
**International Introductory Award in
Conflict Handling
(8414)**

TUTOR NOTES

Workshop Materials

The Training Pack is made up of three main sections:

- Tutor Notes.
- Delegate Workbook.
- PowerPoint Presentation/Slides.

Each of these sections will provide you with the information and materials needed to run the training sessions.

Tutor Notes

The Tutor Notes are a guide to the information to be covered during the Workshop by the Tutor.

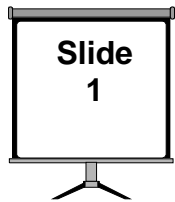
Timings of each session are a guide and may differ slightly depending on the needs of each group. Breaks should be taken as appropriate to the time of day.

Tutor Notes identify:

- What is to be explained/discussed by tutor.
- Activities to take place.
- Individual or syndicate exercises.
- Part of Delegate Workbook / PowerPoint Presentation.

A visual is used to indicate what needs to take place.

eg show Slide 1.



Workshop Materials

Delegate Workbook

Please take a master copy of the handouts. Make sure you print sufficient numbers of each handout ready to give to each delegate.

Remember to guide delegate through the recommended implementation ideas, for implementation of knowledge back in the workplace.

Microsoft PowerPoint slideshow

A Microsoft PowerPoint slideshow is provided covering the key points of the relevant module. Use these slides to support the learning. Those centres that wish to use acetates may alter the colour scheme so it is more appropriate for acetate projection, as long as none of the content is altered or deleted. The text should not be altered or deleted because delegates are tested on the content of the support material. Any alteration could seriously affect a delegate's ability to successfully undertake the test. As with all City & Guilds materials the content of the slides remain copyrighted to City & Guilds even if the colour scheme is altered.

Other Equipment/Materials

If other equipment is needed during the workshop, this is indicated within each of the relevant sessions.

Workshop Materials

Key to Tutor Notes

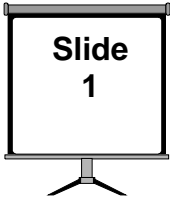
Flip Chart



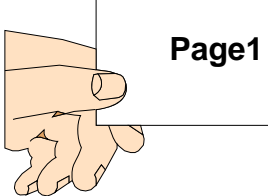
Breaks



Slides



Delegate Pack



Workshop Outline

Introduction

The emphasis throughout the workshop is on "learning by doing" and is highly participative. Most of the activities are designed to help participants find their own way and identify what, for them, are the important learning points.

The delivery of the sessions is therefore crucial. Helping individuals interpret and apply their learning, as well as encouraging them to risk making changes and confront their own behaviour, requires sensitive and involved training.

Timings

The timings given are guidelines and you will want to adapt them according to the needs of the group. There will be areas where groups need, and wish, to spend more time on, than others.

Preparation

The Workshop requires the following materials to be prepared:

- PowerPoint slides.
- Delegate Workbook.
- Select suitable examples for each module, related to the delegates own workplace.
- Exercise briefs.
- Evaluation sheet.

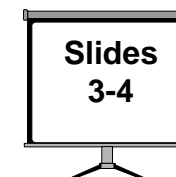
Workshop Outline

Workshop Objectives

This is a **knowledge-based programme**, enhanced with practical training exercises requiring further development back in the workplace.
Please see the City & Guilds statement relating to employer support in the front of the Delegate Workbook.

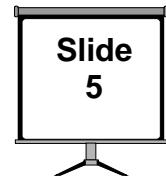
By the end of the programme delegates will have the knowledge to: Slides 3-4

1. Understand the meaning of conflict, what causes it and how it builds up.
2. Identify the links between internal and external customer conflict.
3. Appreciate the cost implications of conflict to the organisation.
4. Appreciate the different approaches to resolving conflict.
5. Know how to communicate effectively in conflict situations.
6. Know how to avoid conflict through verbal and non-verbal communications.
7. Identify how to avoid conflict.



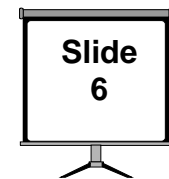
Workshop Outline

Time	Length of session	Module (Slide 5)
9.00	15 minutes	Introduction and Overview
9.15	2 hours	<p>Understand the Theories of Conflict</p> <p>Understand the nature and scope of conflict. Gain an insight into the sources of conflict. Describe the differences between internal and external conflict. Identify the costs and implications of conflict to the organisation.</p>
11.15-11.30	Break	
11.30	1 hour 45 minutes	<p>How to Prevent Conflict</p> <p>Appreciate the importance of good customer service to avoid conflict. Understand the importance of the selling message in meeting customer expectations. Identify various communication methods appropriate to preventing conflict situations. Understand the importance of creating the appropriate physical environment for customers. Ensure health and safety requirements are met in order to avoid conflict.</p>
13.15	45 minutes	Lunch




Workshop Outline

Time	Length of session	Module (Slide 6)
14.00	1 hour 45 minutes	<p>Effective Communication Skills in Conflict Situations</p> <p>Understand the importance of using conflict handling skills to handle or prevent conflict. Describe how to use verbal/face-to-face communications in conflict situations. Appreciate how to use listening skills in conflict situations. Appreciate how to use the written word to record conflict. Describe the use of non-verbal communications in conflict. Understand the importance of questioning in conflict situations.</p>
15.15	15 minutes	Break
15.30	1 hour 30 minutes	<p>Resolution of Conflict</p> <p>Identify the possible approaches to dealing with conflict. Describe ways of handling conflict effectively. Describe different models for overcoming conflict. Understand how to overcome obstacles within conflict.</p>
17.00 Break	15 minutes	
17.15	15 minutes	Programme Review – Exam preparation
17.30-18.30	1 hour	Examination. 40 Multiple-choice questions (2 options)



Introduction to Workshop

Key Point	Content	Support/Notes
Introductions	<p>Using pre-prepared cards, with some sort of visual or word on it, ask each person to take one.</p> <p>Note</p> <p>These should be prepared beforehand - it is purely a way of getting people to pair up. Make sure you have enough cards for the whole group to enable them to pair up, eg 2 reds, 2 greens, 2 blues, 2 yellows or animals, eg 2 monkeys, 2 horses, 2 dogs, 2 cats.</p> <p>Ask them to locate their matching pair and then find out the following information and introduce them using these facts:</p> <ul style="list-style-type: none"> • Who is the person? What do they do? What industry do they work in? What is their experience of conflict handling? • Anything they would like to achieve from the day. <p><i>(You may want to write this on the flipchart.)</i></p>	<p>Cards with visuals</p> 
Listen	<p>Listen to all the feedback before summarising.</p> <p>Note</p> <p>The summary will depend on how the pairs have approached the exercise.</p>	

Section 1

Understanding the Theories of Conflict

Key Point

Content

Support/Notes

Explain/Discuss

Use Slide 5 and Page 9 of the Delegate Workbook to introduce the aims of the session:

- Understand the nature and scope of conflict.
- Gain an insight into the sources of conflict.
- Describe the differences between internal and external conflict.
- Identify the costs and implications of conflict in the organisation.

