

# Chapter 1 Setting the training scene: some key elements

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SESSION 1.1 PERSONAL INTRODUCTIONS: MEETING EACH OTHER

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# Setting the training scene: some key elements

This chapter contains a set of activities to help the trainer and participants get to know each other and agree on workshop objectives and ways of working together. This is important because a workshop built on shared understanding between the trainer and participants is more likely to foster an environment conducive to learning. Opening a workshop with personal introductions sets a good example for the building of collaboration through consensual decision-making, and is therefore likely to be more effective.

The methods proposed are based on generic methods that have been adapted to the training topic – natural resources conflict management.

## Personal introductions: meeting each other

The first step is to introduce everybody. Introductions are important because the training does not deal with only theory, but also with personal issues. Cheerful, relaxed people learn more easily than those who are fearful, embarrassed or nervous.

First impressions are very influential in laying the foundations for sympathy or antipathy, esteem or rejection. The trainer can exert a positive influence by drawing participants' attention to aspects of each other that would otherwise remain unnoticed.

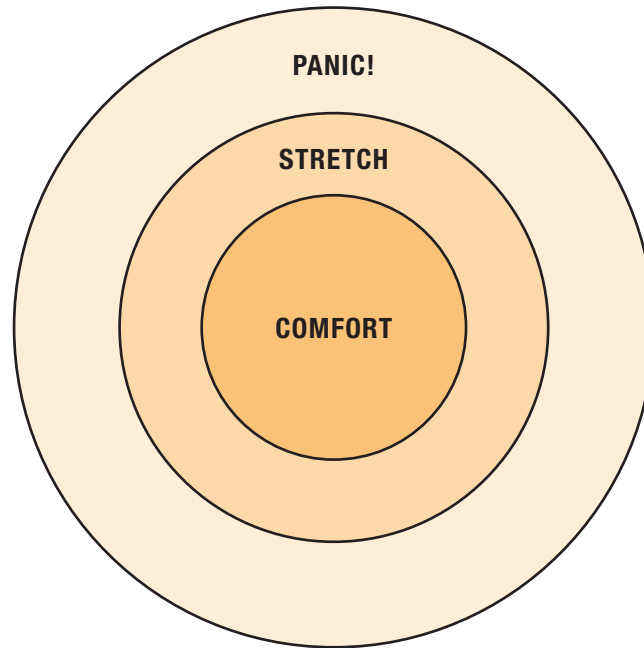
The first session combines introductions with a warming up activity that encourages participants to communicate their own backgrounds, attitudes, knowledge and experience regarding the topic, conflict management, that the workshop is dealing with.

Participants' perceptions of each other are likely to change from day to day, as their impressions become wider and richer. The trainer must therefore keep an eye on group dynamics throughout the training.

## Workshop training objectives, contents and methods

In the second step, the trainer outlines the objectives, contents and methods of the training and gives participants an overview of the programme. This should be done before determining participants' expectations. Although participants' wishes and needs influence the final programme, participants need to know the training's objectives and contents before they can formulate specific expectations.

It should be emphasized that the training may differ from what the participants are used to, but that it will be fun because it involves participants actively. Participants will be challenged to do things they have not done before, which stretches and extends their minds. They need not worry, however, as this will be done gradually over time. Participants who are afraid of doing things in new ways will not learn much – they need to open themselves up to new ideas and methods if they want to learn a lot.

**PERSONAL LEARNING MODEL**

## Participants' expectations

At the beginning of the workshop, participants must be given the opportunity to state their expectations, no matter how much collaboration with the participants there has been during training design. Participants come to the workshop with varying aspirations, wishes, fears and apprehensions, which are unknown to each other and – sometimes – even to themselves. Hearing about others' expectations helps each participant, the training group and the trainer to orient themselves.

Establishing participants' expectations at the beginning of the workshop is also useful for determining the extent to which these have been met at the end of the workshop. Participants assessment of the workshop depends to some degree on the extent to which their expectations have been fulfilled.

Making expectations public also allows the trainer to clarify which expectations can be fulfilled by the workshop. This prevents participants from forming unrealistic or excessive hopes that are sure to be disappointed.

It is always possible to make minor revisions to the workshop agenda at the start of the workshop, but major changes might be difficult. If there is a huge gap between what the trainer proposes and what participants expect, the trainer can suggest a temporary solution that gives the participants time to revisit the expectation at a later stage. It is very important to be transparent about what can and what cannot be achieved.

