

**A sample activity from the  
Fenman trainer's resource:**

# **Managing Conflict**

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Thank you for downloading this sample activity. You are welcome to use this material in your courses.

This sample activity is just one of 20 contained in the trainer's activity pack 'Managing Conflict', published by Fenman. Details of the other activities are given at the end of this document.

# Managing Conflict

## Contents:

Introduction  
Activity 15: Finding common ground  
Full contents listing: 20 activities

## Introduction:

This is a time-saving trainer's resource that gives your people the skills and techniques to address conflict, with practical strategies, tips and advice for effective application of these skills in different conflict situations.

Here are 20 proven activities to help your people recognise that conflict is inevitable, and that it can be healthy when appropriately managed. These time-saving activities enable the participants to develop skills and techniques for managing conflict effectively, and to achieve positive outcomes, rather than to prevent all conflict.

Go beyond the theory of dealing with conflict, with practical activities and role-plays that can build skills and confidence, in a safe classroom environment.

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**FOR PREVIEW ONLY**

# Activity 15

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## Finding common ground

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### Introduction

Some conflicts arise because individuals are protecting their positions (for example, in some staff – management negotiations) and failing to focus on common interests they have with the 'other'. During this activity the participants identify and practise a process for finding common ground and managing one-to-one conflicts.

### Purpose

To identify and practise skills for finding common ground in conflict situations.

### Application

This activity can be used as part of a programme on Managing Conflict. It is a long activity and you need to consider when to use it; ideally it should be run without a break. This activity can also be used in programmes on Negotiating Skills, Customer Care, Team Working, Management Skills, Leadership Skills, and Managing Effective Business Relationships.

### What happens

Once you have introduced the purpose of the activity, the participants work in pairs to find common ground and form an agreement on a given scenario. This is followed by a whole group session to identify the key points for finding common ground and reaching agreement. Next, the participants negotiate in pairs, observed by another pair, using given scenarios, to practise finding common ground and reaching agreement in potential conflict situations. A short review follows to consolidate learning, and the activity closes with the participants' summary of their learning.

## Time

Overall time required: 2 hours 10 minutes to 2 hours 20 minutes

- Introduction: 1 minute
- Chas and George – exercise: 25 minutes
- Finding common ground – key points: 15 minutes
- Finn and Mickey, Terry and Paul – exercise: 1 hour 10 minutes
- Review: 10 minutes
- Additional review (optional): 10 minutes
- Summary and close: 5 minutes

## Materials & resources

- 10 Handout masters:
  - 15.1 *Finding common ground – Chas and George 1*
  - 15.2 *Finding common ground – Chas and George 2*
  - 15.3 *Finding common ground – key points*
  - 15.4 *Finn and Mickey, Terry and Paul – exercise brief*
  - 15.5 *Finding common ground – Finn and Mickey 1*
  - 15.6 *Finding common ground – Finn and Mickey 2*
  - 15.7 *Finding common ground – Terry and Paul 1*
  - 15.8 *Finding common ground – Terry and Paul 2*
  - 15.9 *Finding common ground – observer schedule*
  - 15.10 *Finding common ground – Learning Log*
- Flipchart and stand or whiteboard
- Marker pens for trainer
- Paper and pens for participants
- Coloured paper
- Space for small-group work, ideally syndicate rooms

## In preparation

To help identify the different exercise briefs for this activity, photocopy each one onto a different colour paper. Then arrange the papers in sets for the two exercises as follows:

- For the Chas and George exercise, participants work in pairs. You need one set of Handouts 15.1 and 15.2 for each pair, so that they have one brief each.
- For the Finn and Mickey, Terry and Paul exercise, the participants work in fours. You need one set of Handouts 15.5 to 15.8 for each four, so that each participant has a different brief. Additionally,

for this exercise, each participant needs one copy of the exercise brief, Handout 15.4, and one copy of the observer schedule, Handout 15.9.