Use Slide 7 and pages 9-10 of the Delegate Workbook – Conflict - What is it? Explain to candidates the basics of conflict, using the definitions in the slide. The main concept is that conflict is between or amongst individuals who disagree, who are angry with one another, who see things as being the fault of others and cause problems as a result.

Using Slide 8 – introduce the concept that friction between individuals can lead to conflict. See detail on page 11 of the Delegate Workbook – Anger, irritability or sarcasm, withholding of information, lack of enthusiasm, avoidance of responsibility, difficulty participating in groups, taking frequent sick leave and being defensive.

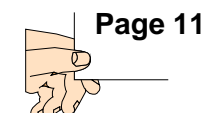
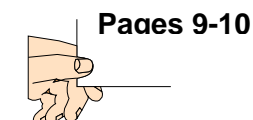
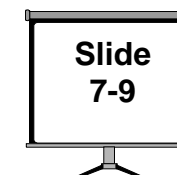
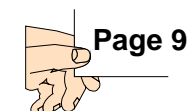
Using Slide 9 – explain how conflict arises from misunderstandings, personality factors, inflexible people and external factors that fall outside of the individual or the organisations control.

Activity

Activity – Undertake activity one, on page 11 of the Delegate Workbook.

Candidates should complete the activity by filling in answers within the handbook. Sharing them within their group and feeding back.

Candidates should aim to make these as real to them as possible and apply it to their work life.



Section 1 Understanding the Theories of Conflict

Key Point

Listen

Content

Typical answers may include:

- Falling out with colleagues.
- Getting annoyed with customers.
- Shouting at customers.
- Being asked to do overtime, in essence being told to do overtime.
- Shouting or arguing with colleagues.

Candidates should then detail how the conflict was overcome and how it was dealt with. It would also be a good time to ask them what support they got from their manager or team leader. Encouraging as many answers as possible is helpful – including tutors own personal experiences.

Activity

Activity – Pages 12-13 of the Delegate Workbook

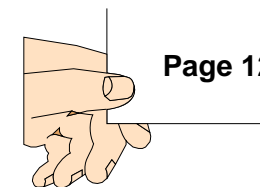
Ask candidates to read the two scenarios and identify which one is conflict. Then ask them to justify why they think it is conflict and the other one is not.

Scenario One

Paul and Simone work closely together on the front desk in a large fashion outlet, or at least they are supposed to. Their working areas are very close. Paul seems to move around a lot, and never stays at his station. Therefore he is never there when anybody wants him. This drives Simone crazy. "Can't you just stay where you are supposed to be for five minutes?" she asks, her voice very tight with excitement and tension. "Do you have a medical problem that requires you to keep leaving your reception area? How do you expect me to keep coping with all of the customers at the desk when you are never here?" "Look I need to move around, I can't stand still all day it makes my legs ache" Paul replied very angrily. "Besides, what right do you have to complain? You wear that horrendous perfume all day that pollutes the atmosphere and I have to keep breathing it in. Are you trying to cover up the fact that you don't bath?"

Paul and Simone talk to each other like this all the time.

Support/Notes



Section 1 Understanding the Theories of Conflict

Key Point

Content

Support/Notes

Scenario Two

Clare comes home from work totally drained after another long shift at a city centre bank. She is nearly in tears with tiredness and frustration. "I don't know if I can take another day in that place" she complains to her friend.

"What made it so awful?" her friend asked.

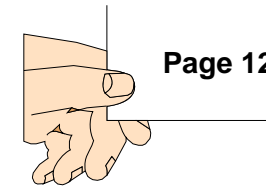
"Oh it was noisy, as there is still a lot of building work going on out at the back of the bank for the extension and it won't be finished for another month. Not just that, they have also given me more things to do and I cannot physically do them, I feel so stressed."

(Scenario one is the conflict model – this is because it is a difficult situation where two parties are continually falling out, where there is stress and tension and where they appear unable to resolve their differences.)

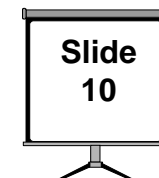
Explain

The Causes of Conflict - Slide 10

Here it is important to ensure that candidates understand the difference between conflict and indecision, a slight difference of opinion, a disagreement or stress.



Page 12



Slide
10

Section 1 Understanding the Theories of Conflict

Key Point

Content

Support/Notes

Discuss/explain

How does conflict show itself with internal customers? – Slide 11 and pages 15-17 of the Delegate Workbook.

Explain the concepts of internal and external conflict and how internal conflict can drive and affect external conflict and external relationships.

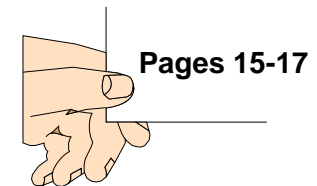
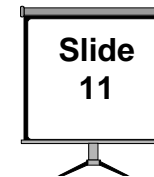
Internal conflict can create the following problems:

1. Breakdown in relationships.
2. Poor decision making.
3. Under performance in job.
4. Poor quality of working life.
5. Competition.

Ask/discuss

Other things that happen include:

- Rivalry and jealousy.
- Low morale and frustration.
- Quality of working life.



Section 1 Understanding the Theories of Conflict

Key Point

Content

Support/Notes

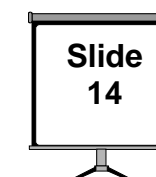
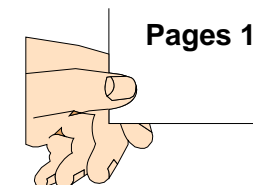
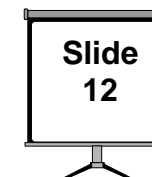
Discuss

Individual Factors – Slide 12 and pages 18-20 of the Delegate Workbook.

