 <p>INNARCHIVE.COM - BACK TO BASICS CONFLICT HANDLING TRAINING SESSION PLAN</p>	TITLE	Conflict Handling – “People Business 6”
	TARGET GROUP	All new employees
	DURATION	3.5 - 4 hours
	VENUE	Training Room
	GROUP SIZE	Max. 16-20
	TRAINED BY	Training Manager

## PURPOSE

To improve workplace productivity by empowering team members with the skills to resolve conflicts.

## SELECTION CRITERIA

All new team members

## OUTCOMES

By the end of this session participants will be able to plan and participate in a conflict resolution conversation, and:

1. Describe at least 4 conflict behaviours including passive-aggressive
2. Discuss the impact of unresolved conflict on Task, Team & Individual
3. Explain how one’s personal reactions and behaviour style can create a ‘Conflict Cycle’
4. Clearly demonstrate the 5 Fighting Fair steps in a role play
5. Propose the steps to follow if a conflict is not resolved through the Fighting Fair framework




## RESOURCES

“Takes Two to Tango” DVD (slide presentation, video & music)	Quiz Show question cards & prizes	Fighting Fair poster (print out the poster on large paper and lamine for reuse)
Data projector & laptop	Workbooks & pens	Whiteboard, markers & eraser
Flipchart (some prepared prior to session)		Flip Chart Marker Pens

## BREAKS


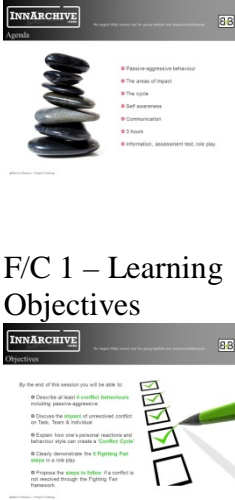
10 min Stretch Break in middle


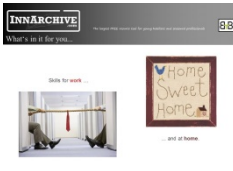
## ROOM SET-UP

-  U-shape or Cabaret, F/C
-  Pads, pens, sweets on tables
-  Water / tea, coffee



## SESSION OVERVIEW


Setting the scene	Pre-session set up Welcome & introduction Icebreaker WIIFM
Content	What is conflict? Passive Aggressive Behaviour Impact of unresolved conflict Did you know? Impact on guests The conflict cycle Two to tango? Solutions
Break	10 min break
Content	Power of positive thinking Tools for conflict resolution Merrill-Reid Model Your Behaviour Style Analytical Amiable Driving Expressive You & your style Making the effort The Fighting Fair framework Effective Phrases Role Play Fighting Fair – Did it work? Avoiding conflict resolution Quiz show  Action Plan
Wrap-up	Wrap up



Time	Topic	Learning Activity	Resources
20 min prior to start	<b>Pre-session set up</b>	Pre-reading: <a href="http://www.allbusiness.com/human-resources/workforce-management-conflict-resolution/12260-1.html">http://www.allbusiness.com/human-resources/workforce-management-conflict-resolution/12260-1.html</a> <a href="http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm">http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm</a> Have Tango music playing Flipcharts prepared Fighting Fair poster on wall AV equipment set up F/C 1 on wall (Objectives) Opening presentation slide on screen	
5 min	<b>Welcome &amp; introduction</b>	<ul style="list-style-type: none"> <li>✿ WELCOME!! &amp; self introduction from trainer if necessary</li> <li>✿ Please sign attendance list</li> <li>✿ Q: – Who’s ever been in a fight/conflict and heard someone say “It Takes Two to Tango”?</li> <li>✿ Q: - What does that mean?</li> <li>✿ A: - Most conflicts take 2 people to contribute to make a fight. They may not be <b>aware</b> of what they are contributing to create a conflict AND they may not be aware of what they can do to <b>resolve</b> the conflict.</li> <li>✿ Your usual understanding of ‘conflict’ may be challenged in significant ways during this session – I encourage you to be open to seeing things from a different perspective</li> <li>✿ <b>WHAT</b> we’ll cover today – review Flip Chart (F/C) 1 which should have the list of Learning Outcomes</li> <li>✿ <b>HOW</b> we’ll work – participation, lots of questions and activities, stretch &amp; smoke breaks, drink lots of water to stay focused, Evacuation – nearest exit, Note paper &amp; pens – take notes (but not the pens!) Focus on participation, good learning &amp; fun</li> <li>✿ <b>WHEN</b> does the session finish &amp; have breaks</li> </ul>	

