EFFECTIVE CONFLICT RESOLUTION STRATEGIES

Participant's Manual

Comprehensive Public Training Program (CPTP)

Sponsored by the Louisiana State Civil Service

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RESOLVING CONFLICT

Course Description

This class explores strategies for resolving or managing interpersonal conflict in the workplace. Participants will learn about the causes and effects of conflict, evaluate the appropriate use of different conflict management styles, and focus on the application of collaborative, win-win techniques.

Job Outcomes

- Manages or resolves conflicts, confrontations, and disagreements in a positive and constructive manner to minimize negative personal impact.

- Considers and responds appropriately to the needs, feelings, and capabilities of others; adjusts approaches to suit different people and situations.

- Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity.

- Recovers quickly from setbacks.

- Effectively balances personal and work life.

Learning Objectives

- Analyze a conflict situation to determine cause and effect.

- Analyze how a individual's conflict management style influences the outcome of a conflict situation.

- Apply various strategies for managing and resolving interpersonal conflict.

THE NATURE OF CONFLICT

In small groups or with a partner, consider the following statements:

- Conflict is a contest
- Conflict is negative.

Are either one of these two statements generally true or generally false?

- If one or both are generally true, explain your reasoning and give one or two examples.
- If one or both are generally false, explain that reasoning also, with one or two examples.

THE NATURE OF CONFLICT

Conflict happens when you have a situation in which your concerns, desires, preferences, and/or goals **differ** from those of another person. Conflict centers on the differences between two or more individuals (as well as groups or organizations) and how they choose to handle those differences.

- **It can be positive**. Conflict is one of the more potent of human interactions. It can either facilitate growth or bring harm to the people involved. Perhaps because of it's potency, "conflict" has become a loaded word, carrying many negative connotations. Many people consider conflict to be negative, but it can actually be positive. Conflict is positive when it is used to solve a problem. It can also help enhance one's strengths, clarify your purpose and encourage action.

- **It's inevitable**. Conflict is a daily reality. Whether at home or at work, our needs and values come into opposition with those of others. Some conflicts are minor, easy to handle, or can be overlooked. But some require a carefully thought out strategy for successful resolution to avoid lasting enmity. So, the question is not **IF** there will be conflict, but rather how to handle situations **WHEN** there is a conflict.

> "If you're the boss and your people fight openly when they think you're wrong, that's healthy. If your people fight each other openly in your presence for what they believe in, that's healthy. But *keep **all conflict eyeball to eyeball**.*"
>
> **- Robert Townsend,**
> *An American business writer*

- **It is skill-based.** The good news is that you can improve your ability to resolve conflicts; it just takes practice and an understanding of common conflict preferences and styles. Each person has a different style of dealing with conflict. As you will see later on in the course, all styles are appropriate to use at various times.

FLIGHT OR FIGHT RESPONSE

Why do some individuals experience the sensation of cold, clammy hands and tingling sensations in their feet and toes?

Why do some individuals experience an increase in sweating when their under stress or anxiety?

Flight or Fight Response

Why is it so hard to manage our reaction or control our emotions in a conflict? Our responses are programmed in our DNA. We all have a *flight or fight response* to perceived _____ or _____. It is a primitive response which has helped to preserve and protect humans from the time of caveman.

Our Physical Reaction

_____ and other chemicals are activated, and then the _____ symptoms appear. Our sympathetic nervous system is engaged and we have a increase in _____ _____ and strength in our _____ _____. This is crucial for preparation for flight or fight because it pumps blood more rapidly to the needed areas of the body. The vital areas the blood is sent to the _____ (fight) and _____ (flight). It can make us feel like we are choking, smothering, dizzy lightheaded, having heart attack, tightness in the chest. It is normal for individuals under stress and anxiety to report a loss of _____and trouble concentrating.

WORD BANK

Biceps	Adrenaline	Memory
Thighs	Threat	Heart rate
Physical	Danger	Heart beat

POSITIVE AND NEGATIVE EFFECTS

Identify a workplace conflict that you were personally involved with and were not pleased with the outcome. The situation you use for this exercise should be a one-on-one example not you vs. a group or organization. The situation should be from an actual experience, not a hypothetical story. Individually respond to the following questions:

- What did you do to contribute to the conflict?

- From your point of view, what is the worst part of what happened?