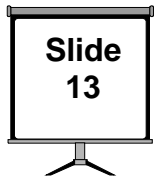
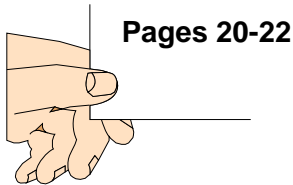
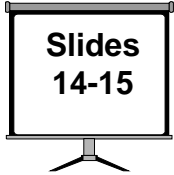
Introduce candidates to the concept that it is people who create conflict as well as situations. As individuals it is likely that certain personality characteristics do lend themselves more to conflict situations. For example, if you are disagreeable, inflexible, depressed or worried you are more likely to be involved in conflict than otherwise, as you are more predisposed to being upset by others or upsetting others. Also highlight the personality outcomes as shown in the diagram on page 21 of the Delegate Workbook i.e. passive to aggressive (slow to anger and fast to anger).

Included within this is consideration of **stability** issues. Where there is stability there is less likely to be conflict. The reason that conflict is so rife is that constant change creates tension and insecurity, both of which bring about changes in behaviour.

Activity on page 21 of the Delegate Workbook. List the factors in your own situation that could lead to internal conflict, explaining why this is the case. This could be done as a group activity.
Page 23 of the Delegate Workbook – outline the most common causes of conflict – use Slide 14.



Section 1 Understanding the Theories of Conflict

Key Point	Content	Support/Notes
Explain	<p>Workplace Factors - Slide 13 and page 20-22 of the Delegate Workbook.</p> <p>Ensure candidates understand that the work they do, and the conditions in which they operate, will either lend itself to a good working atmosphere, with good working conditions, i.e. good staff areas, good rest areas, up-to-date systems, good toilet/hygiene areas, or, there could be poor health and safety, poor hygiene, a strained working atmosphere and the job not what you expected. The latter will cause internal conflict, the effects of which will eventually be felt externally by the customer.</p>	
Discuss	<p>Activity – Ask candidates to think about issues in their own work environment List the factors in your own situation that could lead to conflict, explaining why this is the case.</p> <p>The Most Common Cause of Conflict - Slides 14-15</p> <p>In summary, considering all of the issues in relation to sources of conflict, the most common causes as a result are:</p>	
Stress	<ul style="list-style-type: none"> • Difference in objectives. • Scarce resources. • Disputes about authority. • Personal differences. • Lack of communication. • Feeling undervalued. • Schedules/deadlines not met. • Customers not getting what they want, when they want it. • Administration procedures fail. • Cost overruns. 	

Section 1 Understanding the Theories of Conflict

Key Point

Content

Support/Notes

How does conflict show itself through external customers? - Slide 16 and pages 23-24 of the Delegate Workbook.

Candidates should already be realising that what goes on inside an organisation generally affects the performance of staff with external customers. All of the things that lead to internal conflict will affect the attitude of staff towards customers, and at times that will have a negative affect.

The impact of which is as follows:

- Increase in the number of complaints.
- Loss of business.
- Loss of income.
- Changes in behaviour.

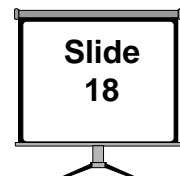
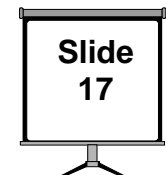
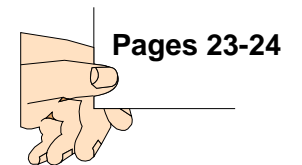
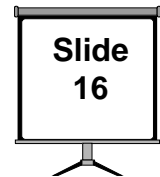
The tactics of conflict – Slide 17 and page 24 of the Delegate Workbook.

Explain to candidates the fact that when they are in conflict situations it can be like a game i.e. how can they win, what can they do to get the better of the other party. The following are therefore tactics for conflict – keep this simple and the context of it simplistic.

- Empire building.
- Fault finding.
- Distorting information.
- Withholding information.

How internal conflicts impact upon external customers – Slide 18 and pages 25 of the Delegate Workbook.

Conflict changes the way in which individuals behave and in particular this can be manifested in front of customers.



Discuss/explain

Ask/discuss

Section 1 Understanding the Theories of Conflict

Key Point

Content

The following are some typical behaviour traits of individuals involved in conflict. (See the extended list on page 25 of the Delegate Workbook and Slide 18).

- Cross, unhappy or bad-tempered.
- Forgetful.
- Clumsy.
- Rude or offhand.
- Unhelpful or inflexible.
- Disagreeable or emotional.
- Unable to listen or take orders.

Stress/explain

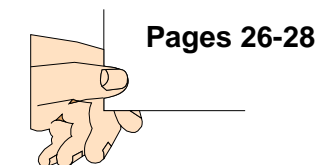
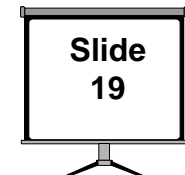
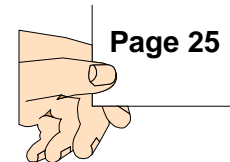
What are the costs of conflict? - Slides 19 and page 26 of the Delegate Workbook.

Explain to candidates that conflict, no matter how big or small, costs the organisation. Below is a brief list to show them some of the things that can happen. Also ensure that the statistics at the top of page are covered ie that virtually half of the staff in every organisation are involved in some form of conflict.

- Wasted time.
- Bad decisions.
- Lost employees.
- Sabotage.
- Low motivation.
- Poor or declining health.
- Loss of income.
- Decline in profits.

Use statistics on page 27 as a reminder of the cost of external conflict.
Now conclude with the unit summary on page 28 of the Delegate Workbook.

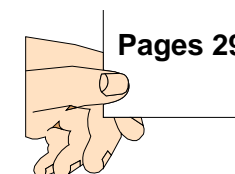
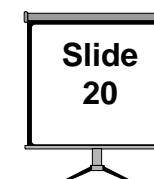
Support/Notes



Section 2 How to Prevent Conflict

Key Point	Content
Introduction	<p>How to Prevent Conflict - Slide 20 and page 29 of the Delegate Workbook.</p> <p>By the end of this unit candidates should be able to:</p> <ul style="list-style-type: none"> • Appreciate the importance of good customer service to avoid conflict. • Understand the importance of the selling message in meeting customer expectations. • Identify various communication methods appropriate to the prevention of conflict. • Understand the importance of creating the appropriate physical environment for customers. • Ensure health and safety requirements are met in order to avoid external conflict.
Ask	<p>What can we do to avoid conflict? – Slide 20 and page 30 of the Delegate Workbook.</p> <p>Ensure candidates understand that in order to avoid conflict between themselves and customers, the organisation must aim to deliver high levels of customer service, including the following sections:</p>
Stress	<ul style="list-style-type: none"> • Comply with health, safety and hygiene requirements. • Exceed customer expectations. • Treat customers with respect. • Don't just aim to satisfy – aim to delight. • Provide solutions to problems. • Deliver outstanding service. • Make customers feel important. <p>NB: These are the key components for avoiding conflict and the focus of the remainder of the section. If candidates have already done the other introductory certificates, ie customer services and selling, then some of this may be familiar to them.</p>

Support/Notes



Section 2 How to Prevent Conflict

Key Point

Content

Explain

The use of communications in creating positive relationships - Slide 21 and pages 30-33 of the Delegate Workbook.