You need to consider how to divide the participants into pairs and then fours. It increases learning if they avoid colleagues they work with regularly, if this is possible. You want the participants who have worked together on the Chas and George session to work with different people for the Finn and Mickey, Terry and Paul exercise. It is very helpful if you prepare one schedule of names for each of the exercises, dividing the participants yourself into pairs and then fours.

Display these schedules on a sheet of flipchart paper, or copy them and distribute them to the participants.

For the Finn and Mickey, Terry and Paul exercise, prepare a summary briefing flipchart sheet based on Handout 15.4 Finn and Mickey, Terry and Paul – exercise brief. Use different coloured marker pens for the different steps to make it easy to follow.

### Finn and Mickey, Terry and Paul

#### **Step 1**

*Allocate scenarios and, in private, prepare to negotiate: 10 minutes*

#### **Step 2**

*Finn and Mickey negotiate, observed by other pair: 20 minutes*

#### **Step 3**

*Terry and Paul negotiate, observed by first pair: 20 minutes*

#### **Step 4**

*Feedback and review: 15 minutes*

## How do I do it?

### INTRODUCTION

Start by introducing the purpose of the activity, which is to:

- identify and practise skills for finding common ground in conflict situations.

You do not need to say any more at this stage: the participants move directly into an exercise.


Allow no more than 1 minute for this introduction.

### CHAS AND GEORGE – EXERCISE

This exercise is designed to give the participants a chance to do some negotiating, and to find common ground, in a non-work related scenario. This is to give them an experience to reflect on, to help them identify good practice.

The participants work in pairs using the Chas and George scenario. Each takes one role; both roles are equally important. There is only one round in this exercise.

Divide the participants into pairs (see In preparation) and then distribute the prepared sets of Handouts 15.1 and 15.2 to each pair. It does not matter which of the pair takes which handout.

|   |  |
|---|--|
|  | <p><b>Distribute Handout 15.1</b><br/><i>Finding common ground – Chas and George 1 and</i></p> <p><b>Handout 15.2</b><br/><i>Finding common ground – Chas and George 2</i></p> |
|---|--|

Ask the participants to read through their briefs privately to familiarise themselves with the situation and with the additional information for each party. Tell them that it might help to make notes. Give them 5 minutes for this preparation. Stress that, during this time, they should keep their additional information to themselves and not start a debate

with each other. Ask them to use their imagination to make it as real as possible.

Give the participants as much private space as possible, ideally syndicate rooms, so that they cannot overhear each other while they are negotiating. If you are working in a large training room, ensure that the pairs are really spread out.

Once you are confident that the participants are all clear about their briefs, invite them to start finding common ground by negotiating.

Allow 15 minutes for them to come to an agreement.



#### TRAINER'S TIP

If you have not been able to provide sufficient private space for each pair, and a pair finishes early, tell them to keep quiet about the additional information for each person so it is not revealed to the other pairs.

When the pairs have come to an agreement, tell them that they can share their additional information and note what helped.

Your role is to ensure that all the participants are clear about the task and the briefs, and to keep time. Allow 25 minutes in total, including establishing the exercise.

### FINDING COMMON GROUND – KEY POINTS

Reconvene the whole group and invite the participants to share their experiences of doing the exercise. You do not need to know what outcome each pair achieved, although several might want to share this with you. There is no one 'right' outcome. What you are looking for is that they did *agree*, both on a start date and on a price that suited both parties.



Allow no more than 5 minutes for this feedback and move on to identify what helped the pair to achieve agreement.

Since the key points are summarised on Handout 15.3 Finding common ground – key points, you do not need to note these points on the flipchart. It will take time and slow the session down.

Responses are likely to include:

- Prepare – anticipate, work out your interests and their interests.
- Gather as much information as possible.
- Separate the people from the problem; remember you will have to work together if Jones & Co do the kitchen!
- If you make assumptions, check them out.
- Listen to each other.
- Take time, use silence.
- Allow them to let off steam if necessary.
- Sort out fact from fiction.
- Put yourself in their shoes.
- Don't reveal your hand too early, either your weak or your strong points (for example, Chas really does not have much choice of builder and could agree on the existing quote; George needs the work and wants to make money).
- Be aware of the stages of negotiations (preparation, identifying and clarifying wants, generating options and bargaining) and keep on moving through them; do not get bogged down.
- Be creative – there are several 'solutions' to the problem.