- If you had to do it over again, what, if anything would you do differently?

Now, in your group or with a partner, explain your situation by telling them the story of this conflict, but only tell them what happened, not who or where it happened. Just tell them the story, rather than share the answers to the questions. Later on, each group will use one situation from each table for a different exercise.

UNRESOLVED CONFLICT

When conflict remains unresolved in the workplace, it can negatively affect employee performance and productivity. Employees may exhibit some of the following symptoms:

- Self– doubt
- Higher stress
- Inflexibility

- Irritability
- Low productivity
- Disorganization

- Suspicion
- Poor teamwork
- Indecision

What are the benefits of effective conflict management? Discuss the impact of appropriate conflict management on the people and productivity at the work unit level.

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SOURCES OF CONFLICT

In order to effectively resolve conflict it is helpful to first identify the source of the conflict. There are many sources or causes of conflict in the workplace. Some of the categories included are:

- ☐ Different
  - ⇒ Perceptions
  - ⇒ Opinions
  - ⇒ Personalities
  - ⇒ Communication Styles
  - ⇒ Values
  - ⇒ Backgrounds
  - ⇒ Interests
  - ⇒ Wants, needs, preferences or goals

- ☐ Making assumptions
- ☐ Judging others
- ☐ Biases and prejudices
- ☐ Inaccurate or incomplete information
- ☐ Past Relationships
- ☐ Job Dissatisfaction

As a group, pick one of your team members' situations to work on. Which of the causes that we just talked about probably led to the conflict in the scenario chosen by your group?

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THE CONFLICT PROCESS

Reaction

Choice → **Escalation/ Resolution**

Our Choice

It's important to understand that we all have *choice* in how we react to conflict. A situation happens that sparks a reaction that leads to . . . A choice that leads to either an *escalation* or a *resolution.* The key is to learn how to manage our reaction so that we can focus on the choice.

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CONFLICT MANAGEMENT STYLES

As illustrated in the M&M game, everybody has their own individual preference for dealing with conflict. Some of us prefer to avoid conflict at all costs, others see conflict as a way to get their own way. In 1974, Kenneth Thomas and Ralph Kilmann created the **Thomas-Kilmann Conflict Model** which identifies and defines 5 main conflict resolution styles. Thomas and Kilmann observed that in a conflict individuals are either trying to be:

- Assertive: satisfying your own concerns
- Cooperative: satisfying the other person's concerns
- Assertive and Cooperative: combining both

As seen in the graph below, the 5 main styles are comprised of different levels of both types of behavior, assertiveness and cooperativeness.
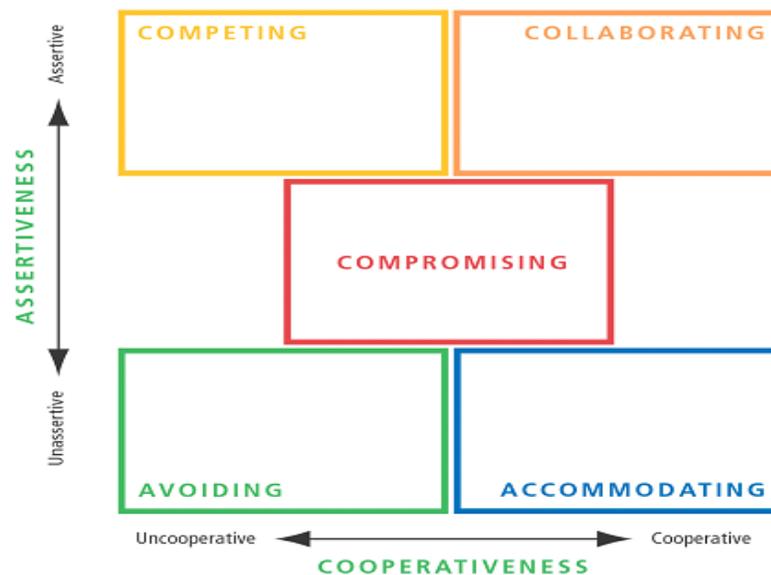
The five styles used to manage conflict are:
- **Avoiding**: low assertiveness and low cooperation
- **Accommodating**: Low assertiveness and high cooperation
- **Competing**: High assertiveness and low cooperation
- **Compromising**: Medium assertiveness and medium cooperation
- **Collaborating**: High assertiveness and high cooperation

You have a choice in behavior when faced in a conflict. Depending on the situation, you choose high or low assertiveness and choose high or low cooperativeness. But assertiveness and cooperativeness are not opposites. As, you can see it is possible to choose to be highly assertive and highly cooperative. Which style would represent that choice?