## Clarification of the roles and responsibilities of trainers and participants – setting group norms

Training in conflict management provides a chance to clarify the roles of trainers and participants and link these to a conflict management process. The aim is to prevent false expectations and to make clear to the participants that they have shared responsibility for the workshop's success. A "contract" can be drawn up in which the participants give the trainers/facilitators a mandate to carry out such functions as the following:

- 1** *Preparation:* Materials, logistics, equipment and visuals are all carefully planned and prepared. Trainers have a plan for both the process and the contents of discussions.
- 2** *Establishing a supportive learning environment:* If participants are to participate fully in the learning process, sharing their own experiences and knowledge, expressing their doubts and asking questions, they need an environment of mutual respect and two-way communication.
- 3** *Providing clarity and guidance:* The trainers introduce and explain the tasks to be accomplished in each session. When participants understand the workshop's objectives, methods and issues, they learn more rapidly. They already have an overview of the problem and of methods and tools for analysis, which saves time and prevents confusion and frustration.
- 4** *Maintaining flexibility:* Trainers alter the workshop objectives, agenda, timing and questions to meet the participants' needs. Trainers incorporate the participants' needs, expectations and priorities into the core of the training process.
- 5** *Moderating the discussions:* Trainers keep the participants' exchange of information flowing and the discussions focused on the workshop objectives. They pass questions on to other participants for response.
- 6** *Not controlling outcomes:* Participants often learn best when they draw their own conclusions about case studies and other analytical exercises. When participants work independently, they gain a sense of accomplishment and experience in conflict management analysis.
- 7** *Motivation:* When the workshop is relevant to the participants' own work and responsibilities, participants can see the usefulness of their new skills and are motivated to learn. What will the participants get out of the training – new information, understanding, skills?
- 8** *Mobilizing existing knowledge:* Trainers centre the discussions on participants' work, knowledge and constraints. This helps participants to draw from their own experiences, skills and perspectives, which is useful in fostering conflict management processes.

It is also useful for trainers and participants to agree to the principles of working together. Discussion about principles provides an opportunity for all to reflect on what is needed to ensure that the group functions smoothly. Everyone is responsible for respecting the principles.

## Workshop introduction: daily feedback and evaluation

Although experienced trainers may obtain a general idea of how the training is progressing by observing participants, overhearing conversations and asking questions during breaks, this does not provide feedback from all participants or an opportunity for sharing.

Daily feedback sessions allow participants to raise questions, express concerns and make suggestions. Participants' sense of ownership is increased when they are being heard by trainers. Daily feedback provides information that trainers can use when adjusting present and future training courses.

This guide presents ideas for daily feedback, including a variety of approaches for determining daily progress and moods. Some of these monitoring processes rely less on the spoken word and more on creative means of expressing ideas and feelings. Creative expression provides information that is usually richer, deeper, more honest and complete.

A final written, anonymous evaluation of the entire workshop is recommended. The questionnaire in Attachment 1.4.B provides a means of carrying this out.



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## SESSION 1.1 PERSONAL INTRODUCTIONS: MEETING EACH OTHER

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**PURPOSE:**

- to set the stage for free communication and interaction among participants;
- to reduce tensions among participants;
- to help participants and trainers to get to know one another better.



**TIME:** ten minutes for sharing of trainer's personal information, and two minutes for each participant.



**MATERIALS:** none.



**PREPARATION:** none.

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**STEPS**

- 1 Open the session by explaining that before introducing the training programme it is important for the trainer and participants to introduce themselves and get to know each other.
- 2 Ask participants to pair up for introductions. They can each select a partner by identifying another person in the room wearing similar shoes.
- 3 Ask participants to provide the following information:
  - a. name;
  - b. where they live/work;
  - c. distinguishing characteristics – likes, dislikes, habits;
  - d. motto for life;
  - e. favourite saying in critical situations.
- 4 After ten minutes, ask participants to stand in a circle and have each introduce his/her partner.
- 5 Conclude by stressing that throughout the training there will be plenty of opportunities for getting to know each other better.

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## SESSION 1.2 WORKSHOP TRAINING OBJECTIVES, CONTENTS AND METHODS

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**PURPOSE:**

- to help participants understand the objectives, methods and processes of the workshop so that they can compare these with their own expectations;
- to demonstrate to participants how a transparent process enhances participation.

**TIME:** one hour.**MATERIALS:** flip charts, small coloured cards, different coloured markers.**PREPARATION:** prepare flip charts and handouts on:

- objectives of the training;
- the theory of adult learning and the flow of this training.