- Develop options together – try ‘What if ...?’.
- Agree criteria to decide on options.
- Show willingness to be flexible.
- Look for mutual gain – a win-win situation.
- Summarise.
- Clarify, using probing questions.
- Pay attention to their body language – it can help you notice when they have ‘finished’, or have decided that your offer is acceptable.
- Be tentative.
- Do not rule an offer out: consider it, possibly reformulate it, and use your shared interests to move forward.
- Hear them out before you make an offer.
- Do not interrupt them – let them finish.
- Do not dominate – consider the use of time.
- Be aware of your own and the other’s style – accommodating, competing? (If you are aware they are using a competitive style, reflect this back and move to collaboration or compromise.)



#### TRAINER’S NOTE

See *Activity 13 Conflict with customers*, for more details of negotiating styles.

Once you have taken all the feedback, allow the participants to clarify any points as necessary. The key points are summarised in Handout 15.3.



**Distribute Handout 15.3**  
*Finding common ground – key points*

Allow a few minutes for the participants to read and to clarify this handout.

If the four stages of negotiation have not been identified so far, draw the participants' attention to these:

- prepare
- identify what each wants
- generate options or proposals
- bargain.

They provide a map for negotiators and act as guide through the process.

Reassure the participants that they have a further practice opportunity in the next exercise. Tell them that Handout 15.3 is useful for this.

Allow about 15 minutes for this key points session.

**FINN AND MICKEY, TERRY AND PAUL – EXERCISE**


For this exercise, the participants work in fours. Within each four, they work in pairs. One pair negotiates first, using the Finn and Mickey scenario, while the second pair acts as observers.

Then the second pair negotiates, using the Terry and Paul scenario, while the first pair observes.

The observers use Handout 15.9 Finding common round – observer schedule, and give feedback during the review.

This process is summarised Handout 15.4 Finn and Mickey, Terry and Paul – exercise brief. It helps the participants if you briefly run through the process so that they can start to understand it. Display the flipchart you have ready (see In preparation) and talk through it.

Now form the fours (see In preparation) and distribute the handouts. Check In preparation first: it is important to ensure that the participants get the handouts they need.

|   |  |
|---|--|
|  | <p><b>Distribute Handout 15.4</b><br/><i>Finn and Mickey, Terry and Paul – exercise brief,</i></p> <p><b>Handout 15.5</b><br/><i>Finding common ground – Finn and Mickey 1,</i></p> <p><b>Handout 15.6</b><br/><i>Finding common ground – Finn and Mickey 2,</i></p> <p><b>Handout 15.7</b><br/><i>Finding common ground – Terry and Paul 1,</i></p> <p><b>Handout 15.8</b><br/><i>Finding common ground – Terry and Paul 2,</i></p> <p><b>Handout 15.9</b><br/><i>Finding common ground – observer schedule and</i></p> <p><b>Handout 15.10</b><br/><i>Finding common ground – Learning Log</i></p> |
|---|--|

Tell the participants to find space to work in and to prepare privately. Remind them that they must not reveal their particular individual information to anyone else.

Give the participants 10 minutes to prepare before moving them on to the first negotiation.

Your role is to be available as a resource to respond to any questions that come up and to keep time. The participants should keep to schedule so that both pairs get equal time. This is good practice in negotiating, as time is often limited.

When the participants have completed Steps 1, 2 and 3, ensure that they move on to Step 4. This step is designed to enhance learning through reflection and feedback on the use of skills and outcomes achieved. The Learning Log (Handout 15.10) consolidates learning about finding common ground.

Allow a total of 1 hour 10 minutes for the exercise. This includes 5 minutes to form the groups, find working space, and establish the exercise.