Explain the three things that you should avoid doing that will affect communications that may cause conflict.

Use of Negative/Positive Language - Slides 22-23

Positive phrasing includes:

- Telling the recipient what can be done.
- Suggesting alternatives.
- Helpful and encouraging.

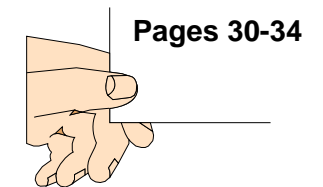
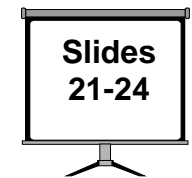
Negative phrasing includes:

- Telling the recipient what cannot be done.
- Has a subtle tone of blame.
- Phrases like do not, cannot or will not.


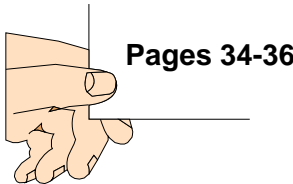
Use of verbal communication in listening

Positive Listening – Slide 24 and page 34 of the Delegate Workbook to explain to candidates the importance of how listening to an angry customer or employee can actually reduce the risk of conflict – by showing interest, being prepared to consider the options etc. This can be done by undertaking the following actions.


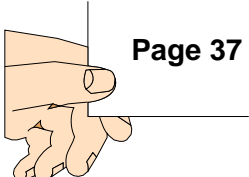

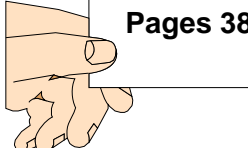
- Verbal noises.
- Support statements.
- Key word repetition.
- Extension.
- Reflection.
- Summary.





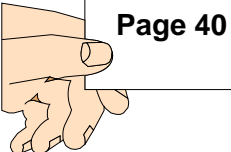
Section 2 How to Prevent Conflict

Key Point	Content	Support/Notes
Discuss	<p>Ensuring the selling message meets expectations – Slide 25 and pages 34-35 of the Delegate Workbook.</p> <p>Candidates should understand that one of the biggest causes of conflict in any organisation is being told that you are going to have a certain standard of a product or service, and that the benefits are quality, layout etc only to find that when they use/receive it, that it does not meet their expectations.</p> <p>The Delegate Workbook aims to show candidates some of the issues about product knowledge and how to sell, but the essence of what they need to know includes the following (as shown in the Slide):</p> <ul style="list-style-type: none"> • Avoid over selling products. • Avoid colourful descriptions. • Ensure value for money is clear. • Be honest. • Let the message reflect the actual products and services delivered. 	
Discuss	<p>Conflict through Sales Objections – Slide 26 and pages 35-36 of the Delegate Workbook.</p> <p>Following on from the above, candidates should now realise that by not selling properly, effectively or fairly, that conflict may arise. There are three key issues that exist in the majority of selling situations that could result in conflict.</p>	
Stress	<p>Top three causes of objections potentially resulting in conflict:</p> <ol style="list-style-type: none"> 1. Price. 2. Product features and benefits not meeting customer needs. 3. A lack of understanding of the product and the customer needs. 	

Section 2 How to Prevent Conflict

Key Point	Content	Support/Notes
Stress	<p>The importance of customer service - Slide 27 and page 37 of the Delegate Workbook.</p> <p>Encourage candidates to think about the following:</p> <ul style="list-style-type: none"> • Why is customer service so important? • What are the benefits of customer service? • Why is high quality service delivery important? 	 <p>Slide 27</p>
Stress	<p>Explain to candidates that customer service is about achieving all of the things in Slide 60, ensuring that customers feel it is a pleasure to do business with your organisation. This is good for customer retention and encourages customers to come back.</p> <p>Health and Safety Requirements to avoid conflict – Slide 28 and pages 38-39 of the Delegate Workbook.</p> <p>Candidates should understand that on top of a healthy and hygienic environment, there is the need to create a safe environment. They should also realise that this is essential and mandatory. As the repercussions of customers being injured as a result of poor health and safety standards can have a detrimental impact upon the organisation. They should be clear on the importance of employer and employee health and safety responsibilities in order to go some way towards preventing and indeed avoiding conflict.</p>	 <p>Page 37</p>  <p>Slide 28</p>  <p>Pages 38-39</p>

Section 2 How to Prevent Conflict

Key Point	Content	Support/Notes
Stress	<p>Employer responsibilities in line with local and national requirements: (Slide 28)</p> <ul style="list-style-type: none"> • All systems (work practices) must be safe. • The working environment must be safe and healthy. • All plant and equipment must be kept up to the necessary standards. 	
Stress	<p>Employee responsibilities: (Slide 29)</p> <ul style="list-style-type: none"> • To take reasonable care of himself/herself and others (i.e. customers and colleagues). • To allow the employer to carry out his or her duties (enforcing rules). • Not to interfere intentionally or recklessly with any machinery or equipment. 	
15 minutes	<p>Any Questions</p> <p>Consolidate key points and check learning - Unit Summary on page 40 of the Delegate Workbook.</p>	

Section 3 Effective Communication Skills in Conflict Situations

Key Point

10 minutes

Content

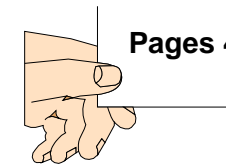
Effective Communication Skills in Conflict Situations

Page 41 of the Delegate Workbook.

By the end of this section candidates should be able to:

- Understand the importance of using conflict handling skills to handle or prevent conflict.
- Describe how to use verbal/face-to-face communications in conflict situations.
- Explain how to use listening skills in conflict situations.
- Appreciate how to use the written word to resolve conflict.
- Describe the use of non-verbal communications in conflict situations.
- Understand the importance of questioning in conflict situations.
- Explain the purpose of recording conflict situations.

