ C. Recognize that conflict is healthy and press for the identification of shared concerns and/or goals.
   ___ D. Promote harmony on the grounds that the only real result of conflict is the destruction of friendly relations.
   ___ E. Have your group submit the issue to an impartial arbitrator.

TOTAL
SESSION FIVE
CONFLICT RESOLUTION

SITUATION 11: In selecting a member of your group to represent you in negotiating with another group, you would choose a person who:

_____ A. Knows the rationale of your group’s position and would press vigorously for your group’s point of view.

_____ B. Would see that most of your group’s judgments were incorporated into the final negotiated decision without alienating too many members of either group.

_____ C. Would best represent the ideas of your group, evaluate these in view of judgments of the other group, and then emphasize problem-solving approaches to the conflict.

_____ D. Is most skillful in interpersonal relations and would be openly cooperative and tentative in his or her approach.

_____ E. Would present your group’s case accurately, while not making commitments that might result in obligating your group to a significantly changed position.

TOTAL

SITUATION 12: In your view, what might be the reason for the failure of one group to collaborate with another?

_____ A. Lack of a clearly stated position, or failure to back up the group’s position.

_____ B. Tendency of groups to force their leadership or representatives to abide by the group’s decision, as opposed to promoting flexibility, which would facilitate compromise.

_____ C. Tendency of groups to enter negotiations with a win/lose perspective.

_____ D. Lack of motivation on the part of the group’s membership to live peacefully with the other group.

_____ E. Irresponsible behavior on the part of the group’s leadership, resulting in the leaders’ placing emphasis on maintaining their own power positions rather than addressing the issues involved.

TOTAL

Section 2: Scoring

Step 1
When you have completed all items in Section 1, write the number of points you assigned for each of the five responses for the twelve situations in the appropriate columns on the scoring form (figure 26). Add the total number of points for each column, then check that the totals for each column add up to 120.

Step 2
Transfer your column total scores onto the form showing the ideal order (figure 27).

Step 3
Transfer the style names, in order of the highest score first, on the figure 28, which shows your order, and then enter the scores in the adjacent blank spaces.

Step 4
Record your scores in the appropriate blanks on the Conflict-Management Styles Scoring Graph (figure 29). (You may wish to refresh your memory by reviewing the material describing the five conflict styles presented earlier in the subsection entitled A Two-Dimensional Model of Conflict.)
### Table 1: Scoring Form

<table>
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<tr>
<th>Situation</th>
<th>Response A</th>
<th>Response B</th>
<th>Response C</th>
<th>Response D</th>
<th>Response E</th>
<th>Total</th>
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<td></td>
<td></td>
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<td><strong>120</strong></td>
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</tbody>
</table>

**Figure 26.** Scoring form.

### Table 2: Ideal Order

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<th>Style</th>
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<tbody>
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<td>1. Collaborator (Column C)</td>
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<tr>
<td>2. Compromiser (Column B)</td>
<td></td>
</tr>
<tr>
<td>3. Accommodator (Column D)</td>
<td></td>
</tr>
<tr>
<td>4. Controller (Column A)</td>
<td></td>
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<tr>
<td>5. Avoider (Column E)</td>
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<tr>
<td><strong>Total:</strong></td>
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</tr>
</tbody>
</table>

**Figure 27.** Ideal order.

### Table 3: Your Order

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<th>Style</th>
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</thead>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 28.** Your order.
SESSION FIVE
CONFLICT RESOLUTION

Competing/Controlling
* Assertive and Uncooperative
* Individual pursues his or her own concern at expense of others
* Power Oriented mode -- win your position
* Competing means “standing up for your rights,”

Accommodating
* Unassertive and Cooperative – the opposite of competing.
* Individual neglects his or her own concerns to satisfy concerns of others
* Element of self-sacrifice
* Selfless generosity or charity
* Obeying another person’s order when one would prefer not to
* Yielding to another’s point of view.

Avoiding
* Unassertive and uncooperative
* Does not immediately pursue his own concerns or those of the other person
* Does not address the conflict
* Takes the form of diplomatically sidestepping an issue
* Postponing an issue until a better time
* Withdrawing from a threatening situation.