This two dimensional model of conflict-handling behavior is adapted from "Conflict and Conflict Management" by Kenneth Thomas in The Handbook of Industrial and Organizational Psychology, edited by Marvin Dunnette (Chicago Rand McNally, 1976). Another valuable contribution in this field is the work by Robert Blake and Jane Mouton in The Managerial Grid (Houston: Gulf Publishing, 1964, 1994).

CONFLICT MANAGEMENT STYLES

There is no best conflict handling style. Each style is useful in some situations and each style has its drawbacks. The skill is to analyze each situation and then determine the appropriate action.

What is your predominant style?

What is your least predominate style?

COMPETING		**COLLABORATING**
	COMPROMISING	
AVOIDING		**ACCOMMODATING**

ASSERTIVENESS (Unassertive ↔ Assertive)

COOPERATIVENESS (Uncooperative ↔ Cooperative)

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TEACH BACKS

Discovering your Style Activity

Get into groups according to your conflict management style or based on your facilitator's instructions. Study the information included on your particular style found throughout the next few pages in the manual. Prepare a 5 minute presentation on your style. You may use flip-charts, props, music, etc. Be creative! You can create a skit, write a song, or create a commercial. You have 15 minutes to create your presentation. Please make sure your presentation includes the following information:

1. A brief description of your style
2. Potential strengths or uses of your style
3. Potential weaknesses or overuses of your style
4. Examples of situations where your style should be used

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COMPETING

"My way or the highway"

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing may mean standing up for your rights, defending a position you believe is correct or simply trying to win.
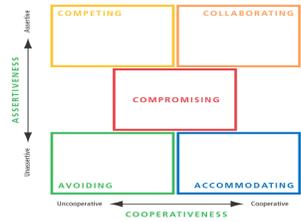
Uses

- When quick, decisive action is vital—for example, in an emergency
- On important issues when unpopular courses of action need implementing—for example, cost cutting, enforcing unpopular rules, discipline
- On issues vital to company welfare when you know you're right
- When you need to protect yourself from people who take advantage of noncompetitive behavior

If you scored HIGH:

1. *Are you surrounded by "yes" people?*
   If so, perhaps it's because they have learned that it's unwise to disagree with you or have given up trying to influence you. This closes you off from information.

2. *Are others afraid to admit ignorance and uncertainties to you?*
   In a competitive climate, one must fight for influence and respect, acting more certain and confident than one feels. This means that people are less able to ask for information and opinions—they are less likely to learn.

If you scored LOW:

1. *Do you often feel powerless in situations?*
   People who underuse competing may be unaware of the power they have, unskilled in its use, or uncomfortable with the idea of using it. This may hinder their effectiveness by restricting their influence.

2. *Do you have trouble taking a firm stand, even when one sees the need?*
   Sometimes, concerns for others' feelings or anxieties about the use of power can cause vacillation, which may result in postponing the decision and adding to the suffering and/or resentment of others.

ACCOMODATING

"It would be my pleasure"

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.
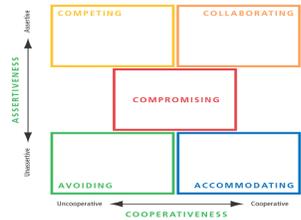
Uses

- When you realize that you are wrong—to allow a better solution to be considered, to learn from others, and to show that you are reasonable
- When the issue is much more important to the other person than it is to you—to satisfy the needs of others and as a goodwill gesture to help maintain a cooperative relationship
- When you want to build up social credits for later issues that are important to you
- When you are outmatched and losing and more competition would only damage your cause
- When preserving harmony and avoiding disruption are especially important
- When you want to help your employees develop by allowing them to experiment and learn from their mistakes

If you scored HIGH:

1. *Do you feel that your ideas and concerns sometimes don't get the attention they deserve?* Deferring too much to the concerns of others can deprive you of influence, respect, and recognition. It can also deprive the organization of your potential contributions.

2. *Is discipline lax?* Although discipline for its own sake may be of little value, some rules, procedures, and assignments are crucial and need to be enforced. Accommodating on these issues may harm you, others, or the organization.