**STEPS**

- 1 Explain that this stage of the training looks at objectives, content and methods by discussing why, what, how, who and when. Explain that the overview starts with examining the specific purpose of this training.
- 2 Explain the “why” of the training by presenting a flip chart with the objectives, and read these slowly. Add any necessary comments and explanations. Ask participants if they have any questions about the objectives. Rather than going into lengthy discussions at this point, explain that participants will have an opportunity to state their expectations and discuss the final programme later.
- 3 Explain the “what” of the workshop by presenting flip charts showing the theory of adult learning and the flow of the training – the “training map”. To explain how the training will be conducted ask participants to guess how much adults can absorb and remember from what they hear (20 percent), see and hear (40 percent) and experience (90 percent). Explain that the training aims to enhance the knowledge and skills needed for effective conflict management. Learning therefore has to bring about changes in behaviour, knowledge, understanding, skills and attitudes. To facilitate such changes in adult learners, the training follows an experiential learning process – learning by doing. Each workshop day will therefore be a mixture of short presentations, interactive exercises, simulated negotiations, and plenary discussions during which participants can exchange experiences from their work, etc. The value of the training will depend largely on participants’ active involvement in the exercises, simulations and discussions.



- 4 Explain that it is important to determine the extent to which the proposed programme meets participants' expectations. Hand out four small cards of different colours (index cards or post-its) to each participant and ask them to take a few minutes to consider what their expectations and hopes are for the training course. What do they want to learn from this course in terms of knowledge, skills, feelings and changes? Each of these components should be assigned a different coloured card. Explain that the four components are relevant for effective learning. Clarify these terms if necessary (see Trainer's note 1.2.A for definitions).
- 5 After ten minutes, ask participants to form groups of six. Explain that they should share their expectations with each other and record all of them on a flip chart divided into four sections, one each for knowledge, skills, feelings and changes. They can indicate with a marker which expectations are shared.
- 6 After 15 minutes, reconvene the participants. Ask one person from each group to present its shared expectations to the other groups.
- 7 When all the groups have presented their expectations, review the outcomes to clarify which expectations can be met and which cannot. Point out that achieving the workshop objectives and fulfilling the expectations is a joint responsibility for both trainers and participants.

**HINTS** During and at the end of the training, trainers and participants can refer back to the flip charts of expectations to assess whether these are being met.



#### TRAINER'S NOTE 1.2.A DEFINITION OF TERMS

**Knowledge** refers to what participants want to learn about conflict and what they expect to know when they have completed the course.

**Skills** refer to the specific skills in working with conflict or building collaboration that participants hope to acquire.

**Changes** refer to the changes participants would like to make as a result of what they have learned from the workshop. These can be changes in the participants themselves or changes in their organization or work situation.

**Feelings** refer to how participants want to feel both during the course and later on when they are working with stakeholders in natural resources management, conflicts, negotiations, etc.

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## SESSION 1.3 CLARIFICATION OF THE ROLES AND RESPONSIBILITIES OF TRAINERS AND PARTICIPANTS

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**PURPOSE:**

- to reach agreement on the roles and responsibilities of participants and trainers and to clarify their expectations of one another;
- to emphasize that successful training is the joint responsibility of trainers and participants, and both have something to contribute;
- to agree guidelines for group functioning during the workshop.

**TIME:** one hour.**MATERIALS:** flip charts, index cards and markers.**PREPARATION:** prepare flip charts from:

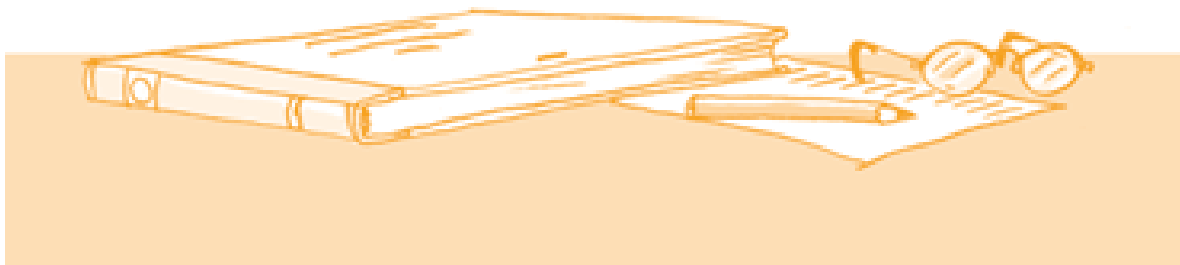
- Attachment 1.3.A “Roles and responsibilities of the trainer and the participants”;
- a list showing the distribution of tasks among participants;
- Attachment 1.3.B “Suggested principles for guiding interaction”.