Time	Topic	Learning Activity	Resources
5 min	<b>Icebreaker</b>	<p>🌸 <b>WHO</b> is in the room with us today? Lets meet each other through a quick activity – Icebreaker</p> <p><i>Trainer’s note: Introduce this as a fun activity that’s all about conflict because it’s called ‘Slaps!’</i></p> <p><b>Activity:</b> Slaps!  <b>Materials:</b> None – you may need to move chairs to create space  <b>Instructions:</b> Demonstrate with a partner first while you explain it. Then get everyone to find a partner and give it a go!</p> <ul style="list-style-type: none"> <li>🌸 Select a partner of similar height</li> <li>🌸 Remove any high heels</li> <li>🌸 Face each other (no more than a metre apart) and both stand with one foot directly in front of the other foot so that the toes of your back foot are touching the heel of your front foot</li> <li>🌸 Put your right hand behind your back and place your left hand in front of you, palm facing right, touching the palm of your opponent</li> <li>🌸 You must try to unbalance your opponent, so that they step out of line, by slapping their palm</li> <li>🌸 Best of three wins!</li> </ul>	
5 min	<b>WIIFM</b>  <b>(What’s In It For Me)</b>	<p>🌸 <b>WHY</b> are we here?</p> <p>We’ve just had a bit of ‘fun conflict’ with the game ‘Slaps!’ but what about real conflicts we’ve been a part of?</p> <p>Think of a good example of a conflict you’ve experienced or observed in a workplace. Turn to the person next to you and share the story (no names please!) It doesn’t have to be your current workplace.</p> <p><i>Trainer’s note: Encourage a quick conversation about the following.</i></p>	


Time	Topic	Learning Activity	Resources
	<p><b>WIIFM</b></p> <p><b>(What's In It For Me)</b> cont'd</p>	<p><b>Q: How do you feel when there are these conflicts at work?</b>  <b>A:</b> (might include)</p> <ul style="list-style-type: none"> <li>✿ Angry</li> <li>✿ Exhausted</li> <li>✿ Preoccupied</li> <li>✿ Disrespected</li> <li>✿ takes more effort to achieve results with your team</li> <li>✿ <b>BASICALLY</b> it's a waste of time &amp; energy</li> </ul> <p>Conflict is not confined to the workplace unfortunately – what about conflict at home:</p> <p><b>Q: How do conflicts at home make you feel? Are domestic conflicts different?</b>  <b>A:</b> (might include)</p> <ul style="list-style-type: none"> <li>✿ create disharmony and worry</li> <li>✿ impact on all aspects of your life</li> <li>✿ etc.</li> </ul> <p><b>Q: If this is how conflicts make us feel sometimes – both at work and at home - what's in it for you attending this training session? (WIIFM)</b>  <b>A:</b> <i>(Trainer's note: Get participants to suggest answers.)</i></p> <ul style="list-style-type: none"> <li>✿ Increased motivation and energy to resolve conflicts</li> <li>✿ Confidence to express your feelings in a constructive way to reduce misunderstandings, resulting in you being more productive in your workplace</li> <li>✿ Higher quality relationships with friends, co-workers, and family members</li> <li>✿ Skills you can use at both workplace and at home</li> </ul>	



Time	Topic	Learning Activity	Resources
10 min	<b>What Is Conflict?</b>	<p>Lets define and discuss the different types of conflict to better understand the topic:</p> <p><i>Trainer's note: Individuals have 30 seconds to write down as many examples of conflict behaviours as they can e.g. shouting, ignoring. On the trainers command individuals then have 1 minute to form a pair (with someone they don't know) and combine their list with their new partner. At the trainer's next command, pairs have 1 minute to join another pair (and make a group of 4) and combine their lists. This process continues until the whole group is working as one team and 1 final list is completed and <b>written on a flip chart</b>.</i></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>✿ Shouting</li> <li>✿ Fighting</li> <li>✿ 'Bitching'</li> <li>✿ 'Passive-aggressive'</li> <li>✿ Open</li> <li>✿ Aggressiveness and animosity</li> <li>✿ Lack of interest</li> <li>✿ Negative answers and opposition</li> <li>✿ Stubbornness and disagreement</li> <li>✿ Excessive 'people-pleasing'</li> </ul> <p><i>Trainer's note: Stick the flip chart on the wall and have participants describe how the behaviours are demonstrated in body language, speech, tone etc.</i></p>	
5 min	<b>Passive-aggressive Behaviour</b>	<p><i>Trainer's note: Ensure that 'passive-aggressive' behaviour is discussed:</i></p> <p><b>Q: What is 'Passive-aggressive' behaviour?</b>  <b>A:</b> Passive-aggressive behaviour refers to indirect resistance to authoritative instructions.  Behaviours include:</p>	