## REVIEW

As with the Chas and George exercise, there is no one 'right' answer to either of these scenarios. The important point is that agreement was reached, and that both parties are satisfied. This indicates that they did find common ground and managed the potential conflict situations.

The participants' significant learning takes place during the practice and review. Offer the participants a chance to share their observations about the process of the exercise and about the outcomes they achieved. It is likely that one or two pairs want to state how they got on. Encourage them to focus on the *learning* rather than on the content.

Allow no more than 10 minutes for this review.

## ADDITIONAL REVIEW (OPTIONAL)

If you have completed activities from Part 1 of this pack, the participants have had a further opportunity to practise skills and processes introduced then. You might want to offer them a chance to reflect on their skill development. You could ask probing or open questions, depending on which activities you have used.

For example, if you have used *Activity 4 Getting the message across*, you could ask: To what extent was your reading of body language helpful in working out how to proceed with the negotiation?

Allow no more than 10 minutes for this optional review. Many participants want to move on and not spend too much time reviewing.

## SUMMARY AND CLOSE

Finally, invite the participants to summarise their learning by asking the question:

- What have you learned or had reinforced from this exercise?

Responses link back to the key points and are likely to include:

- Remember the importance of preparation.
- Identify and hang on to the mutual interests, before and during the negotiation.
- Allow them time and space.
- Summarise; it acts as a pause and can really move things on.
- Go for clarity – about information, assumptions, interests.
- Pace it – use the time well and don't offer too much, too soon.
- Read them and what they are feeling and then check this with them.
- Be tentative – this is really powerful as a behaviour.
- Realise that domination does not get you anywhere – the other side just let you sound off without wavering themselves.
- Be flexible – if they have a point, concede; bottom lines are not always helpful.
- Be creative about options.
- See it as a mutual problem-solving exercise, not a confrontation or a head-to-head.

When the participants have made their points, emphasise the four stages of any negotiation:

- prepare
- identify wants
- generate options
- bargain.

Finally, stress again the importance of thorough preparation in finding common ground.

Allow no more than 5 minutes for this summary and close.

**FOR PREVIEW ONLY**

# Finding common ground – Chas and George 1

15.1

Your aim is to negotiate and to identify what helped.

You have 20 minutes for the whole exercise.

## The situation

George represents Jones & Co, a building company. One of their specialities is kitchens and they have a good reputation locally. Chas wants a complete new kitchen – to build an extension, relocate the sink, replace units and appliances, redecorate and so on. The new kitchen is to be finished by the end of May at the latest, ready for a big anniversary party on 10 June. It is now late January.

Jones & Co have quoted a price of £28,500. A meeting is set for this evening to agree a price and a start date.

## Additional information for Chas

You are very keen to get moving on this kitchen and have decided that it must be finished for the party. You have had great difficulty in finding competent builders who are available to do this job and complete it on time.

You have two other quotes. Smith & Sons (good work, reliable, did your neighbour's kitchen) quoted £23,400, but would have great difficulty fitting you in unless something else gives. Build It Rite quoted £25,500 – they too have a good reputation and you have seen some of their work. They may be able to do the job, but it's unlikely to be finished on time.

You have recently come into some money, so the price is not that important. Now that you know what you want, you just want it done.

Continued ...



15



15-13





# Finding common ground – Chas and George 1

... continued

15.1

You obviously do not want to pay over the odds, and Jones & Co are the most expensive. However, they have implied that they might be able to get it done on time; hence the meeting.

You are quite clear that they must agree to be finished by 31 May at the latest so you can prepare for the party.

## Your tasks

- You have 15 minutes to negotiate and to find common ground.
- You have 5 minutes to note the skills or processes that helped you achieve agreement.

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# Finding common ground – Chas and George 2



15.2

Your aim is to negotiate and to identify what helped.

You have 20 minutes for the whole exercise.

## The situation

George represents Jones & Co, a building company. One of their specialities is kitchens and they have a good reputation locally. Chas wants a complete new kitchen – to build an extension, relocate the sink, replace units and appliances, redecorate and so on. The new kitchen is to be finished by the end of May at the latest, ready for a big anniversary party on 10 June. It is now late January.