Support/Notes



Pages 41-42

Activity

Activity – page 42 of the Delegate Workbook

Discuss

Think about recent conflict situations you may have been involved in, or are aware of, and make a short list of the different behaviours exhibited by the other party.


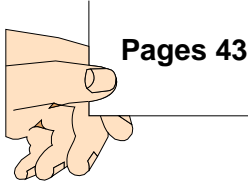
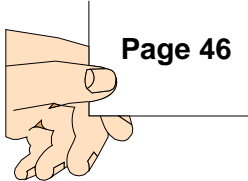
(Candidates should make the list in their Delegate Workbook and then provide feedback, which could be listed on the flip chart as the basis for discussion).

Possible answers may include:

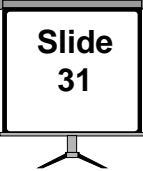
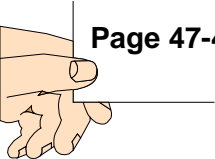
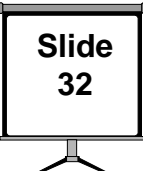
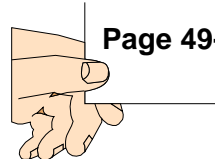
Stress

- Raised voices.
- Shaking fists.
- Pointing fingers.
- Folding arms.
- Walking away from others.
- Rolling of eyes.

Section 3 Effective Communication Skills in Conflict Situations

Key Point	Content	Support/Notes
5 minutes	<p>Conflict handling skills – Slide 30 and page 43-45 of the Delegate Workbook.</p> <p>Candidates should be made to realise that conflict handling is not that easy and that it is important to develop a range of inter-personal skills appropriate to conflict handling. They should also realise, going back to Section 1, that often our personality lends us to being involved in conflict, as opposed to avoiding it. Therefore, it is important to develop the skills listed below:</p>	
Stress	<ul style="list-style-type: none"> • Self-confidence. • Patience. • Persistence. • Flexibility and empathy. • Humour. • Assertiveness. • Conciliatory behaviour. 	
10 minutes	<p>Activity Encourage the candidates to read the scenario - Page 46 of the Delegate Workbook.</p> <p>Recently Peter and Tim have been experiencing some difficulties in work and Peter cannot understand Tim's behaviour towards him, as a result they keep falling out. They both work as security guards on the night shift for a car manufacturer.</p> <p>One day, Tim was very distracted and made a mistake when setting the security cameras. This ended in an argument and an angry exchange of words between Tim and the owner of the premises, saying that the security company was useless. Peter was really embarrassed by this and had a real go at Tim, asking him what he was up to and what was wrong with him.</p>	

Section 3 Effective Communication Skills in Conflict Situations

Key Point	Content	Support/Notes
Discuss/explain	<p>The use of listening skills in conflict situations – Slide 31 and pages 47-48 of the Delegate Workbook.</p> <p>Candidates should be made aware of the importance of listening in conflict resolution situations in order to understand the situation. Candidates should also be able to ask the appropriate questions to find a way forward. Therefore, the following examples of listening skills are important. For the full list refer to page 60-61 of the Delegate Workbook:</p> <ul style="list-style-type: none"> • Create a good listening environment. • Concentrate on the conflict situation. • Let the other party do the talking. • Do not interrupt. • Pay attention to non-verbal clues. • Be alert to displays of emotion. • Make notes. 	<p>Slide 31</p> 
Discuss	<p>Key skills for listening in conflict – Slide 32 and page 49 of the Delegate Workbook.</p> <p>Ensure candidates understand the importance of showing the other party in the conflict situation that they are listening, as this can be seen as both favourable and almost conciliatory behaviour. It can also show a willingness to listen, with a view to resolving the problem.</p> <ul style="list-style-type: none"> • Paraphrasing. • Reflecting the implications. • Reflecting the underlying feelings. • Being non-evaluative. 	<p>Page 47-48</p>  <p>Slide 32</p>  <p>Page 49-50</p> 

Section 3 Effective Communication Skills in Conflict Situations

Key Point

Content

The Benefits of Listening – Slide 33 and page 50 of the Delegate Workbook.

Below is a list of benefits that show the importance of listening effectively. This focuses not just upon resolving conflict, but also the benefits after the conflict is resolved ie repaired relationships can lead to new opportunities. Listening effectively enables you to:

- Act quickly and appropriately.
- Deal with objections or conflict effectively.
- Establish feelings and attitudes.
- Identify new opportunities.
- Obtain information.
- Provide a further basis for questioning.
- Gain an understanding of the problem.

Activity

Activity – Page 51

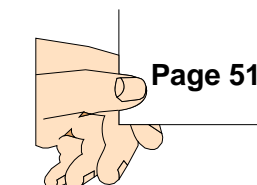
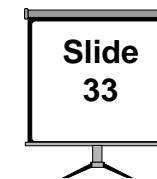
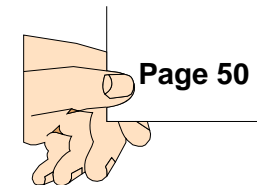
Working in groups and using a white board/flip chart list several consequences of not listening to customers or colleagues when involved in a conflict situation.

Possible answers might include:

- Conflict may worsen.
- Further disagreements flare up.
- Intense arguments take place.
- Unable to fully understand or comprehend the problem.
- Lost business and profit.
- Do not understand how the other party feels.
- Shows a lack of interest in the situation.

These are just some of the problems relating to not listening. Ensure that candidates put these lists in their Delegate Workbook afterwards, as they may provide the basis of an exam question.

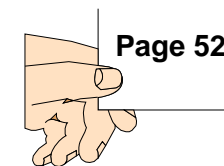
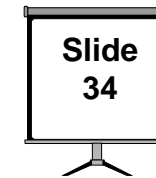
Support/Notes




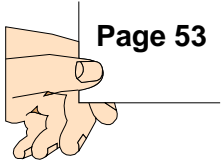
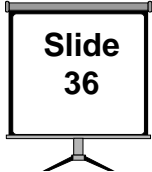
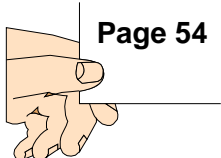
Section 3 Effective Communication Skills in Conflict Situations

Key Point	Content
Stress	Four elements of being a good listener - Slide 34 and page 52 of the Delegate Workbook.
Discuss/explain	<p>Identify the key essence of listening, without which we would fail to take in the necessary information that may be helpful in resolving conflict:</p> <ul style="list-style-type: none"> • Hear the message – genuinely listen to what is being said. • Interpret the message – take in all aspects of body language, tone of voice and interpret their significance. • Evaluate the message – decide what is the actual message being conveyed. • Respond to the message – give a meaningful response to the message.


