

Welcome To...

COACHING FOR RESOLUTION

Your workshop trainer:
Rick Schmidt

As you settle in...
Please think of two real situations where "you" are experiencing some unresolved tension (conflict), and that you would be willing to share with another participant.

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A few logistics...

- **Lunch** = 11:45* - 12:45 (*help me with this)
- use our fridge!?
- **Breaks** = 15 min. in AM., 15 min. in PM.
- **Washrooms** → down the hall, & another hall...
- **Cell Phones** = off?
- **Parking** limits and avoiding Tickets...
- **End of day** = 4 pm
- **Other**...?

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And I am...

- mediator in private practice
- teach C.R. studies @ U of W
- training workshops



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Introductions:
- partner up with someone you DON'T know, and share...

- 1) Your **Full Name**
- 2) One specific thing you hope to **learn in this workshop.**
then...
- 3) Together, consider the ideal person (friend, colleague, or family member) to approach for help when you're in conflict with someone else. **Identify:**
- one **ability** they would have
- one **value** they would hold
- one **belief** they would have

Flip Chart...

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Course Objectives Page 3

- Understand the role of a conflict resolution coach - and its opportunities and limitations
- Gain insight into areas of life where you play this role
- Learn and practice key elements of the conflict resolution coaching process
- Increase awareness of assumptions about responding to conflict as a third-party
- Increase ability to analyze conflict situations in the role of an informal third party

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Guidelines

- Time is Valuable
- Jump In
- Make Connections to real life
- Have Fun
- **Confidentiality** **
- after this workshop is over, take only **your** stories with you

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Picking Appropriate Conflicts with which to work...

Identify two real situations where *you* are experiencing some unresolved tension (conflict), and that you would be willing to share with another participant.

(But not a situation between you and another in this room!)

Want these slides?
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agree@shaw.ca

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Foundational Concepts Review

- You'll form **groups of 2-5 people**
- We'll review **4 BASIC C.R. Concepts:**
 - **Apologies**
 - **Intent-Action-Effect**
 - **Naming Behaviors**
 - **Positions and Interests**
- We'll **practice** these concepts.

*** But **FIRST**.....

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Mapping the Problem

What coaches need to remember... In DDP manual

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Apologies

Page 61-62

Recovering from the negative impact we have on others post pinch or crunch

Crunch Pinch

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Apologies/Acknowledgement

- Identify problematic behavior (action)
- Acknowledge impact/effect
- Take full responsibility for your action: words, tone and body language (no 'buts')
- Always share your regret for the negative effect on them ('I'm sorry')
- If the behavior has occurred before put a plan in place to change the pattern (e.g. counseling, training).

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Apologies/Acknowledgement

Pat got really upset with a client for being disrespectful to her. In the heat of the moment, Pat told the client to "Stop behaving like a child!" The client responded in kind and threatened to report Pat.

**** Craft an apology for Pat. ****

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The Four *Don'ts*

- **Don't** use the phrase "but..."
- **Don't** argue with the experience of the impacted person
- **Don't** blame the other person
- **Don't** minimize the level of hurt.

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Intent – Action - Effect Page 64+65

Words – 7%
Tone – 38%
Body Language – 55%

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Bob is upset at Gerry, his manager, because once again Gerry is showing favoritism towards Sandra. For years Bob has been sent to speak to some local organizations about the department. However, this year Gerry has decided to send Sandra as she has expressed desire to explore her interest in public speaking.

Gerry thought that Bob would welcome the break, because last year when Gerry asked him to do the public speaking Bob commented in a less than excited tone, "Oh, it's that time of year!"

**** Identify what you know of the intents and effects of both Bob and Gerry's words or actions, as well as any wrong assumptions. ****

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Naming Issues/Behaviors:
Identifying topics to be discussed

- **Use neutral or positive language**
(e.g. communication instead of miscommunication)
- **Remove adjectives**
(e.g. too much, less)
- **Leave out pronouns**
(e.g. you, them)
- **Use nouns**
(e.g. the meeting, our working relationship)
- **Name issues that are relevant and minimize the discomfort for both parties**

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You are frustrated about a number of different aspects of meetings in your department.