**STEPS**

- 1 Explain how establishing a participatory process in training is similar to establishing a collaborative process in natural resources management. All collaborative efforts – including agreeing training objectives, group norms and a workshop programme – depend on defining common objectives, ways of interacting and a structured process that help all group members to focus on the same thing at the same time. The next step is to define the tasks and responsibilities of individuals.
- 2 Explain that training is the joint responsibility of trainers and participants, and that both have something to contribute. The trainer should explain her/his own role and responsibilities as a workshop trainer and ask participants to add their own expectations of what these should include. List these in the first column of the responsibilities flip chart (Attachment 1.3.A).
- 3 Ask participants how they see their own roles and responsibilities and how they can contribute to the training's success. List these in the second column of the table.
- 4 The trainer should add his/her own expectations regarding the participants, if these have not already been mentioned.

- 5 Review both lists and ask whether everybody agrees to the points.
- 6 Form three task groups to share the tasks and responsibilities between the trainer and the participants. List which participants have been assigned to each task group on a flip chart. Groups should be reorganized every day so that participants gain experience of each task:
  - *Law enforcement:* This group monitors compliance with the principles for guiding interaction (Attachment 1.3.B) and sets penalties for anyone who breaks these norms.
  - *Entertainment:* This group conducts an energizer activity after lunch and/or during the afternoon.
  - *Monitoring:* This group monitors the progress of the training to make sure that it is neither too fast nor too slow, that communication is clear, and that participants are enjoying themselves. This group is also responsible for carrying out the daily feedback at the end of the day and for reporting the feedback results to the overall group the following morning (see Session 1.4).
- 7 Ask what principles for guiding interaction are needed for everybody to perform her/his role. Refer to the flip chart prepared in steps 2 to 4.
- 8 List the principles on a flip chart in a prominent place. Explain that this list forms the basis of a mutual contract for how the group will work together. Ensure that the group is committed to keeping the contract.
- 9 Whenever there is a problem with group dynamics refer back to these norms and ask for ways of adapting, improving or adding to them.
- 10 Explain that a similar clarification of roles and responsibilities between a conflict manager and the conflict stakeholders is important at the beginning of a conflict management process.

**HINTS** Ownership of norms is important. When participants regard norms as rules that have been forced on them, the norms become counter-effective. Participants must formulate their own norms together as a group.



## Attachment 1.3.A Roles and responsibilities of the trainer and the participants

<b>RESPONSIBILITIES: WHAT CAN WE CONTRIBUTE TO THE SUCCESS OF THE WORKSHOP?</b>	
<p><b>TRAINER</b></p> <ul style="list-style-type: none"> <li>● ensure that training objectives are clear and relevant</li> <li>● select training materials and activities for achieving these objectives</li> <li>● establish a supportive learning environment (confidentiality)</li> <li>● maintain flexibility</li> <li>● moderate discussions and keep them focused on the purpose of the training</li> </ul>	<p><b>PARTICIPANTS</b></p> <ul style="list-style-type: none"> <li>● share experiences, be open (including deciding how open they want to be)</li> <li>● respect other viewpoints</li> <li>● listen to one another and do not interrupt</li> <li>● provide feedback to the trainer and address needs immediately</li> </ul>

## Attachment 1.3.B Suggested principles for guiding interaction

- Everyone has the right to know – i.e., anybody can ask the facilitator, at any time, why something is being done or said, and how it relates to the overall workshop aims.
- Any question is a good question.
- Practise what is being learned.
- Start and finish on time and accept flexibility in the schedule.
- Share responsibility for community tasks.
- Share responsibility for learning.
- Allow all to participate.
- No smoking in the training room.
- Mobile phones switched off during sessions.

**Note:** Revise these principles to make them appropriate to the specific training setting.

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## SESSION 1.4 RAPID DAILY FEEDBACK METHODS

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**PURPOSE:**

- to help participants understand why daily feedback is important;
- to prepare participants to rotate in daily feedback teams.

**TIME:** 30 minutes.**MATERIALS:** depends on the method selected.**PREPARATION:** depends on the method selected.**STEPS**

- 1 Explain that there will be a short feedback exercise at the end of each day to assess how the training is progressing for everyone. Check that participants are familiar with the concept of feedback.
- 2 Explain that the purpose of feedback is to provide participants with opportunities to raise questions, express concerns and make suggestions, and to show the trainer where training needs to be adjusted.
- 3 There are many different ways of collecting feedback (see Trainer's notes 1.4.A and 1.4.B) and the choice depends on the purpose, the group, the time available and the level of detail required. If the group is familiar with feedback, the trainer may provide a choice of different methods and let participants run the daily review themselves. Other groups might need assistance at the beginning but gain experience of reflecting on their own learning and feelings as the training progresses.