Jones & Co have quoted a price of £28,500. A meeting is set for this evening to agree a price and a start date.

## Additional information for George

When you originally quoted for this job you were not really interested, as you had so much on. Your quote was on the high side, and this was not a big job for Jones & Co.

However, a very large job planned to start in mid-March has just (yesterday) been cancelled (the client is bankrupt).

So you now have the time to do Chas's kitchen – it would suit you quite well. You also have other, well-priced work that you need to sort out to keep your men working. You know the demand is there and you feel you can manage several sites at once. The cancellation (of work which seemed safe and would have kept several men occupied for some months) could be a golden opportunity.

15

Continued ...



15-15



# Finding common ground – Chas and George 2

... continued

15.2

You could work on Chas's kitchen over 12 weeks starting in mid-March, which means you would finish on 8 June, *just* in time for their party. You are now prepared to do Chas's kitchen for as little as £24,500 although you would prefer to settle on a price nearer to your original quote.

## Your tasks

- You have 15 minutes to negotiate and to find common ground.
- You have 5 minutes to note the skills or processes that helped you achieve agreement.

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# Finding common ground – key points

15.3

## Prepare

- Anticipate.
- Put yourself in their shoes.
- Identify your own interests and anticipate the other person's interests.
- Gather information.
- Separate the people from the problem.

## Identify what each wants

- Listen to each other.
- Take time, use silence.
- Pay attention to their body language.
- Clarify, using probing questions.
- Summarise.
- If you make assumptions, check them out.
- Allow them to let off steam if necessary, to express emotions.
- Sort out fact from fiction.
- Do not dominate – consider the use of time.
- Be tentative.

Continued ...



15



15-17

# Finding common ground – key points



... continued

15.3

## Generate options or proposals

- Be creative – there are several 'solutions' to the problem.
- Develop options together – try 'What if ...?'
- Agree criteria to decide on options.
- Show willingness to be flexible.
- Look for mutual gain – a win-win situation.

## Bargain

- Hear them out before you make an offer.
- Don't reveal your hand too early.
- Do not rule an offer out: consider it, possibly re-formulate it, and use your shared interests to move forward.
- Do not interrupt them – let them finish.
- Be aware of your own and the other's style – accommodating, competing?
- When you have a mutual agreement, summarise it, identify any next steps and end the meeting. Do not stay and risk undoing what you have achieved!





# Finn and Mickey, Terry and Paul – exercise brief

15.4

For this exercise, you work in fours; each four is subdivided into two pairs.

Each pair negotiates, using one of the two scenarios, observed by the other pair. The observers use Handout 15.9 Finding common ground – observer schedule, to give feedback during the review.

## Exercise

### **Step 1: preparation**

Roles are allocated: one pair takes the Finn and Mickey scenario; the other pair takes the Terry and Paul scenario.

Each *person* silently prepares for their negotiation.

You have 10 minutes for this preparation.

### **Step 2: Finn and Mickey**

The pair who have this scenario negotiates to find agreement.

You have 20 minutes for this.

Both members of the other pair observe, using their observer schedules, so that both can give feedback on the use of skills and on the outcome achieved. It is quite likely that the two observers 'see' things differently, so it is important for both to concentrate.

### **Step 3: Terry and Paul**

The pair who have this scenario negotiates to find agreement.

You have 20 minutes for this.

The other pair are the observers, and proceed as in Step 2.

Continued ...

15



15-19



# Finn and Mickey, Terry and Paul – exercise brief

... continued

15.4

## **Step 4: feedback and review**

The pairs now take turns to review their negotiation.

You have 15 minutes for Step 4.

Finn and Mickey reflect on their use of skills, and their observers give feedback using their schedules.

Terry and Paul reflect on their use of skills, and their observers give feedback using their schedules.

Finally, complete the Learning Log to review your personal learning.