The meetings are longer than scheduled and people often arrive up to 15 minutes late.

As well, the discussions tend to be unfocused and it is often unclear when a decision has been made.

- 1) Name the problematic behaviours.
- 2) Name the issues that the behaviours highlight.

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Positions and Interests Page 68+69

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A "marginally performing" staff member, Steve has requested the opportunity to attend an upcoming in-service. Steve sees this as an opportunity to expand his horizons and hopefully get more opportunities. He also notes that he has not had any professional development opportunities for some time.

The manager does not support this request: the workshop seems slightly beyond the requirements of the Steve's job and Steve is barely meeting minimum requirements. Attending workshops are a perk and the manager does not want to reward minimal effort.

**** Identify the positions and interests in this conflict between manager & staff member. ****



CONFLICT GOALS

- What do we need?
- What are we trying to get?

Special Handout

TOPIC GOALS

- What is the substantive resource or thing that we want?
- increase in salary? - holidays in July? - a parking spot?

RELATIONAL GOALS

- Who are we to each other?
- Are we looking for fairness in the relationship? - respect? trust?

IDENTITY & FACE SAVING GOALS

- Who am I in this interaction?
- How do I want to be seen, by others? - By myself?

PROCESS GOALS

- How are we going to work this out?
- What's the best way to deal with this situation?



Harry & Harriet

Harriet: The garbage under the sink is beginning to smell...

Harry: So, why are you telling me?

Harriet: It's your job to take out the garbage.

Harry: I took it out the last time. Now it's your turn...

Harriet: Harry, you never lift a finger in the kitchen. The least your laziness can do is take out the garbage.

Harry: Lazy! That's ridiculous. I do plenty around here. I'm tired of always being accused of not pulling my weight.

Harriet: Alright, just forget it. It's too late, and we're both too tired to get into this now.

Harry: Oh no you don't. You started it, and now we're gonna finish it.



Definition of "Resolution Coaching"

Page 9

Resolution coaching is an informal third-party approach which supports and encourages people in conflict to address their concerns and create solutions to the problem together.

Ideally, coaches are ~~neutral~~ **BIPARTISAN!**
(That's NOT in the manual.)



Self-Reflection

Page 10

Reflect on the last few times when someone has complained to you about another person or approached you about a conflict they have with someone else.

What kinds of conflict situations do you get drawn into?

- Focus on one situation:

1. How did you respond?
2. What does your response indicate about your beliefs about conflict?
3. After talking with you, what did the person do in relation to the conflict?
4. How have the consequences of this situation shaped your understanding of coaching?
5. What do you assume about your role and responsibility in responding to another person about his/her conflict situation?
6. Can you identify some assumptions you have about your role and responsibilities as a coach?



Shared Reflections

Then, in groups of 2-3, share your stories.

- How did you respond?
- What does this say about your beliefs about conflict?



Coaching Model

Page 17

1. **Vent**..... Invite the person to speak
2. **Clarify**..... Name the issues
3. **Imagine**..... Broaden options
4. **Choose**..... Best approach
5. **Prepare**..... Coach for next steps
6. **Follow up**.... Check to see how things are going

NOTE: *There's no "Giving Advice" step!*



Video Example – Take 1

Jim is talking to his **previous boss** about his current boss, **Mary**.

Watch for...
the coach's strategies and/or skills.



Video Example – Take 1

1. What did the Conflict Resolution Coach do?
2. What did you like? What would you do different?
3. Does Jim feel supported?
4. What is going to happen? What are some steps that Jim might take?



Potential Problems

Page 11

1. We feed the person's conflict by taking sides.
2. We entrench the person's position.
3. We tell people what to do.
4. We do nothing to help, in our effort to avoid inappropriately telling the person what to do.
5. We end the conversation with the person having a cathartic vent, but making no progress.
6. We agree to take on the problem for the person but don't manage to find a way to address the situation.
7. We agree to a confidentiality request (be silent) in spite of the fact things are likely to continue to get worse.