Time	Topic	Learning Activity	Resources
	<p><b>Passive-aggressive Behaviour</b> cont'd</p>	<ul style="list-style-type: none"> <li>✿ Unexpressed resentment</li> <li>✿ Stubbornness</li> <li>✿ Unconscious or conscious sabotage</li> <li>✿ Sulking</li> <li>✿ 'Back-stabbing'</li> <li>✿ Intentional failure at doing requested tasks</li> </ul> <p><b>Q: How is this different to open conflict?</b> <b>A:</b></p> <ul style="list-style-type: none"> <li>✿ It's more difficult to resolve because people often deny there is a problem</li> </ul> <p>Many types of passive-aggressive behaviour seek to blame their behaviour on the opponent: "See what you made me do" – rather than taking responsibility for their behaviour and their part in the conflict. After all... 'It Takes Two to Tango'</p>	
20 min	<p><b>Impact of a unresolved conflict</b></p>	<p>Our Company Action Centred Leadership Program focuses on how managers must pay attention to: Task, Team &amp; Individuals in order to achieve a balanced leadership style.</p> <p>Let's use that model to discuss the impact of conflict on hotel operations and staff.</p> <ul style="list-style-type: none"> <li>✿ <b>Task</b> – how does conflict impact on the actual job you do or the level of service and luxury the hotel provides its guests?</li> <li>✿ <b>Team</b> – how does conflict impact on the group you work with, directly and indirectly?</li> <li>✿ <b>Individual</b> – How does conflict affect you personally?</li> </ul> <p><i>Trainer's note: Table Team activity. Each table-team must choose to discuss the impact of unresolved conflict on either the</i></p> <ul style="list-style-type: none"> <li>✿ <i>Team OR</i></li> <li>✿ <i>Task OR</i></li> <li>✿ <i>Individual</i></li> </ul> <p><i>Each table-team has 5 minutes to discuss and write their ideas on a flip chart. Ensure</i></p>	



Time	Topic	Learning Activity	Resources
	<b>Impact of a unresolved conflict</b> cont'd	<p>that all 3 topics are covered. Have 2 people from each table stand and present their F/C &amp; ideas. (Give a fun round-of-applause after each presentation &amp; thank the presenters ☺)</p> <p>Stick F/C onto the walls for later reference. Briefly discuss the slide after the activity.</p>	
3 min	<b>Did you know?</b>	<p>I want to share some interesting facts with you:</p> <ul style="list-style-type: none"> <li>✿ 30% to 40% of managers' daily activities are devoted to dealing with some form of conflict</li> <li>✿ 60-80% of all difficulties in organizations stem from strained relationships between employees, not from deficits in individual employee's skill or motivation</li> <li>✿ Work related anger and conflict can result in bad temper at home, headaches, stomach aches or heart attacks</li> </ul> <p>And it's not only us who suffer from conflicts.</p>	
3 min	<b>Impact on Guests</b>	<p><b>Q: Do our guests suffer from these conflicts? How?</b>  <i>(Trainer's note: 'the guest' may have been mentioned in the previous activity so refer to the teams who mentioned it.)</i></p> <p><b>A:</b> Yes! We are less productive, don't communicate with each other, less empowered, guests can feel the tension.</p> <p>So, we can identify the behaviours and negative impacts of conflict.</p> <p><b>Q: BUT can some open conflict be positive to a team? To our guests? How?</b></p> <p><b>A:</b> Yes, when it is resolved.</p> <ul style="list-style-type: none"> <li>✿ Conflict can help teams recognize a problem that needs to be solved</li> <li>✿ They can help iron out misunderstandings</li> <li>✿ Helps us communicate what we are feeling and to understand other team members</li> <li>✿ Greater quantity and quality of achievement, complex reasoning, and creative problem solving; (more)</li> <li>✿ Cause people to listen to and consider different ideas; higher quality decision making</li> </ul>	