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# Finding common ground – Finn and Mickey 1

15.5

Your aim is to find common ground and agree a way forward.

## The situation

Finn manages a team of five specialists, each with a distinct, complementary area of work. The team's work is vital to the organisation's survival (the total number of staff is 15). Team members' skills are in great demand, nationally and internationally.

Mickey is a team member who has been having serious family problems (trouble with an ageing parent who is physically and mentally very frail). Mickey has been coping by taking annual leave (not all used); in addition, Mickey has had a total of five days' paid 'family responsibility leave' in the past year.

Mickey and Finn are meeting to try to sort out a way forward. Mickey is exhausted, and is seeking to work part time. Finn has authority, from the MD, to negotiate a satisfactory solution.

## Additional information for Finn

You do not want Mickey to go off sick, nor can the organisation afford to lose Mickey – skills like this are in great demand.

The nature of the work is such that you need Mickey in every day – even if it is for fewer hours. You have the authority to offer Mickey an exceptional additional week's paid leave. You'll have to find a temp, but it's easier to find a good – albeit expensive – temp for a week, than for odd days.

You would like Mickey to work a five-day week, coming in later and leaving earlier, thus providing helpful flexibility.



15



15-21





# Finding common ground – Finn and Mickey 2

15.6

Your aim is to find common ground and agree a way forward.

## The situation

Finn manages a team of five specialists, each with a distinct, complementary area of work. The team's work is vital to the organisation's survival (the total number of staff is 15). Team members' skills are in great demand, nationally and internationally.

Mickey is a team member who has been having serious family problems (trouble with an ageing parent who is physically and mentally very frail). Mickey has been coping by taking annual leave (not all used); in addition, Mickey has had a total of five days' paid 'family responsibility leave' in the past year.

Mickey and Finn are meeting to try to sort out a way forward. Mickey is exhausted, and is seeking to work part time. Finn has authority, from the MD, to negotiate a satisfactory solution.

## Additional information for Mickey

Your agreed working hours are 35 per week at present but, like all the rest of the team, you work extra (unpaid) hours on most days.

You are exhausted by the combination of a very demanding job and caring for your parent (who lives near you). Your parent wandered out of their house last week, got confused, and the police found them 3 miles away. The time has come when they need more care than you can provide even with the help of your parent's neighbours.

This is a difficult time and you need some energy. You are barely coping at the moment.

*Continued ...*



# Finding common ground – Finn and Mickey 2

... continued

15.6

You want to work a four-day week, for at least the next three months, to give yourself a chance to have time to yourself, to get some rest, and also to make proper, longer term, arrangements for your parent. As you see it, this is really the only way you can continue in your job. You realise your pay will go down, for this period, and can cope with that.

You have a few savings and, if the organisation cannot agree to be reasonable, you will resign, take some time out and then find a job later in the year. Your parent's GP has suggested that you take a month off sick; you do not want to do this as it feels dishonest.

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15



15-23



# Finding common ground – Terry and Paul 1

15.7

Your aim is to find common ground and agree a way forward.

## The situation

Terry and Paul are team leaders. Their teams work closely together and they have a good relationship. Each team was allocated three free car-parking spaces a long time ago. The respective team leaders allocate these spaces, in line with company policy, to the team members who need them most. None of the cars is a company car. Both teams have increased in size recently and have priority needs for more car-parking spaces.

One additional space is available now; others will be allocated eventually, as they become available, until both teams have a total of five each. Spaces become available very rarely, and only when another company gives them up.

## Additional information for Terry

Your team's three spaces are allocated to:

- A, whose child is in a nursery round the corner from work and will be going to a school attached to that nursery next term.
- B, with asthma that gets worse when they exercise. The office is up a hill from the bus stop.
- C, who won't use the tube (having been stuck in a tunnel for three hours once, they can't face going down there again).

You are aware that not all these needs are top priority, but making changes will be difficult and will cause resentment.

Continued ...



# Finding common ground – Terry and Paul 1

... continued

15.7

In relation to those using the other team's spaces, you know that:

- X visits a parent on two days a week at the most, on the way home.
- Y could use a minicab – others do.