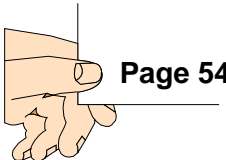

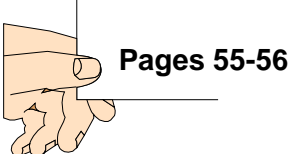
Support/Notes



Section 3 Effective Communication Skills in Conflict Situations

Key Point	Content	Support/Notes
20 minutes	<p>The use of verbal and face-to-face communications – Slide 35 and page 53 of the Delegate Workbook.</p> <p>Candidates need to be aware that their physical activities and their voice could influence conflict situations positively or negatively. They should also be aware of the combination of verbal and non-verbal behaviour that we traditionally use when communicating in conflict situations.</p>	
Stress	<ul style="list-style-type: none"> • 7% actual words. • 38% voice, tone, pitch, pace and quality. • 55% body language. 	
Stress/discuss	<p>Voice - Slide 36 and page 54 of the Delegate Workbook.</p> <p>Make candidates aware of the importance of voice usage and how the wrong use of pitch and tone can hinder conflict resolution.</p> <p>See guidance on using voice in conflict situations.</p>	
Stress/discuss	<ul style="list-style-type: none"> • Avoid harsh or high pitched tones. • Speak in a clear calm voice. • Avoid over usage of your voice. • Keep your voice steady. • Do not let your voice rise. 	

Section 3 Effective Communication Skills in Conflict Situations

Key Point	Content	Support/Notes
Discuss	<p>Eye Movements – Slide 37 and page 54 of the Delegate Workbook.</p> <p>Candidates should be aware of the power of eye movements and how they can be disconcerting and cause the other party in the conflict discomfort, as they can be difficult to read. The use of our eyes can make us appear trustworthy or not as the case may be.</p> <ul style="list-style-type: none"> • Sharp inward movements – avoid as it can send the other party off balance. • Downward eye movements – avoid as they can give a negative message. • Making strong eye contact – the best use of eye contact is a direct and face to face view of the eyes. The general belief is that if you can look somebody in they eye, eye-to-eye contact, you are giving an honest reflection of your thoughts. 	 
Discuss	<p>Other non-verbal behaviour – Slide 38 and pages 55-56 of the Delegate Workbook.</p> <ul style="list-style-type: none"> • Facial expressions – highlight to the candidates. • Posture – posture can be open to misinterpretation more than any other form of non-verbal behaviour. Therefore, considering how we seat ourselves will indicate respect or indeed lack of respect and also general attitude issues. 	 

Section 3 Effective Communication Skills in Conflict Situations

Key Point

Content

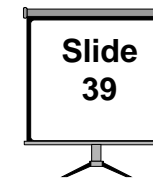
Support/Notes

Discuss

Gestures – Slide 39 and pages 55- 56 of the Delegate Workbook.

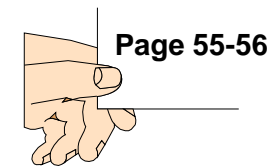
Examples of gestures:

- Arms crossed and avoiding gaze – suggests suspicion.
- Clenched fist – suggests anger.
- Pointing index finger – threatening behaviour.
- Wringing hands – suggests nervousness or frustration.



Stress

Use the Delegate Workbook to look at the broader list. Ensure that candidates understand that gestures can also be misread and add to conflict. Therefore, candidates must carefully consider the consequence of their actions.



Activity

Activity – Page 56 of the Delegate Workbook.

Look at the list in the Delegate Workbook, which of those gestures could make a conflict situation worse?


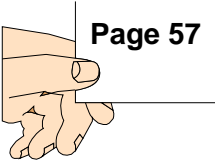

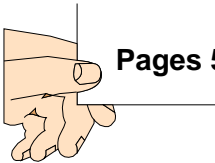
Candidates should provide the following answers and complete them within their Delegate Workbook.

Listen

- Arms crossed and avoiding gaze.
- Clenched fist.
- Doodling.
- Finger tapping.
- Hands behind head.
- Covering mouth.
- Pointing finger.
- Rubbing nose.
- Tugging at ear.
- Wringing hands.

All of the above may send a message that all is not well in the conflict resolution process.

Section 3 Effective Communication Skills in Conflict Situations

Key Point	Content	Support/Notes
4 minutes	<p>Using written communication to record conflict incidents – Slide 40 and page 57 of the Delegate Workbook.</p>	
Listen	<p>Candidates should be aware of the importance of recording conflict in order to ensure that, should there be any come back in relation to the conflict situation, the events have been recorded. This is also important internally, as conflict in some situations can result in disciplinary action:</p> <ul style="list-style-type: none"> • Keep an incident book. • Record conflict situation. • Record who was involved. • Record who resolved it. • Record the outcome. • Use the record as a monitoring tool. 	
2 minutes	<p>When to involve your manager in conflict situations - Slide 41 and page 57-58 of the Delegate Workbook.</p> <p>Ensure candidates understand the following:</p>	
Stress	<ul style="list-style-type: none"> • When the customer becomes too difficult to handle. • When you do not have the autonomy to make decisions to resolve the situation. • Where there are internal problems within the organisation. 	

Section 3 Effective Communication Skills in Conflict Situations

Key Point

Content

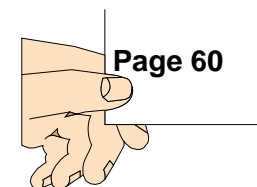
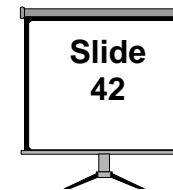
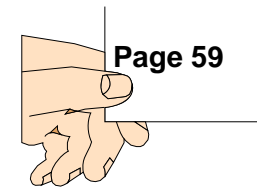
Using theory and communication skills to handle conflict – Slide 42 and pages 59-60 of the Delegate Workbook.