Collaborating
* Both assertive and cooperative – the opposite of avoiding
* Collaborating to find a solution which fully satisfies the concerns of both persons
* Digging into an issue to identify the underlying concerns of the two individuals
* Finding an alternative which meets both sets of concerns.
* Exploring a disagreement to learn from each other’s insights

Compromising
* Intermediate in both assertiveness and cooperativeness
* Finding some expedient, mutually acceptable solution
* Partially satisfying both parties
* Falls on a middle ground between competing and accommodating
* Gives up more than competing but less than accommodating.
SESSION FIVE
CONFLICT RESOLUTION

Accommodator – 3
(Yield-lose/win)
*Score:
- Low goal orientation
- High relationships orientation

Collaborator – 1
(Win/win)
*Score:
- High goal orientation
- High relationships orientation

Compromiser – 2
(Mini-win/mini-lose)
*Score:
- Negotiated goal orientation
- Negotiated relationships orientation

Avoider – 5
(Leave-lose/win)
*Score:
- Low goal orientation
- Low relationships orientation

Controller – 4
(Win/lose)
*Score:
- High goal orientation
- Low relationships orientation

Concern for personal goals

Concern for relationships
SESSION FIVE
CONFLICT RESOLUTION

Lesson
Suggested Time: 30-45 minutes
Lecture-Style Presentation

Purpose: The lesson will include a short lesson on proper conflict resolution skills and strategies, followed with role plays to demonstrate a deeper understanding of knowledge.

I. Introduction: Define Conflict
   A. Formal Definitions
      1. Competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interest, or persons)
      2. Mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands
      3. Hostile encounter: fight, battle, war
      4. The pursuit of incompatible goals, such that gains to one side come at the expense of the other.
   B. Conflict – Can Be Positive!
Conflict is generally viewed as a BAD situation—someone is going to win and someone is going to lose. But not all conflict is bad! Conflict is always difficult but it leads to growth and change, which is GOOD. No one likes pain, but pain wakes you up and tells you when to react.

Some level of organizational conflict is actually desirable—it’s not always dysfunctional. When conflict exists, it generally indicates commitment to organization goals because the players are battling over which decision is in the organization’s best interest.

➢ If you approach conflict positively, it can: (ask students to create a list and explain their answers before reviewing list below)
   • Improve the quality of decisions
   • Stimulate involvement in the discussion
   • Arouse creativity and imagination
   • Facilitate employee growth
   • Increase movement towards goals
   • Create energetic climate
   • Build more synergy and cohesion among teams
   • Foster new ideas, alternative and solutions
   • Test positions and beliefs

➢ If you approach conflict negatively, it can: (ask students to create a list and explain their answers before reviewing list below)
   • Be destructive and uncontrollable
   • Create ineffective working groups
   • Cause productivity to suffer
   • Reduce the exchange of ideas and information
   • Develop animosities
   • Break down communication
   • Diminish trust and support
SESSION FIVE
CONFLICT RESOLUTION

➢ Conflict becomes unhealthy when: (ask students to create a list and explain their answers before reviewing list below)
  • It is avoided
  • It is approached on a win/lose basis

➢ A group should try to integrate individual goals into the group goal by: (ask students to create a list and explain their answers before reviewing list below)
  • Attempting to pursue a common goal rather than individual goals
  • Openly and honestly communicate with other people
  • Not manipulating others
  • Not using threats or bluffs to achieve goals
  • Trying to understand personal needs and the needs of others accurately
  • Evaluating ideas and suggestions on their own merits
  • Attempting to find solution to problems
  • Striving for group cohesiveness
  • Must determine – what is your level of involvement in the conflict before you address it?

II. Early Intervention
   A. Know that conflict will happen – need to look for the signs!
   B. Four Conflict Parameters – Ask do you have:
      1. Concerns about communication between officers/members/etc?
      2. Concerns about our roles/duties?
      3. Concerns about needs and resources for doing our jobs?
      4. Concerns about the work environment/atmosphere?
   C. Hold yourself accountable for resolving the conflict – by letting your advisor know about it and that you will resolve it.
      1. This includes being open to the concern/complaint – and being willing to investigate/address them
   D. Keep the lines of communication open!
      1. Don’t avoid the conflict
      2. Don’t let it escalate
      3. Don’t think this person is a “bad person”
      4. Talk to the person!