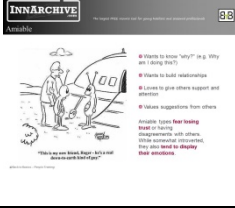



Time	Topic	Learning Activity	Resources
2 min	<b>Brief recap</b>	<p>OK, let's quickly recap.</p> <p><b>Q: What have discussed so far?</b>  <b>A:</b></p> <ul style="list-style-type: none"> <li>✿ Why it's important to be here</li> <li>✿ What conflict can look like (not just a shouting match)</li> <li>✿ The negative impact of unresolved conflict on Task, Team &amp; Individual</li> <li>✿ How resolved conflict can be a positive thing</li> </ul> <p>Now let's look at how conflict happens – that it really does <i>Take 2 to Tango!</i></p>	Refer to 'Outcomes' F/C
10 min	<b>The Conflict Cycle</b>	<p>The 'conflict tango' can be explained through the following model:</p> <p>The Conflict Cycle:</p> <ol style="list-style-type: none"> <li>1. <b>I feel</b> ... (hurt, disrespected, unheard, ignored etc)</li> <li>2. <b>I assume</b> ... (the other persons motives and thoughts eg. She treated me like that because she thinks I'm lazy. I'm NOT lazy!!)</li> <li>3. <b>I don't clarify</b> ... (whether what I'm assuming is correct or not. Not addressing the issue at this stage is classic 'victim/child behaviour')</li> <li>4. <b>I react</b> ... (consciously or unconsciously – even not doing something is doing something eg. Ignoring the other person OR pretending you're not hurt when really you are)</li> <li>5. <b>They react</b> ... (to your reaction! E.g. They notice you are ignoring them and in turn start acting hostile/nasty to you) ... and so 'the conflict tango' starts!</li> </ol> <p><i>Trainer's note: Cover the lens of the projector and ask participants to name the 5 steps of the Conflict Cycle.</i></p> <p>Let's think about steps:</p>	


Time	Topic	Learning Activity	Resources
	<p><b>The Conflict Cycle</b> cont'd</p>	<p><b>3. I don't clarify</b> <b>4. I react</b></p> <p><i>Trainer's note: Many people deny they participate in these steps of the conflict cycle.</i></p>	
5 min	<p><b>Two to Tango?</b></p>	<p><i>Trainer's note: Encourage the participants to think about the questions on the slide.</i></p> <p><b>Q: Is it possible that the way we react to this person could continue the conflict in a negative way?</b>  <b>A:</b> Yes. Often, our reactions to people create an ongoing 'conflict tango'. Sometimes we make have sought to discuss the conflict with our 'Tango Partner' and ended up in another conflict!!</p> <p><b>Q: Why?</b>  <b>A:</b> Because we're not very good at it!</p> <ul style="list-style-type: none"> <li>✿ Conflict resolution is a special skill that takes self-awareness, practice and lost of patience – most of us never learn how to do it properly</li> <li>✿ It's not something we're taught in school and many of us didn't have good role models in our families</li> <li>✿ Under pressure (like during a conflict resolution conversation) extreme personalities can clash through ineffective communication</li> </ul>	
1 min	<p><b>Solutions</b></p>	<p>We've discussed how our personal reactions can contribute to the Cycle of Conflict.</p> <p><b>Q: BUT if 'it takes two to tango' in creating a conflict, can two learn to tango in harmony? How?</b>  <b>A:</b> Yes! By learning the 'dance steps', practicing and having the courage to get up and 'dance' when it counts!</p>	