**HINTS** Participants will find the evaluations useful only when they have consequences. If an evaluation shows dissatisfaction, reasons should be discussed and remedies identified. Suggestions and recommendations should be followed up, and appropriate agreements formulated.

Some wishes or requests regarding frame conditions – accommodation, daily allowances, field trips, etc. – or workshop content or methods cannot be fulfilled. When this is the case, it should be stated honestly and openly and explained.



### TRAINER'S NOTE 1.4.A CHOICE OF RAPID DAILY EVALUATION METHODS

#### Mood barometer

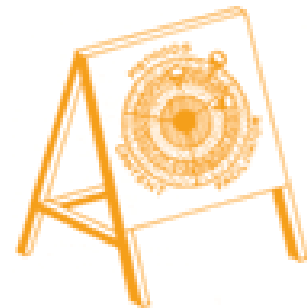
Prepare a mood meter sheet showing a happy, a neutral and a sad face. Explain that these symbols represent how satisfied participants are with the training. Post the meter at the exit of the room and ask participants to mark their mood with a sticker or marker. Attachment 1.4.B illustrates a mood meter in which each mood has been broken down into three categories measuring the degree of satisfaction, neutrality or dissatisfaction.

A variation is for participants to write comments on post-its to clarify the moods indicated. It can be useful to use different colours for participants from different regions or institutions. This will show up sharp differences in perceptions. Take care not to break anonymity by making the groups too small.

A continuous mood meter can be used for the whole training course, and moods measured at the end of each morning and afternoon. Attachment 1.4.B "Mood meter" illustrates this. The line drawn across the meter represents the "average mood" among the participants for that day. The average mood can be calculated by awarding each cross a score from 0 (for completely dissatisfied) to 8 (for completely satisfied). Add up the total score and divide by the number of participants, then mark the average at its appropriate point on the meter.

#### Are we on target?

1. Decide which elements of the day to monitor.
2. Draw concentric circles on a flip chart (similar to a dart board). Make several pie-like divisions for the training aspects to be evaluated – content, methods, facilitators, etc.
3. During feedback, ask the participants to place pins or stickers on the division that reflects their rating, the closer to the centre the more impressed or satisfied.
4. After all the participants have placed their pins or stickers, ask them to note the general placement and investigate any pins that fall outside this general choice.
5. Summarize the results of the group.
6. Ask participants to add notes to the pins or arrows to explain why they placed them at that point, and/or to make suggestions for improvements.



#### Using drawings

Ask the participants to draw their feelings about the day and to add explanations, or ask them why they drew this picture.

#### Complete the sentence

Display (or photocopy for each participant) open-ended sentences directed at the training aspects to be evaluated, for example:

- I find the training effective because...
- The training could be improved by...
- The facilitators could be more effective if...

Participants can either answer all the questions displayed or choose the ones they would like to react to.



### Human continuum

1. On one end of a long wall, post a sign saying “nothing learned”; on the other end, post a sign saying “fully competent”.
2. Explain this continuum and ask the participants to think where they were at the beginning of the training in terms of knowledge, comfort and skill level.
3. Then ask them to stand up and place themselves at that point of the continuum. When the participants have stopped moving, ask three or four volunteers to explain why they placed themselves at that point.
4. Ask the participants to think about where they are now at the end of – or during – the training, and to place themselves at the appropriate spot on the continuum.
5. Again ask a few volunteers to explain why they placed themselves where they did.
6. Ask the group to value the activity, making sure to comment on how graphic their self-assessment is.

### Faces

Distribute the Attachment 1.4.A and ask the participants to indicate how they feel at the end of the day and why.



## Attachment 1.4.A How do you feel today?

Please mark the feelings that apply:

 AGGRESSIVE	 ANXIOUS	 APOLOGETIC	 ARROGANT	 BASHFUL	 BLISSFUL
 BORED	 CAUTIOUS	 COLD	 CONFIDENT	 CURIOUS	 DETERMINED
 DISAPPOINTED	 DISBELIEVING	 ENRAGED	 ENVIOUS	 EXHAUSTED	 FRIGHTENED
 FRUSTRATED	 GUILTY	 HAPPY	 HORRIED	 HOT	 HUNGOVER
 HURT	 HYSTERICAL	 INDIFFERENT	 INTERESTED	 JEALOUS	 LONELY
 LOVESTRUCK	 NEGATIVE	 REGRETFUL	 RELIEVED	 SAD	 SATISFIED
 SURPRISED	 SUSPICIOUS	 UNDECIDED	 EXCITED	 PLEASED	 OTHER...