III. Addressing the Conflict
   A. Time, Place, & Manner
      1. There are good times – and bad times – to address a conflict!
      2. Proximity (timewise) to the event/conflict – keep it close!
         a. Suggested: within 24 hours
      3. Make ample time to do it (not just 5 minutes between classes)
      4. Make a private place to do it – and neutral too!
      5. Be sure everyone is on equal footing
      6. Keep an open mind and positive attitude
   B. Body Language – yours and theirs
      1. Be aware of the messages your body sends through posture, expressions, gestures
SESSION FIVE
CONFLICT RESOLUTION

2. Cues:
   a. Eye Contact
   b. Facial Expressions
      1. Don’t say and do something differently
         i. Ex: You say you are willing to compromise while you’re rolling your eyes and have a smirk on your face
   c. Torso
   d. Hands & Feet

3. Watch their body language too – you can tell if they are engaged or not

C. Verbal Communication
   1. You may be saying the right things – but in the wrong way!
   2. Cues:
      a. Volume
      b. Tone
      c. Inflection
      d. Word Choice!

3. Biggest Key – you need to get to the underlying issue ("iceberg theory")
   a. You want to find out the actual problem – not just the symptom or position
   b. This way – you are both on the same page

D. How to discover what the conflict is– it’s all about the questions.
   1. Take out the emotion by accepting responsibility to address their concerns (not the same as saying they are correct) & stay calm
   3. Make sure you understand what they are saying – and restate that to them
   4. Discuss the issues – being sure to own your own feelings or thoughts and not interjecting others’
   5. Develop a plan to address the concerns/conflict
   6. FOLLOW UP! You lose your credibility when you don’t

E. When they won’t tell you the problem?
   ➢ Resolve what you can with what they are willing to discuss.

The University of South Carolina- Leadership Programs. To find more materials similar to these, please go to http://www.sa.sc.edu/leaders/.
“Pick a Style... Any Style”

Conflict Game

Purpose: This conflict game will challenge students to show their comprehension of conflict resolution and to utilize their conflict-management style from the ice-breaker activity.

Materials needed: A deck of fifteen cards briefly describing various conflicts students may find themselves in [Facilitator—these can easily be handwritten or typed cards that you prepare beforehand]

Directions:

Gather into groups of 4-6 people. Get a deck of conflict style cards from the presenter. Decide which two people will play the first round. Placing the cards face down, have each of the two players choose a card.

PLAYERS:

Do not let anyone else see your card. Using the first conflict scenario below, act out the conflict using the style written on your card. Limit your time to 2-3 minutes per conflict and pair (where necessary, choose before-hand who will play which role).

OBSERVERS:

Raise your hand when you think you know the styles being used by each player. When nearly all hands are raised, have the observers guess which style each member of the pair was using.

Observers: What clues did you use to guess the styles? Be specific.

Players: How did it feel to play that style and to play opposite the other’s style?

All: What patterns are likely when these styles interact?
SESSION FIVE
CONFLICT RESOLUTION

Conflict Scenarios

1. Two people trying to decide who will get to ride in the front passenger seat of the car on a long trip.

2. Two couples are going on vacation together. One wants to go camping. The other wants to see the sites of a big city.

3. Two people who share limited clerical support both need help making a very important deadline.

4. Three members of a student organization (that operates by consensus) are trying to decide if they would like their advisor to facilitate the upcoming retreat. One party thinks the students should facilitate themselves, while the other party thinks the advisor is more knowledgeable.

Group Discussion:

- Observers: Tell what clues you used for each style that was used.
- Players: Talk about how you felt playing your role.
- Were the styles comfortable for those of you who played certain roles? Why or why not?
SESSION FIVE
CONFLICT RESOLUTION

When To Use The Five Approaches

1. COMPETING
   • When quick, decisive action is vital—emergency situations
   • When unpopular actions need to be implemented—cost cuts, discipline
   • When an issue is vital to company welfare

2. COLLABORATING
   • To find an integrative solution when both sides are too important to be compromised
   • When the overall objective is to learn
   • To merge insights from people with different perspectives
   • To organize concerns into a consensus
   • To work through feelings which have interfered with a relationship

3. COMPROMISING
   • To achieve temporary agreement on complex issues
   • To arrive at a quick solution due to time constraints
   • Use when collaboration or competition is unsuccessful

4. AVOIDING
   • When an issue is trivial or more important issues arise
   • When potential disruption outweighs the benefits of resolution
   • When people need to cool down and regain their perspective
   • When others can resolve the conflict more effectively
   • When issues seem as those they may lead to further problems

5. ACCOMMODATING
   • When you realize you are wrong
   • To allow a better position to be heard
   • To show you are reasonable
   • When issues are more important to others than yourself—maintain cooperation
   • When harmony and stability are especially important

The University of South Carolina- Leadership Programs. To find more materials similar to these, please go to http://www.sa.sc.edu/leaders/.