Video Example - Take 2

Same scene, from the top again.

Watch for...
- the coach's strategies and/or skills,
- and the coaching model.




1. What did the Conflict Resolution Coach do?
2. What did you like? What would you do different?
3. Does Jim feel supported?
4. What is going to happen? What are some steps that Jim might take?



Coaching Model Page 17

1. **Vent**..... Invite the person to speak
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Basic Assumptions about Conflict Resolution Coaching Page 12

1. The impact of conflict is far-reaching.
2. Awareness of a conflict is an invitation to participate.
3. Participation does not have to mean endorsement of one side.
4. One "side" is LESS than one half of the story.
5. People can solve their own conflicts.

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Asking the *right kind of* QUESTIONS Page 70+71

Open Ended = "High-Yield" Questions:

- Move from judgement → curiosity;
- Invite longer responses;
- Give person choice of how to respond;
- Move control from questioner to responder (who's agenda is it, anyway?);
- Often start with 'what' or 'how'...


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Why ask QUESTIONS??

1. **Information Seeking**
"I'd like to hear more about...."
2. **Clarification**
"I'm not clear what you mean when you say..."
3. **Interest-focused**
"What are you concerned will happen if...."
4. **Exploring Apparent Inconsistencies**
"Earlier on you said... and now you are saying..."
"Could you help me understand..."
5. **Brainstorming**
"In light of both Sean's interest in _____ and your interest in _____"
"What are some possible directions to go with this?"

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The Goal of Questioning is to solve a mystery...

1. Listen to the story.
2. Recognise the closed-ended questions that suggest themselves to you. (Questions requiring only "yes" and "no" responses).
3. Set them aside! Instead identify one or two open-ended questions that would solve the mystery.

Example: In pairs...
a) Ask partner about themselves, using Closed-ended questions...
b) Ask partner about themselves, using OPEN-ended questions...

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Write out 2-3 inflammatory statements that have been said to you, or others in your presence.

Record them each as distinct and separate statements, on a piece of paper.

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In Pairs...

1. Read ONE of your nasty statements to your partner.
2. Your partner responds in a spirit of curiosity and with an open question.
3. Reverse roles and repeat 1&2.



Large Group Debrief

1. When an insult is directed at someone, they often respond with silence. What does that silence generally convey to the person who voiced the insult?
2. Alternatively, what is the impact of a concerned but careful, open-ended question?



PARAPHRASING

Page 72+73

When paraphrasing in a conflict situation:

1. Genuinely try to understand what the person is experiencing;
2. Attempt to capture the essence of what the person said;
3. Use your own words to let the person know what you think s/he said;
4. Be brief: aim for less than 8 words; and
5. Paraphrasing feelings is often more powerful than paraphrasing facts.



Vent

Page 18

Until people have sufficiently released their pent-up feelings and thoughts, they often find it hard to think clearly and effectively about steps forward.

*** Until they feel heard & understood themselves, they may NOT be able to consider the other's point of view... ***

Skills required:

- Paraphrasing
- Asking open-ended questions
- Patience... and an ATTITUDE of...???



Clarify

Page 19

Naming the issue(s) clearly and non-judgmentally will help the person in conflict to:


- Put some order to the mess that the conflict has created in his/her life.
- Shift from focusing on the other person as the problem, to identifying the problem that they will need to resolve together.
- See a way forward into a conversation with the other person.



Imagine

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- Coaches can help people imagine alternatives by encouraging them to focus on their needs, fears, and hopes rather than staying stuck on a single position.
- Focusing on their own interests opens up more options for solutions, and can increase the likelihood of a person getting their needs met in a conflict.
- Coaches can also invite a person to wonder about the other party's interests.



Choose Page 21

- Let it go
- Talk about it
- Mediation
- Go to a higher authority
- Get more Information


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Picking Appropriate Conflicts with which to work...

Identify two situations where you are experiencing some tension (conflict) and you would be willing to share these situations with another participant.


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Dance Card

1. Put your name on your sheet.
2. Move around the room and find a different partner for each dance.
3. Write down the name of your partner on your sheet of paper.