Time	Topic	Learning Activity	Resources
15 min	<b>Break</b>	<p>15 min stretch, restroom, water etc</p> <p><i>Trainer's note: Play tango music during break and after 15 minutes put on the Tango Video to bring everyone back to their seats.</i></p>	
5 min	<b>The Power of Positive Thinking</b>	<p>Trainer's note: Tell everyone that this activity shows the power of thought &amp; the spoken word.</p> <ul style="list-style-type: none"> <li>✿ Select a participant and ask them to close their left fist and raise their left arm perpendicular to their body. Place your hand on their wrist and ask them to provide resistance when you try to push down their arm.</li> <li>✿ Tell them to think about a really positive happy experience: a great holiday, a really good friend etc. – and try to push their arm gently down. There should be a reasonable level of resistance.</li> <li>✿ Tell them now to say a lie out loud e.g. I'm a qualified doctor (or think of something negative, a bad memory) – and push down on their arm again. There should be little resistance and the arm should be able to be pushed down more easily.</li> <li>✿ Discuss briefly what it felt like for the participant and comment on the power of positive and negative, truth and untruth in our thoughts and our speech.</li> <li>✿ Get everyone to pair up and try the activity</li> </ul> <p>ASK:</p> <ul style="list-style-type: none"> <li>✿ What is the typical impact on our body of being happy &amp; truthful?</li> <li>✿ What is the impact on our bodies of being negative? Being untruthful?</li> </ul> <p>Link to how negative thoughts and the emotional impact of conflict can impact us physiologically. Think of the value of being free from this kind of negative energy.</p>	
1 min	<b>Tools for conflict resolution</b>	<p>SO – we are now going to look at 2 useful tools which help make conflict resolution much more effective. <i>(Trainer's note: Really sell it to them. 😊)</i></p>	

Time	Topic	Learning Activity	Resources
	<p><b>Tools for conflict resolution cont'd</b></p>	<p>Learning the dance steps!</p> <p>Tool 1: Merrill-Reid Behaviour Styles survey To help us communicate more effectively with different types of people. Because we often don't know the right things to say to people who have vastly different personalities to our own.</p> <p>Tool 2: Fighting Fair framework Logical steps to guide difficult conversations. Because when we're under pressure we often 'react' and don't always do what's logical.</p>	
10 min	<p><b>Merrill-Reid Model</b></p>	<p><b>Merrill-Reid Behaviour Styles</b></p> <p><i>Trainer's note: Please read Appendix 3 for information about Merrill-Reid.</i></p> <p><b>Q: Has anyone done a Behaviour Style / Personality Indicator test before?</b> (examples include Myers Briggs, DISC, Enneagram, TMS)</p> <p><b>Q: What purpose do they have?</b> <b>A:</b></p> <ul style="list-style-type: none"> <li>✿ To help us communicate more effectively with individuals of different styles</li> <li>✿ To create greater self-awareness of how you interact with others and your own behaviour style during stressful situations</li> <li>✿ Once you have identified your style, you will discover that not everyone is like you</li> <li>✿ To help us understand how conflicts can happen quickly between people who have different behaviour styles</li> </ul>	


Time	Topic	Learning Activity	Resources
	<p><b>Merrill-Reid Model</b> cont'd</p>	<p>A persons behaviour style can be classified along 2 continuums</p> <ul style="list-style-type: none"> <li>✿ Ask / Tell – how a person seeks to verbally influence another person; through <b>asking</b> leading questions or through directly <b>telling</b> what is wanted</li> <li>✿ People Focus / Task Focus – the priority a person places on either <b>people</b> and team interactions or on individual <b>tasks</b> and deadlines in the overall accomplishment of a goal</li> </ul> <p>In a minute you will fill in a survey which plots your usual behaviour style on this model. You will find that you fit into on quadrant more than the others.</p> <p>It is normal to:</p> <ol style="list-style-type: none"> <li>a. Think that your own behaviour style is the way everyone should be</li> <li>b. Become frustrated working with people of opposite behaviour styles</li> <li>c. Think that your behaviour style is the most productive in the workplace and the best way to get things done effectively</li> </ol> <p>The reality is that:</p> <ol style="list-style-type: none"> <li>a. No one style is better than the other</li> <li>b. All behaviours styles can use good interpersonal skills to manage frustrating communication with people of opposite behaviour styles</li> <li>c. The most effective teams need people from all behaviour styles to create maximum productivity and profit</li> </ol>	
10 min	<p><b>Your Behaviour Style</b></p>	<p>Complete the Behaviour Styles questionnaire in the workbook. Reflect on what this suggests about how you might react during conflict situations and continue the Cycle of Conflict</p> <p><i>(Trainer's note: Play thematic music softly in the background while they complete this task.)</i></p>	