You need the additional space for a team member who is eight months' pregnant and has had a difficult pregnancy. She will work for another two weeks. When the baby is two months old the mother will return to work, as she has arranged for her baby to replace A's child in the nursery.

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15



15-25



# Finding common ground – Terry and Paul 2

15.8

Your aim is to find common ground and agree a way forward.

## The situation

Terry and Paul are team leaders. Their teams work closely together and they have a good relationship. Each team was allocated three free car-parking spaces a long time ago. The respective team leaders allocate these spaces, in line with company policy, to the team members who need them most. None of the cars is a company car. Both teams have increased in size recently and have priority needs for more car-parking spaces.

One additional space is available now; others will be allocated eventually, as they become available, until both teams have a total of five each. Spaces become available very rarely, and only when another company gives them up.

## Additional information for Paul

Your team's three spaces are allocated:

- X, who calls on an aged parent on the way home from work. It is an awful journey by public transport.
- Y, who needs a car for work – they have to visit customers from time to time.
- Z, who has mobility difficulties and would find using public transport very challenging.

You are aware that not all these needs are top priority, but making changes will be difficult and will cause resentment.



# Finding common ground – Terry and Paul 2

... continued

15.8

In relation to those using the other team's spaces, you know that:

- B's asthma is never a problem on physically demanding team away-days, which have been at outdoor activities centres for the past three years.
- A's child is four and a half years old now, and will be going to school next term.

You need the additional space for a team member who would have a very long journey by public transport, so they use their own car. This person has recently become a single parent and can no longer afford to pay the parking charge in the public car park. You particularly want to help out here, as they have been working really well despite everything. They might have to leave if you can't get this space and you really value their skills and role in the team – they are vital.

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15



15-27



# Finding common ground – observer schedule

15.9

Mark **Yes**, **No** or **?** (for 'Don't Know'), in the relevant box for each negotiator.

| <b>USE OF SKILLS AND PROCESS</b> |  |                    |
|----------------------------------|--|--------------------|
| <i>Finn/Terry</i>                |  | <i>Mickey/Paul</i> |
|                                  | <b>Did the negotiator . . .</b>                            |                    |
| 1                                | Present a clear case at the outset?                        | 1                  |
| 1                                | Listen and clarify the other party's case?                 | 1                  |
| 1                                | Question effectively?                                      | 1                  |
| 1                                | Summarise?   | 1                  |
| 1                                | Use recognisable stages during the negotiations?           | 1                  |
| 1                                | Seek options and mutual gain?                              | 1                  |
| 1                                | Dominate the discussion?                                   | 1                  |
| 1                                | Interrupt?   | 1                  |
| 1                                | Reject proposals out of hand, without re-formulating them? | 1                  |

| <b>OUTCOMES</b>   |
|---|
| <i>Was agreement reached at any point in the meeting?</i>                               |
| <i>Were both parties clear about what had been agreed and what had not been agreed?</i> |
| <i>How far did the parties move from their original positions?</i>                      |



# Finding common ground – Learning Log



15.10

*The things I did well were:*

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*The things my negotiating partner did well were:*

15

Continued ...



15-29





# Finding common ground – Learning Log

... continued

15.10

*I would have been more effective if I had:*

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*My negotiating partner would have been more effective if they had:*

FOR PREVIEW ONLY

*What I have learned from this exercise is:*

FOR PREVIEW ONLY



# Managing Conflict

**Complete list of activities:**

## **SECTION ONE: SKILLS AND TECHNIQUES FOR ADDRESSING CONFLICT**

### **1. Opportunity or threat?**

This activity is an opportunity for the participants to identify initial, instinctive reactions to potential conflict - do they thrill with excitement at the prospect of a good debate, want to pretend it is not happening or try to achieve a mutually agreed position?

### **2. Core skills and processes for managing conflict**

During this activity the participants identify key skills and processes for conflict management and assess their own use of skills.