A good way to conclude the section on communication skills for conflict resolution is to look at theoretical issues and communication issues and bring them together in the following way:

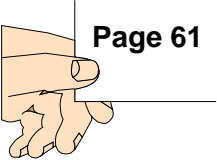
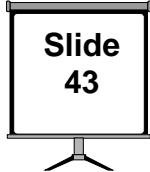
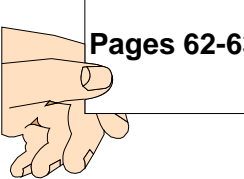
- Listen.
- Apologise.
- Solve.
- Thank.

Conclude with unit summary on page 60 of the Delegate Workbook.

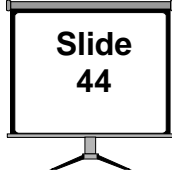
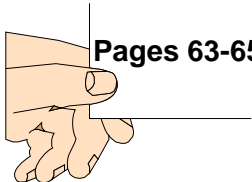
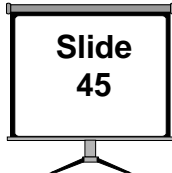
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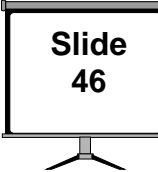
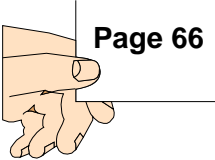
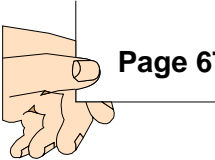
Section 4 Conflict Resolution

Key Point	Content	Support/Notes
Listen	<p>Page 61 of the Delegate Workbook.</p> <ul style="list-style-type: none"> • Identify possible approaches to dealing with conflict. • Describe ways of handling conflict effectively. • Describe different models for overcoming conflict. • Understand how to overcome obstacles within conflict. 	 <p>Page 61</p>
Stress	<p>Approaches to resolving conflict – Slide 43 and pages 62-63 of the Delegate Workbook.</p> <p>Before starting this part of the session use the notes on page of the Delegate Workbook to explain the level at which the candidates are most likely to operate and what their involvement will be in these processes.</p> <p>Explain to candidates the basis of conflict as part of our everyday life and that it is important to resolve it as soon as possible using a range of different methods.</p> <ul style="list-style-type: none"> • Accommodation. • Compromise. • Conciliation. • Mediation. <p>Express to candidates that it does not matter what level the conflict is at, these are possible approaches to actually resolving the problem.</p>	 <p>Slide 43</p>  <p>Pages 62-63</p>


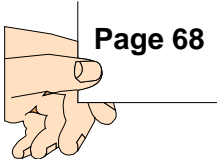
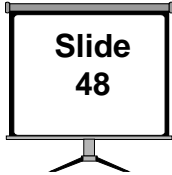
Section 4 Conflict Resolution

Key Point	Content	Support/Notes
Discuss/explain	<p>Two methods of resolving conflict in face-to-face situations – Slides 44-45 and pages 64-65 of the Delegate Workbook.</p> <p>Explain that in addition to the approaches used earlier in the chapter, these will potentially work a little better if we enter into it with a conciliatory attitude or if somebody mediates.</p>	
Stress	<p>Conciliation</p> <ul style="list-style-type: none"> • Apologise. • Take responsibility. • Give way. • Express positive feelings. • Initiate a both-gain approach. <p>Mediation</p> <ul style="list-style-type: none"> • Keep people involved. • Use verbal statements to focus minds. • Wait and let people discuss the issues. • Try and ensure a change of attitude. • Do not give advice or suggestions. • Do not propose solutions. • Do not probe. • Do not give opinions. 	<p>Pages 63-65</p>  

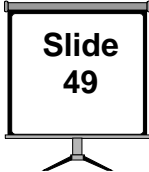
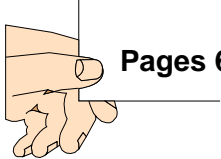
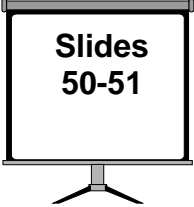
Section 4 Conflict Resolution

Key Point	Content	Support/Notes
Listen	<p>The Nine Step Model for Resolving Conflict – Slide 46 and page 66 of the Delegate Workbook. Masters, Roberts and Albright – American Management Assessment.</p> <ul style="list-style-type: none"> • Take a step back and analyse the situation. • Confront the situation. • Sit back and listen to the problems. • Understand the seriousness of the situation. • Explore the options for overcoming conflict. • Assess whether or not agreement is possible. • Propose a solution. • Reach an acceptable outcome. • Build and repair relationships. 	 
Activity	<p>Activity – Page 67 of the Delegate Workbook.</p> <p>Describe a situation at work where you have recently been involved in a conflict situation and explain how you could have used the nine-step model to resolve the conflict.</p> <p>NB: The basis of this activity is to allow candidates to apply these concepts in relation to their own roles and realise that the most basic levels of conflict would benefit from this approach.</p> <p>Candidates should complete answers within their Delegate Workbooks.</p>	

Section 4 Conflict Resolution

Key Point	Content	Support/Notes
Discuss	<p>Basic Strategies for Resolving One-to-One Conflict - Slide 47 and page 68 of the Delegate Workbook.</p> <p>Situations where one-to-one conflict arises:</p> <ul style="list-style-type: none"> • One employee is angry with another. • Employee angry or in conflict with his/her manager. • One employee angry at someone outside of the organisation ie customer/supplier. • Two individuals who are continually in conflict with one another. 	
10 minutes Explain	<p>Five Step Model for Conflict Resolution – Slide 48 and page 68 of the Delegate Workbook.</p> <ul style="list-style-type: none"> • Seek feedback and obtain an answer. • Clarify situation. • Summarise the position. • Conditional approval – proposal of alternatives. • Seek approval – follow up and confirm actions. 	
Stress	<p>Explain the basis of one-to-one conflict, ie conflict with just one other person. This is probably the most common form of conflict, and something that they experience on a work and personal basis all of the time. It is often personal relationships that breakdown. The relationship can be valuable or special and therefore, it is important to resolve the conflict.</p>	

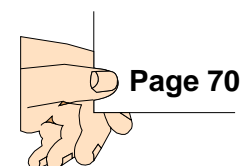
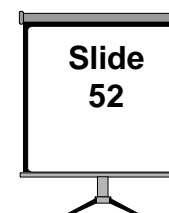
Section 4 Conflict Resolution

Key Point	Content	Support/Notes
	<p>Slide 49 and page 69 of the Delegate Workbook.</p> <p>Things to do when involved in one-to-one conflict:</p> <ul style="list-style-type: none"> • Find time to talk. • Consider the issues. • Listen to the other side of the argument. • Avoid heated discussions and arguments. 	
	<p>There are also some other actions that can be taken to ensure that the outcome of the talk can be undertaken – these are on page 70 of the Delegate Workbook.</p> <p><u>It is important to discuss these points as they may be assessed.</u></p>	
Discuss	<p>Tactical Ways of Resolving Conflict in One-to-One Situations – Slides 50-51 and pages 69-70 of the Delegate Workbook.</p> <p>Stress to candidates that, to get the best out of a situation, there are some basic principles which should be abided by:</p> <ul style="list-style-type: none"> • Do not run the show. • Highlight the positive. • Allow the other party to put their side. • Do not be passive or aggressive. 	