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3 min	<b>Analytical</b>	Live life according to facts, principles, logic and consistency. Often viewed as cold and detached but appear to be cooperative in their actions as long as they can have some freedom to organize their own efforts.	 <p><b>INNARCHIVE</b> Analytical</p> <ul style="list-style-type: none"> <li>Wants to know "how" things work</li> <li>Needs to be accurate, and to have evidence from others</li> <li>Values numbers, statistics and details</li> </ul> <p>Analytical types <b>are</b> being understood or being clear. They don't need to be understood or to be understood by others.</p>
3 min	<b>Amiable</b>	Place a high priority on collaboration, positive relationships, and cooperative behaviour. They appear to get involved in feelings and relations between people.	 <p><b>INNARCHIVE</b> Amiable</p> <ul style="list-style-type: none"> <li>Wants to know "why" as to why are things that?</li> <li>Wants to build relationships</li> <li>Wants to give others support and advice</li> <li>Values suggestions from others</li> </ul> <p>Amiable types <b>are</b> being understood or being clear. They don't need to be understood or to be understood by others.</p>
3 min	<b>Driving</b>	Give the impression that they know what they want, where they are going, and how to get there quickly.	 <p><b>INNARCHIVE</b> Driving</p> <ul style="list-style-type: none"> <li>Wants to know "what" others will be in control of?</li> <li>Wants to know how</li> <li>Values results</li> <li>Loves being in control, in charge, doing the hard way</li> </ul> <p>Driving types <b>are</b> getting out of control. They need to be understood, but they don't need to be understood by others.</p>
3 min	<b>Expressive</b>	Appear communicative, warm approachable and competitive. They involve other people with their feelings and thoughts.	 <p><b>INNARCHIVE</b> Expressive</p> <ul style="list-style-type: none"> <li>Wants to know "how" others will be in control of?</li> <li>Values suggestions, advice, and on the back</li> <li>Loves social situations and parties</li> <li>Likes to inspire others</li> </ul> <p>Expressive types <b>are</b> being understood or being clear. They don't need to be understood or to be understood by others.</p>
15 min	<b>You and your style</b>	<p><i>Trainer's note: Invite participants to share their thoughts about the behaviour styles.</i></p> <p><b><u>Key point:</u></b></p> <p><i>Participants may not agree with the behaviour style the survey revealed and don't feel that they belong to any one group. This is OK. Don't worry! Many of us don't fit squarely in one group or another. We are often a combination of all styles – just to differing degrees. We may move between these styles depending on what is required of us at work. However, we do have one dominant personality style that we use day to day. Recognizing</i></p>	 <p><b>INNARCHIVE</b> You and your style</p> <p>When someone opposes others, it's not your style that is important – it's the style of the person you are opposing. It is important that you are understood by the person you are opposing.</p>



Time	Topic	Learning Activity	Resources
	<p><b>You and your style</b> cont'd</p>	<p><i>pros and cons of our specific personality style can help us understand how to better deal with other people.</i></p> <p><i>The following questions can provoke discussion:</i></p> <p><b>Q: If you are an ‘Analytical/Driver’ style, does this mean you can’t communicate well?</b>  <b>A:</b> (No! It just means you will need to focus more on expressing empathy and good interpersonal skills.)</p> <p><b>Q: If you are an ‘Expressive/Amiable’ style, does this mean you can’t accomplish tasks.</b>  <b>A:</b> (No! It just means you will need to focus more on precision and direct communication)</p> <p>A behaviour style is not an excuse for bad communication or conflict – it simply helps us have greater self-awareness about our behaviour style during conflict so that will know how to manage our behaviour in conflicts in future.</p> <p>Turn to the person next to you and discuss:</p> <ul style="list-style-type: none"> <li>✿ How does your Behaviour Style normally react in conflict situations?</li> <li>✿ How can awareness of your Behaviour Style help you to have a more successful Conflict Resolution conversation?</li> </ul>	
5 min	<p><b>Making the effort</b></p>	<p><b>Q: Why should we bother trying to resolve the conflict – rather than just leaving it alone?</b>  <b>A:</b> (possible answers)</p> <ul style="list-style-type: none"> <li>✿ Negativity impacts our physical well-being (demonstrated above)</li> <li>✿ The impact on our team and guest is unprofessional</li> <li>✿ Company values: Professionalism, Empowerment, Attitude</li> <li>✿ <b>We’re being paid to be professionals and we are all adults and should know how</b></li> </ul>	