Why do you feel like that? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Attachment 1.4.B Mood meter

Mood		Monday	Tuesday	Wednesday	Thursday	Friday
	CS VS S	X XX	X XXX XXXX	XXX XXXX XX	XX X	XXXX XXX XXXX
	SS N SD	XX XX XXX	XXX XX X	XXXX	XX XXXX XX	XXX
	D VD CD	XX XX X		X	XX X X	

CS = completely satisfied 8 points  
 VS = very satisfied 7 points  
 S = satisfied 6 points  
 SS = slightly satisfied 5 points  
 N = neutral 4 points

SD = slightly dissatisfied 3 points  
 D = dissatisfied 2 points  
 VD = very dissatisfied 1 point  
 CD = completely dissatisfied 0 points



### TRAINER'S NOTE 1.4.B CHOICE OF FINAL EVALUATION METHODS

#### CHOICE 1: Personal accomplishments

Explain that the workshop will close on a positive note of accomplishments.

Explain the importance of focusing on positive accomplishments in oneself and in others, as well as focusing on areas where improvement is needed.

Ask participants to look back at the workshop and think about all that they have experienced and learned. Ask them to think of at least one accomplishment of which they are proud. This could be a new insight, a new feeling, a new attitude, etc.

Distribute post-its and ask the participants to write each of their accomplishments on a separate post-it. After they have all finished writing, ask them to read these out one by one.

When each participant has read her/his accomplishments, post them all on a white board. Try to cluster and draw general conclusions about the accomplishments for the week. Draw an inclusive circle around each cluster and give it a name.

Close by thanking participants for their active involvement in the workshop.

#### CHOICE 2: Questionnaire

Distribute the questionnaire in Attachment 1.4.C.

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## Attachment 1.4.C Final evaluation questionnaire

Name of participant (optional): \_\_\_\_\_

### A About relevance of training

1. How relevant was this training to the kinds of problems and issues that you face in your work situation?

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2. What did you think was the most useful part of the training? Why?

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3. What section(s) of the training should be strengthened or expanded to enhance your application in the future?

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## B About content of training

For each of the course objectives listed in the following table, rate how well you thought they were met. Give each a score from 1 (objective not met) to 5 (objective fully met).

Objective 1:	Objective met <b>5 4 3 2 1</b> Objective not met
Objective 2:	Objective met <b>5 4 3 2 1</b> Objective not met
Objective 3:	Objective met <b>5 4 3 2 1</b> Objective not met
Etc.	

## C About the trainers

Trainer XX

1. Made objectives of the session clear:	Very clear <b>5 4 3 2 1</b> Not clear
2. Explained materials clearly:	Very clear <b>5 4 3 2 1</b> Not clear
3. Provided opportunities for questions:	Many opportunities <b>5 4 3 2 1</b> Few opportunities
4. Had good knowledge of the subject matter:	Very good knowledge <b>5 4 3 2 1</b> Insufficient knowledge

Please circle the number that reflects how well the trainers worked together as a team. Please comment:

Worked very well together **5 4 3 2 1** Did not work well together

## D Overall assessment of the workshop

1. How would you rate the training overall?	Good course <b>5 4 3 2 1</b> Poor course
2. How confident do you feel about using what you have learned in your work tomorrow?	Very confident <b>5 4 3 2 1</b> Not at all confident
3. How likely are you to recommend this course to a colleague?	Very likely <b>5 4 3 2 1</b> Very unlikely
4. Was there sufficient time to practise the new skill?	Yes <b>5 4 3 2 1</b> No
5. How useful were the exercises?	Very useful <b>5 4 3 2 1</b> Not at all useful
6. Was the length of the course appropriate?	Too long <b>5 4 3 2 1</b> Too short

**E** About the length of the course

Please comment on the length of the course (too long, too short, etc.). What would be the best length and why?

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**F** After the workshop

Will you discuss what you have learned in this workshop with your supervisor, with a view to using the skills you have gained in your regular work?

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**G** Suggested improvements

What, if anything, would have helped you to make more progress?

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Many thanks for your feedback!