Section 4 Conflict Resolution

Key Point	Content
10 minutes	Another One-to-One Conflict Resolution Strategy – Slide 52 and page 70 of the Delegate Workbook.
Discuss	Candidates should be made aware of the importance of dialog, working together to resolve conflict, not appearing to be too superior and allowing the other party to retain some dignity. This includes:-
Answers	<ul style="list-style-type: none"> • Offering ideas. • Making it OK for other people to feel like they do. • Making it easy for them to change position. • Not forcing them to prove that you are right. • Saying what you want to if necessary.
Discuss	<p>Activity – Page 70 of the Delegate Workbook.</p> <p>As a group discuss the ways you currently use to overcome one-to-one conflict with either customers or colleagues. Discuss situations where you might use the one-to-one approach to resolving conflict. Candidates should insert the answers in their Delegate Workbooks.</p> <p>Possible conflict situations for one-to-one include when someone:</p> <ul style="list-style-type: none"> • Is lazy. • Has annoyed you. • Has shouted at you. • Has let you down. • Is unreliable.

Support/Notes



Section 4 Conflict Resolution

Key Point

10 minutes

Discuss/explain

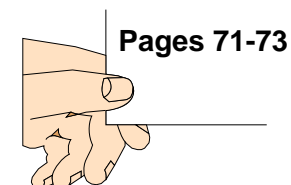
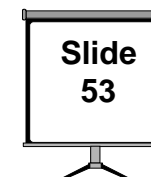
Content

Ways to overcome obstacles to conflict - Slide 53 and pages 71-73 of the Delegate Workbook.

Explain to candidates that sometimes it can be difficult to overcome conflict because of a number of other factors relating to the organisation and individual behaviour essentially stands in the way of achieving conflict resolution. These include:

- Culture – internal, external and global (international culture differences between customers and employees).
- Time. Time is a big barrier as people are over stretched, over worked and often it can be difficult to find time to resolve issues.
- Denial – pretending that the conflict situation does not exist.
- Competitiveness – the feeling that one party has to win.

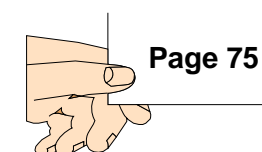
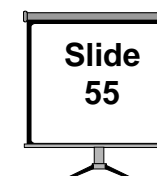
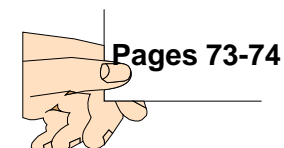
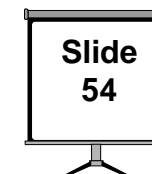
Support/Notes



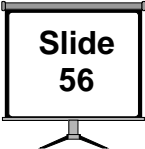
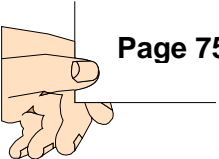

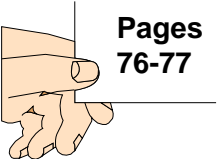
Section 4 Conflict Resolution

Key Point	Content
10 minutes	Possible outcomes of conflict handling – Slide 54 and pages 73-74 of the Delegate Workbook.
Discuss/Stress	<p>Candidates need to understand the different combinations of outcome of conflict resolution.</p> <ul style="list-style-type: none"> • Win-lose (This is where I win and you lose). • Lose-lose (This is where we both lose). • Win-win (This is where we both win). <p>Candidates should also understand the characteristics and tactics of winners and losers so that they understand the basis of their own behaviour. Slide 55 and page 75 of the Delegate Workbook.</p>
Stress	<p>Tactics of winners includes:</p> <ul style="list-style-type: none"> • Retain your original position in the argument (ie whatever you believed to be the story and stance in the first place – stick with it). • Be relaxed (stay cool and calm). • Show concern (be concerned to solve the problem and end the conflict). • Be self-assured and confident. • Be conciliatory (Remember conciliatory behaviour from earlier – question candidates to see if they can remember).

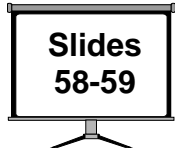
Support/Notes



Section 4 Conflict Resolution

Key Point	Content	Support/Notes
	Slide 56 and page 75 of the Delegate Workbook.	
Discuss	<p>People find losing in conflict situations very difficult, and display some of the following characteristics and tactics:</p> <p>Tactics of losers include:</p>	
Stress	<ul style="list-style-type: none"> • Denying defeat is possible. • Losing their position. • Being in a fighting mood. • Tending to have to learn from situations. • Tending to apportion blame to others. • Trying to be accommodating. 	
	<p>Benefits of Resolving Conflict – Slide 57 and page 76 of the Delegate Workbook.</p> <p>Candidates should be made aware of the benefits of resolving conflict and the types of lessons that can be learned. Benefits might include:</p>	
Stress	<ul style="list-style-type: none"> • Respect for one another grows. • Change takes place. • Other difficulties are faced and resolved. • People can improve. • New ideas evolve. • Future conflicts are addressed early on before they can escalate. • A new team spirit and competitive edge evolves. 	
	<p>Any Questions – consolidate key points and check learning on page 77 of the Delegate Workbook.</p>	

**Section 4
Conflict Resolution**

Key Point	Content	Support/Notes
Section Review	Verbally check how objectives have been met.	
Resources	Evaluation forms.	
Time	Prepare for one-hour assessment. Examples of completed Test Papers are on the City & Guilds Walled Garden for you to use to prepare candidates.	
Close	Explain follow up procedure/post course learning.	
Review	Evaluation sheets.	
	Thanks.	
	CLOSE workshop.	