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Coaching Model Page 17

Pocket Cards...?

1. **Vent**..... Invite the person to speak
2. **Clarify**..... Name the issues
3. **Imagine**..... Broaden options
4. **Choose**..... Best approach
5. **Prepare**..... Coach for next steps
6. **Follow up**.... Check to see how things are going

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Role Play #1 Pocket Cards...?

1. Explain context/relationship (1 minute)
2. Do coaching process (8 minutes)
3. Debrief (5 minutes)

Coachee: Was there anything your coach did that was different than when you have shared this situation with others?

Coach: Any reflections on your role?

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Large Group Debrief

Coachee:
What allowed or helped you take a step forward?

Coach:
Did anyone offer advice? Were you tempted?

Tip:
Turn the urge to give advise into an open ended question!


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Making the Mental Shift page 13

1. More curiosity/less judgement.
2. More facilitating/less owning the problem.
3. More listening/less talking.
4. More asking questions/less giving advice.
5. More focus on the person you are speaking with/less on the other disputant.

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Role Play #2

1. Explain context/relationship (1 minute)
2. Do coaching process (8 minutes)
3. Debrief (5 minutes)

Coachee: Was there anything your coach did that was different than when you have shared this situation with others?

Coach: Any reflections on your role?

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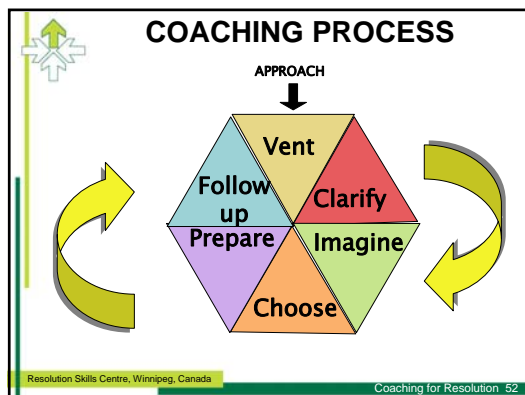



Large Group Debrief Questions

Coachee:
What allowed or helped you take a step forward?

Coach:
Where was it most difficult to follow the model.


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Preparing: Let it Go? page 22

- What makes this the best option?
- Is it realistic to let this go?
- Is this avoidance?
- What do you need to do to be sure you've let it go?
- What will you do if it happens again?

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Preparing: Talk about it page 23

- What makes this the best option?
- Where and when will you talk?
- How will you begin the conversation?
- How will you listen to the other person?
- What can you take responsibility for?
- How will you state your concerns?
- What counter-productive patterns exist in the relationship? How will they be dealt with?
- How will you close the conversation if it is not going well?

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Preparing: Mediate it

page 25

- What makes this the best option?
- How will mediation be arranged?
- How will this be communicated to the other party?
- What role is appropriate for the coach?
- What can the coach do to prepare the party for the mediation?



Preparing: Higher Authority

Page 26

- What makes this the best option?
- What higher authority will you go to?
- What are the long-term and short-term consequences of this option?
- How will you manage in the meantime?
- What is the appropriate role for the coach?



Get More Help or Information

Page 26

- What other information do you need?
- Who can give you that information?
- How will you get it?
- What other support do you need? From whom?
- Might this be a delaying tactic?



Prepare: Coaching for next steps

What are the benefits to coaching?

This step will move the conversation from theory to practice. It involves actual skill building and planning to take the best option and move it into a reality.



Fishbowl Exercise

What are some effective questions to ask, in order to get the person ready to move ahead effectively in talking to the other?



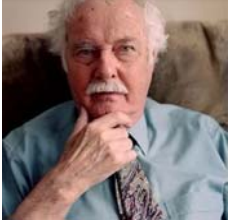
End of Day

Think of someone you know who's been complaining to you. [Consider connecting with them and trying out your skills.](#)

Enjoy your [assigned reading](#).

*** Take home a story handout! ***

Day Two



Welcome back

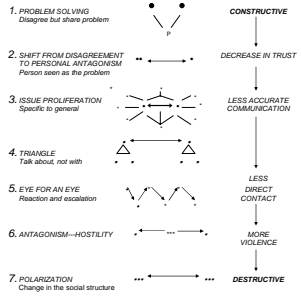
From Day #1...