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## SESSION 1.5 DISCOVER YOUR OWN CONFLICT STYLE

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**PURPOSE:**

- to increase participants' awareness of their own approaches to conflict;
- to increase participants' understanding of how and why different individuals respond to conflict differently.

**CROSS REFERENCE:** Section 2.2.**TIME:** 45 minutes.**MATERIALS:** none.**PREPARATION:** for each participant, copy:

- Attachment 1.5.A "Discover your own conflict style";
- Attachment 1.5.B "Answer sheet".

**STEPS**

- 1 Explain that in this session participants will examine how and why different people respond to conflict in different ways.
- 2 Explain that the participants will each be given a questionnaire asking them how they respond to conflict. Explain that:
  - this is a chance for private reflection on an important issue;
  - this is not a test, but a chance to look at differences in how people respond to conflict;
  - participants will not be asked to share their answers publicly, unless they want to;
  - the trainer is available to answer questions privately if participants have concerns or wish to follow up on their answers later.
- 3 Distribute the questionnaire (Attachment 1.5.A). Review and clarify the instructions. Ask participants to spend 15 minutes answering the questions on the sheet.
- 4 After 15 minutes, hand out Attachment 1.5.B and ask the participants to copy their scores on to the grid. Explain how to derive their final scores.
- 5 When the participants have calculated their scores, let each participant anonymously indicate on a flip chart which of the styles A to E he/she scored the highest (in black) and which the lowest (in blue).

- 6 Present the completed flip chart and start a discussion with the following questions:
  - How well do the approaches described match your own ideas of how you handle conflict?
  - How different were your answers from one another? What accounts for these differences?
  - How much of your response is influenced by your culture, your family history, your individual preferences and the situation you are confronted with?
- 7 Wrap up the session by emphasizing the following key learning points.

### KEY LEARNING POINTS .....

- Point out that a conflict manager should be able and willing to respond appropriately in difficult situations. Self-awareness helps her/him to manage his/her own reactions and emotions in order to remain in control of a situation.
- There is no wrong or right way of dealing with conflict, but there are many different ways of reacting. Learning how to identify and work with personal and cultural differences (others' and one's own) is an important component of effective conflict management.
- Explain that the styles A to E are only one way of categorizing different reactions to conflict. Overlap among the categories is likely. The point is that there are differences in different people's responses.

**HINTS** Key learning points of Session 2.4 – *Identifying different individual responses to conflict* apply equally here. The questionnaire can be distributed at the end of day and the results discussed on the following day.

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## Attachment 1.5.A Discover your own conflict style

### Objectives and method

This questionnaire helps you become more aware about your own personal approach to conflict. It presents 12 situations that you are likely to encounter in your personal or professional life; each situation has five possible responses. For each situation you have ten points, which you can allocate among the possible responses, with the highest number of points indicating your most likely response. You can allocate these ten points as you wish, as long as the total for each situation is ten; for example, you could allocate ten to one response and zero to each of the others, or five to one answer and five among the other four answers. You may find it useful to start by identifying any responses that you cannot imagine ever using – these should be awarded zero points. You can then share out the ten points among those that remain.

It might be helpful to select a single frame of reference – e.g., work-related, family or social relations – and keep this in mind when answering the questions. Situations 1 to 6 focus on individual reactions and feelings when faced with conflict, while situations 7 to 12 concentrate more on how you interact in a group setting.

This is not a test, and the survey will only be helpful to you if you present your responses accurately. At the end, you will be given a scoring guide to help you to interpret your scores.

#### **SITUATION 1: When experiencing strong feelings in a conflict situation you...**

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- A** enjoy the emotional release and exhilaration;
  - B** enjoy the strategy and challenge of the conflict;
  - C** are concerned about how others are feeling and thinking;
  - D** are afraid, expecting that someone will get hurt;
  - E** are convinced that there is nothing you can do to resolve the issue.
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#### **SITUATION 2: You believe that...**

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- A** life is conquered by those who believe in winning;
  - B** winning is rarely possible in conflict;
  - C** no-one has a final answer; everyone has something to contribute;
  - D** in the final analysis, it is wise to turn the other cheek;
  - E** it is useless to try changing a person who seems locked in an opposing view.
-

**SITUATION 3: For you, the best result you can expect from conflict is that...**

- 
- A** it helps people to accept that one answer is better than others;
- 
- B** it cancels out extreme ways of thinking so that a solid middle ground can be reached;
- 
- C** it clears the air and enhances commitment and results;
- 
- D** it demonstrates the absurdity of self-centredness and draws people together, enhancing their commitment to each other;
- 
- E** it reduces complacency and assigns blame where it belongs.
- 