### **3. Personal values: the hidden volcano**

This activity gives the participants a chance to consider how their personal values impact upon their ability to deal effectively with conflict and to develop strategies for remaining effective.

### **4. Getting the message across**

This activity focuses on the music and dance of communication, the importance of reading the signals from others, tactics to use to engage or re-engage the listener, to help reduce conflict.

### **5. That's not what I meant at all**

Some conflict arises out of people's inattention to what is being said or implied. This activity, through small-group exercises, enables the participants to identify the skills for effective listening and provides an opportunity to practise them.

## **6. Putting yourself in the other person's shoes**

This activity explored and clarifies empathy, the ability to put yourself in the other person's shoes, and provides exercises for the participants to practise demonstrating empathy, with the aim of reducing the likelihood of one-to-one conflicts.

## **7. Conflict escalation and how to avoid it**

This activity introduces the participants to 'games' and the Drama Triangle and provides a practice opportunity, so that the participants can get better or stay out of the game.

## **8. Disagreeing assertively**

This activity is an introduction to assertiveness techniques and provides a practice opportunity, so that the participants can say clearly and concisely what they mean to enable effective communication and help reduce the possibility of conflict.

## **9. Constructive criticism**

This activity introduces key skills for giving effective feedback, constructive criticism, and provides a practice exercise.

## **10. Soothing or stoking: the use of questions**

This activity is an opportunity for the participants to reflect on how they currently use questions, to what extent they use them to really understand an issue from the point of view of the speaker or to satisfy their own curiosity. The participants consider the impact of their questions, identify changes and practise using effective questioning techniques.

## **11. Getting good results**

This activity gives the opportunity for the participants to identify and practise using a process to achieve good results and avoid possible conflict in one-to-one situations, and to avoid the temptation to just 'dive in' without considering the outcomes.

## **12. Keeping on track**

This activity allows the participants to identify behaviours that can lead to potential conflict, to self-assess their own behaviour and to develop strategies to manage their own potentially provocative behaviours so they keep on track.

## **SECTION TWO: ADDRESSING CONFLICT - APPLYING SKILLS AND TECHNIQUES IN DIFFERENT CONFLICT SITUATIONS**

### **13. Conflict with customers**

The participants work through scenarios planned to reveal a variety of techniques for handling conflict with customers. In the discussion session that follows the group work, a model for understanding and dealing with conflict is presented and demonstrated through role-play.

### **14. Conflict within teams**

Conflict between members of a team is inevitable and healthy so long as it is well managed. This activity enables the participants to consider how to manage conflicts, how to create a climate where conflict is experienced as positive and how to prevent negative outcomes.

### **15. Finding common ground**

Some conflicts arise because individuals are only protecting their own positions and failing to focus on common interests. This activity is an opportunity for the participants to identify and practise skills and a process for finding common ground and managing one-to-one conflicts.

## **16. Inner conflicts**

When we experience inner conflict, we are unlikely to be as effective as we normally are, nor able to use our full repertoire of skills. This activity is an opportunity for the participants to identify their own inner conflicts, and to consider how they can best manage them in order to remain as fully effective as possible.

## **17. Conflict in organisation**

It is all too easy for managers to end up in a cycle of negativity with staff members that leads to conflict. This activity looks at how the participants can manage the potential for conflict in their relationships with staff.

## **18. Managing conflict with colleagues**

Conflict with team members and other colleagues can be helpful. This activity provides the participants with an opportunity to practise their conflict management skills, using a real example.

## **19. Conflicts between teams**

One way to manage competition and conflicts between teams productively is to negotiate, so that each team achieves positive results. This activity allows the participants to practise team negotiating skills and to identify good practice in negotiating to manage team conflicts.

## 20. Managing conflict for positive outcomes

Feeling enthusiastic at the end of a training programme does not always lead to changes for the better; the participants may fail to put their learning into effect. This activity provides an opportunity for self-assessment and for participants to carry out a personal skills audit and then develop a learning implementation action plan for future effectiveness.

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