- Questions?
- Observations?
- Other?

Eric Lomax
Read his moving autobiography:
"The Railway Man"

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Conflict Escalation and Change



1. PROBLEM SOLVING
Disagree but share problem

2. SHIFT FROM DISAGREEMENT TO PERSONAL ANTAGONISM
Person seen as the problem

3. ISSUE PROLIFERATION
Specific to general

4. TRIANGLE
Talk about, not with

5. EYE FOR AN EYE
Reaction and escalation

6. ANTAGONISM—HOSTILITY

7. POLARIZATION
Change in the social structure

CONSTRUCTIVE

DECREASE IN TRUST

LESS ACCURATE COMMUNICATION

LESS DIRECT CONTACT

MORE VIOLENCE

DESTRUCTIVE

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Context for Case Study

The teaching staff at 'ABC' School have all agreed that the new Language Arts curriculum put out by Manitoba Education is virtually impossible to implement. The outcomes expected at each grade level are just too demanding. The Principal of the school has met with the staff on several occasions and while sympathetic regarding the curriculum demands, s/he has stressed the curriculum must be followed.

In April, the staff at your school decided to make team-teaching a priority for the upcoming school year. Whenever possible, teachers would combine their classes and benefit from having two teachers. This could happen during the regular classes or whenever a field trip was being planned. This plan will be evaluated at the end of the year. If the majority of staff are in favour, then team teaching will be formalized for the next school year.

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Jay and Robin: teachers

Jay..... introverted, diligent, spends hours on lesson plans to do it right.

Robin... extroverted, enthusiastic, often flies by seat of her pants

There will be **3 scenes**, a few weeks apart...

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Jay and Robin: Role Play Instructions

Divide the class into two equal halves...

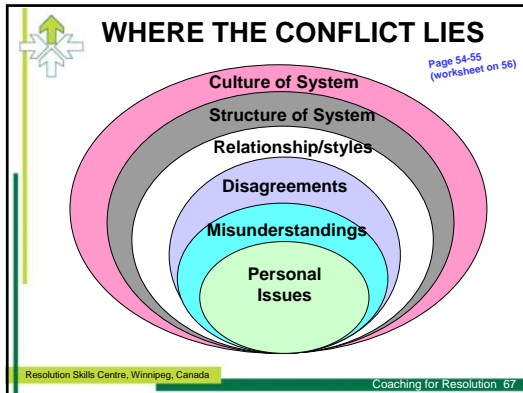
- One side are Robins, the other Jays

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Scene 1, 2, & 3

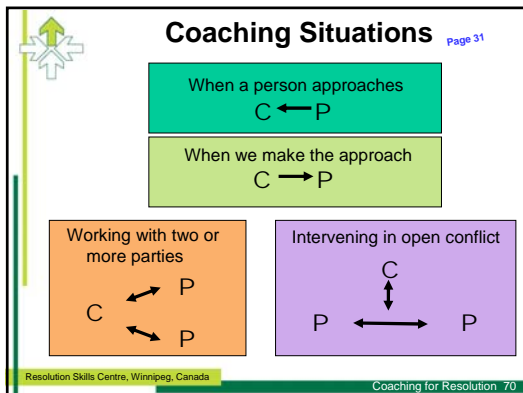
Jays:	Robins:
• How is Jay feeling about Robin?	• How is Robin feeling about Jay?
• What is Jay's issue?	• What is Robin's issue?
• What level of escalation do you think Jay is at?	• What level of escalation do you think Robin is at?