**SITUATION 4: When you are the person with the greatest authority in a conflict you...**

- 
- A** express your views clearly to the other parties;
- 
- B** try to negotiate the best settlement you can;
- 
- C** listen to what others have to say and seek a position that all might be willing to accept;
- 
- D** go along with the others, providing support where you can;
- 
- E** keep encounters impersonal, citing rules when they apply.
- 

**SITUATION 5: When someone you care for takes an unreasonable position you...**

- 
- A** tell them directly that you do not like what they are doing;
- 
- B** let them know casually and subtly that you are not pleased, distract them with humour and avoid a direct clash;
- 
- C** call attention to the conflict and try to find a mutually acceptable solution;
- 
- D** try to keep your misgivings to yourself;
- 
- E** let your actions speak for themselves.
- 

**SITUATION 6: When you are angry with a friend or colleague you...**

- 
- A** explode, without giving it much thought;
- 
- B** try to smooth things over with a good story;
- 
- C** express your anger and invite him/her to respond;
- 
- D** compensate for your anger by acting the opposite of how you feel;
- 
- E** remove yourself from the situation.
-



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

- 
- A** stand by your convictions and defend your position;

---

  - B** appeal to the logic of the group, hoping to convince at least the majority that you are right;

---

  - C** explore the agreements and disagreements within the group and seek alternatives that accommodate everybody's views;

---

  - D** go along with the rest of the group;

---

  - E** do not participate in discussion and do not feel bound by any agreement reached.

---

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

- 
- A** point out that the dissenting member is blocking the rest of the group and move on without her/him if necessary;

---

  - B** allow the dissenting member to communicate her/his views so that a compromise might be reached;

---

  - C** try to discover why the dissenting member views the issue differently, so that the other group members can re-evaluate their positions;

---

  - D** encourage the group to set the conflict aside and go on to more agreeable matters on the agenda;

---

  - E** remain silent, hoping not to become involved.

---

**SITUATION 9: When you see conflict emerging in a group you...**

- 
- A** push for a quick decision and ensure the task is completed;

---

  - B** avoid outright confrontation by moving the discussion towards the middle ground;

---

  - C** share with the group your impression of what is going on so that the impending conflict can be discussed;

---

  - D** forestall or divert the conflict before it emerges, by relieving the tension with humour;

---

  - E** stay out of the conflict as long as it does not directly concern you.

---

**SITUATION 10: When handling conflict between your own group and another you...**

---

- A** anticipate areas of resistance and prepare responses to objectives prior to the emergence of open conflict;

---

- B** prepare your group by identifying areas of mutual interest in advance of the confrontation;

---

- B** recognize that the conflict is healthy and press for the identification of shared concerns and/or goals;

---

- B** promote harmony on the grounds that the main result of conflict is the destruction of friendly relations;

---

- B** have your group submit the issue to a reliable outsider for discussion.

---


**SITUATION 11: When selecting a member of your group to represent you in discussions with another group you choose a person who...**

---

- A** has a good knowledge of your position and will press vigorously for your point of view;

---

- B** will ensure that most of your views are incorporated into any final agreements, without alienating too many members of the other group;

---

- C** will best represent the ideas of your group, reflect on the other group's views and emphasize problem solving approaches to the conflict;

---

- D** is skilful in interpersonal relations and will take a very cooperative in approach with the other group;

---

- E** will represent your group's position accurately, and will not oblige it to change this position significantly.

---


**SITUATION 12: In your view, the most likely reason for one group not to cooperate with another is...**

---

- A** lack of a clearly stated position or failure to back up the group's position;

---

- B** the group's tendency to force its representatives to abide by its decision, rather than promoting flexibility that would allow compromise;

---

- C** the group's tendency to enter negotiations with the aim of winning its case;

---

- D** group members' lack of motivation to live peacefully/cooperatively with the other group;

---

- E** irresponsible behaviour among the group's leadership, who follow their own interests rather than addressing the issues involved.

---

## Attachment 1.5.B Answer sheet to discover your own conflict style questionnaire

SCORING GUIDE													
	1	2	3	4	5	6	7	8	9	10	11	12	Total
A													
B													
C													
D													
E													

**A** = controller/enforcer

**B** = compromiser

**C** = problem solver/collaborator

**D** = accommodator

**E** = avoider

The letter/conflict style to which you assigned the most points in total is the one that most closely reflects your own style of dealing with conflict.