Time	Topic	Learning Activity	Resources
	<b>Making the effort</b> cont'd	<p><b>to manage conflict</b></p> <p>The bottom line: <i>We are paid to be 5 star service providers</i> and must remove every barrier to great service. We all also want job satisfaction and can't have that if the workplace has unresolved conflicts.</p> <p>If we have a conflict we must go and speak with the person and try to resolve the issue. The Fighting Fair framework is a great framework to guide the difficult conversation.</p>	
10 min	<b>The Fighting Fair framework</b>	<p>The <i>Fighting Fair</i> framework: practical skills and guidelines for the conversation you have with the person you have a problem with!</p> <p><u>Group discussion</u></p> <p>Look at the Fighting Fair poster (and in workbooks).</p> <p><i>Trainer's note: Ask someone to read the 5 keys to Fighting Fair. Ask another person to read the 'fouls'. (Thank your fabulous readers ☺)</i></p> <p><i>Go through the Fighting Fair guidelines again and ask the group what each of them mean.</i></p> <p><b>Q: Do you agree with these guidelines? Why/why not?</b></p>	
10 min	<b>Effective Phrases</b>	<p><u>Group Discussion</u></p> <p><i>Trainer's note: Encourage Fighting Fair dialogue examples. These ideas are provided as a 'prompters' for participants to come up with their own dialogue. The dialogue may sound artificial because we are not used to having conversations like this.</i></p> <p><i>Ask participants to read aloud the dialogue examples. Ask for comments about the dialogue sheet and discuss as a group.</i></p> <p><b>Q: OK, what have we discussed so far?</b></p>	



Time	Topic	Learning Activity	Resources
	<p><b>Effective Phrases cont'd</b></p>	<p><b>A:</b></p> <ul style="list-style-type: none"> <li>✿ The 5 stages of conflict</li> <li>✿ How we often 'don't clarify' and 'react' to negative situations</li> <li>✿ 2 useful tools for resolving conflicts: Merrill-Reid Behaviour Style model &amp; Fighting Fair framework</li> </ul> <p>Now let's use those tools in a practical way and do some 'Tango-ing' our selves in a conflict resolution role play.</p>	
45 min	<p><b>Role Play</b></p>	<p><i>Trainer's note:</i></p> <ul style="list-style-type: none"> <li>✿ Participants have to think of a conflict scenario from real life.</li> <li>✿ Identify the dominant Behaviour Style of the characters in the role play.</li> <li>✿ Write appropriate responses for each stage of the Fighting Fair framework in your workbook.</li> </ul> <p><i>Play thematic music softly in the background while participants complete this task.</i></p> <p>Now, let's see you on 'stage':</p> <ul style="list-style-type: none"> <li>✿ Show a 'before and after' of the conflict and the Fighting Fair resolution process</li> <li>✿ no more than 4 minutes in total</li> </ul> <p>The aim is:</p> <ul style="list-style-type: none"> <li>✿ To demonstrate clearly each of the 5 Fighting Fair steps</li> <li>✿ To respond appropriately to the particular Behaviour Style</li> </ul> <p><i>Trainer's note: If the class size is over 14, divide participants into 2 groups and have them perform the role plays only for their group. The trainer will have to move between each group giving feedback and applause.</i></p> <p><i>If they can't decide who will go first ask something like: "Whoever has the longest eye-</i></p>	

Time	Topic	Learning Activity	Resources
		<p><i>brows goes first". Give each of the 'role-players' a big, fun, energising applause and ask them if they achieved each of the Fighting Fair steps.</i></p>	
3 min	<p><b>Fighting Fair – Did it work?</b></p>	<p><b>Q: What should we do if a conflict is not resolved through the Fighting Fair framework?</b>  <b>A:</b> Discuss it with your supervisor and seek a third party to mediate a conversation between you and your 'Tango partner'. If your 'Tango partner' happens to be your supervisor, discuss the matter with someone who is the next management level up and seek a third party mediator.</p> <p><b>Q: Should we try to resolve conflict if it's with our manager?</b>  <b>A:</b> Yes! This is especially important to maintain satisfaction in your job! It's very difficult but worth it if you both are able to resolve the matter.</p> <p>Most times, if you follow the Fighting Fair framework and curb your natural tendency to react in a negative way, the conflict will find some resolution and you will enjoy:</p> <p>Good work vibe, increased productivity, less personal stress, guests are served better, ...</p>	
5 min	<p><b>Avoiding conflict resolution</b></p>	<p>But even though we know what we SHOULD do, we often don't... Why?  Having the courage to resolve a conflict is difficult.</p> <p><b>Q: Why do we sometimes avoid conflict resolution?</b>  <b>A:</b> (Trainer's note: After participants have suggested many answers, refer to the slide to see common answers and themes. There are other reasons than those mentioned on the slide.)</p> <ul style="list-style-type: none"> <li>✿ Hearing something we don't want to about ourselves</li> <li>✿ We might not get what the result we want</li> <li>✿ We fear things could get worse</li> <li>✿ We are too proud to say 'I'm sorry'</li> <li>✿ We feel too angry at the person</li> </ul>	