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- ## Debrief: Dan Coaching (DVD)
- What did the conflict resolution coach do?
 - How much did he talk?
 - What are the do's and don'ts for remaining supportive to the person and respectful of the absent party.
 - What does the person who is in the conflict bring to the conversation?
 - What does the conflict resolution coach bring to the conversation?
 - What is the role of the conflict resolution coach? How does this compare to the other roles we may also be playing or what people's expectations might be?
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- ## Screening and Assessment
- Teams of 3-5 persons
 - Each team will have a pile of scenarios at the front of the room.
 - When the trainer says "Go," each team sends one runner up for a scenario.
 - Runners bring scenario back to team to read & discuss, write their decision on the back of the paper and put it up on the wall chart:
 - Would you be a coach: Yes or NO
 - If no, 'read flag' =
 - If yes, what's your first step...??
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- ## Making the Approach...
- Personal reflection:
Try to recall a time when you saw a situation of conflict (between others) unfolding before your eyes...
- When did you realize something was wrong?
 - What did you do when you become aware of the problem?
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- ## Making the Approach...
- Large group survey:**
- What made the conflict apparent to you?
 - What are some of the things you did?
 - How many of you approached one of the parties about the situation?
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An approach may include:

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- Explanation
why you are approaching
- Clarification
your role, intent and interests
- Comment
on conflict or incident and impact on you
- Confidentiality
assurance
- Permission
request to become involved

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Making the Approach...


Debrief the Coaches:

- Questions? Dilemmas?
- If you'd been talking to your peer, in contrast to your manager, would you feel differently? Why?
- How might your approach change?

Points to ponder:

- This is more complicated than being approached.
- People being approached may be defensive.
- Some may be expecting to be judges or chastised.
- Be transparent – about purpose and method.
- Ask for permission.


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Page 43: BUT NO PEEKING!

Name the TOP 5 Challenges when working with TWO Parties


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Closing Round

What ONE thing, in particular, have I learned in the last two days about:

- *Myself*, or...
- the *role of the coach*, or...
- the way I view *my role in the world*, or...
- The *skills required* to coach

“Thanks!” 


Want these slides?
 E-mail me at:
agree@shaw.ca

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- Extra slides follow...

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Working With Two Parties

Approach

- Based on your understanding of situation, decide who to approach first. (Be clear on your reason and intent so you can be transparent if asked.)
- Be consistent: Use the same basic approach with each person.
- Clarify: How you know about the conflict, your intent and role.
- Inform: When you have already talked to the other person

Confidentiality

- Get a clear understanding of what can be shared and what remains confidential.

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Shuttle Diplomacy: Being a “Go Between”

Concerns:

- Parties may over-rely on the coach to communicate for them.
- Coach may develop undue power/control in the conflict.
- It can be difficult to create closure.
- Parties may try to manipulate the coach/coach may inaccurately represent the parties.



Follow Up/Aftermath

Page 27

- Are both parties ready to move on? Do they need more help?
- How and when will agreements be followed up?
- Is more help needed?
- What might others who were impacted by the conflict need?
- What can each person, and you, do to ensure the situation is addressed long term?
- How will the group be reacting to the people who were in conflict? What might the group need at this point?
- What ways might the system’s structure and/or culture undermine the sustainability of the resolution? How can this be addressed?
- Do other conflict situations need to be addressed? If so, how can this happen?



Prevention

Consider some of the conflicts that surround you...

- What are the clues that conflict is brewing?
- What stops you and others from responding to those clues (identify personal and systems constraints)?
- How might your current roles (formal and informal) give you access to assisting others in the resolution of their conflicts?
- How can you individually, and the organizations you are involved in be more proactive in responding to the early warning signs of conflict?



Role of a Conflict Resolution Coach

A Coach is a ...

- Clarifier (of interests and issues)
- Facilitator (of communication)
- Empathetic Listener

A Coach is not a ...

- Mediator
- Judge
- Counselor
- Advocate



A Coach May...

- Help a person understand and articulate his/her own interests.
- Explore with a person steps they can take to address their concerns.
- Help person decide the best way to deal with the conflict.



Role of a Conflict Resolution Coach

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What participants bring:

- Content
- Feelings
- Facts
- Perceptions
- Issues
- Positions
- Interests
- Solutions
- Goals

What the coach brings:

- Safety
- Balance
- Preparation
- Communication Skills
- Encouragement
- Focus: future & issues
- Clarification
- Conflict Resolution Skills