Time	Topic	Learning Activity	Resources
		<ul style="list-style-type: none"> <li>✿ We don't know the right words to say</li> <li>✿ "I'm not the boss!" we think our manager should resolve</li> <li>✿ Conflicts between team members</li> <li>✿ The conflict could be with our manager</li> </ul>	
20 min	<b>Quiz Show</b>	<p>OK – time to see how much we have learned.</p> <p><i>Trainer's note: Instructions:</i></p> <ol style="list-style-type: none"> <li>1. Draw 4 boxes on the whiteboard or F/C</li> <li>2. Divide participants onto 4 teams - ask each team to think of a name for their team – write team names above the boxes on the whiteboard / FC</li> <li>3. Write '25' (points) under each team name in the whiteboard square – this score is erased and changed throughout the game (or crossed out and changed if using a F/C)</li> <li>4. Ask questions aloud – first team to tap the table (or make some other kind of noise) first, gets to answer.</li> <li>5. Correct answers get 5 points added, incorrect answers get 5 points subtracted</li> <li>6. Whoever has the highest score is the winner and get a prize!!</li> </ol> <p><i>See appendix 3 for Quiz Show questions.</i></p>	
10 min	<b>Action Plan</b>	<p>Everyone has been paid for the time that they've attended this training because Company believes training is the cornerstone to success, productivity and quality.</p> <p>We also believe in our people – Company's new People Management theme is "Performance Through People" which acknowledges that the company will create amazing performance only through supporting and training our people.</p> <p><b>Q: SO – what can each of us do to make sure the money spent on this training is not lost or wasted?</b></p> <p><b>A:</b></p> <ul style="list-style-type: none"> <li>✿ Make it real by planning to implement what we've learned in practical ways back on the job.</li> <li>✿ Practising the new skills</li> </ul>	

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		<p>✿ Discussing the course with our supervisor and colleagues (and even people at home!)</p> <p>✿ Re-reading the notes you took a few times this week (help greatly with retention)</p> <p>To help make this a reality, please complete the action plan in your work book.</p> <p><i>Trainer's note: Play thematic music in the background while they complete this task.</i></p>	
10 min	<b>Wrap up</b>	<p>Trainer's note: Before you wrap up, go over F/C 1 – Outcomes; read and tick off each outcome asking “Did we cover this topic sufficiently?”</p> <p>Wrap up story:</p> <p>There was a story about the Buddha where a verbally abusive man came to see him and starting hurling insults. But the Buddha just sat there calmly. Finally the man asked the Buddha why he failed to respond to the insults and abuse. The Buddha replied, “If someone offers you a gift, and you decline to accept it, to whom does the gift belong?” If someone is irrational, abusive, etc., you can mentally decline to accept “the gift.” Let that person keep their anger and insanity, and don't let it affect you.</p> <p><i>Trainer's note: Participants complete Training evaluation form.</i></p> <p>Thank-you and good luck!</p> <p><i>Trainer's note: Play thematic music in the background as they exit.</i></p>	

## FOLLOW-UP ACTIVITY

- Action Plan: Supervisors should sit down with participants after the training session and discuss their action plan. This can be done individually or in a group.
- Trainer to send an email to Supervisors requesting them to discuss the participants Action Plan with the after the training session. Supervisors should be encouraged to openly discuss any conflicts the participant may be involved in and set a goal for the participant to resolve it
- Post the large “Fighting Fair” poster in a staff area for a few weeks after the session to remind people.
- Discuss the content at the next HOD meeting.
- Challenge and follow up any conflicts which participants discuss with you during the session.

Time	Topic	Learning Activity	Resources
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