If you scored LOW:

1. *Do you have trouble building goodwill with others?* Accommodating on minor issues that are important to others is a gesture of goodwill.

2. *Do others often seem to regard you as unreasonable?*

3. *Do you have trouble admitting when you are wrong?*

4. *Do you recognize legitimate exceptions to the rules?*

5. *Do you know when to give up?*

AVOIDING

"I'll think about it tomorrow"

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of a diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.
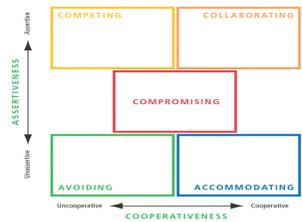
Uses

- When an issue is unimportant or when other, more important issues are pressing
- When you perceive no chance of satisfying your concerns—for example, when you have low power or you are frustrated by something that would be very difficult to change
- When the potential costs of confronting a conflict outweigh the benefits of its resolution
- When you need to let people cool down—to reduce tensions to a productive level and to regain perspective and composure
- When gathering more information outweighs the advantages of an immediate decision
- When others can resolve the issue more effectively
- When the issue seems tangential or symptomatic of another, more basic issue

If you scored HIGH:

1. *Does your coordination suffer because people have trouble getting your input on issues?*

2. *Does it often appear that people are "walking on eggshells"?*
   Sometimes a disproportionate amount of energy is devoted to caution and avoiding issues, indicating that those issues need to be faced and resolved.

3. *Are decisions on important issues getting made by default?*

If you scored LOW:

1. *Do you find yourself hurting people's feelings or stirring up hostilities?*
   You may need to exercise more discretion in confronting issues or more tact in framing issues in nonthreatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.

2. *Do you often feel harried or overwhelmed by a number of issues?*
   You may need to devote more time to setting priorities—that is, deciding which issues are relatively unimportant and perhaps delegating them to others.

COMPROMISING

"Let's make a deal!"

Compromising is intermediate in both assertiveness and cooperativeness.
When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.
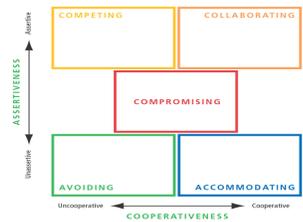
Uses

- When goals are moderately important but not worth the effort or the potential disruption involved in using more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals -—as in labor–management bargaining
- When you want to achieve a temporary settlement of a complex issue
- When you need to arrive at an expedient solution under time pressure
- As a backup mode when collaboration or competition fails

If you scored HIGH:

1. *Do you concentrate so heavily on the practicalities and tactics of compromise that you some-times lose sight of larger issues?*
   Doing so may lead to unintended and costly compromises of principles, values, long-term ob-jectives, or company welfare.

2. *Does an emphasis on bargaining and trading create a cynical climate of gamesmanship?*
   Such a climate may undermine interpersonal trust and deflect attention from the merits of the issues being discussed.

If you scored LOW:

1. *Do you sometimes find yourself too sensitive or embarrassed to engage in the give-and-take of bargaining?*
   This reticence can keep you from getting a fair share in negotiations—for yourself, your team, or your organization.

2. *Do you sometimes find it difficult to make concessions?*
   Without this safety valve, you may have trouble gracefully getting out of mutually destruc-tive arguments, power struggles, and so on.

COLLABORATING

"Two heads are better than one!"

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.
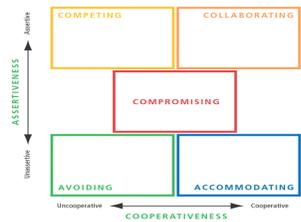
Uses

☐ When you need to find an integrative solution and the concerns of both parties are too important to be compromised

☐ When your objective is to learn and you wish to test your assumptions and understand others' views

☐ When you want to merge insights from people with different perspectives on a problem

☐ When you want to gain commitment by incorporating others' concerns into a consensual decision

☐ When you need to work through hard feelings that have been interfering with a relationship

If you scored HIGH:

1. *Spending time discussing issues in depth that don't seem to deserve it?*
   Collaboration takes time and energy. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. Overusing collaboration and consensus sometimes represents a desire to minimize risk—by diffusing responsibility or postponing action.

2. *Does your collaborative behavior fail to elicit collaborative responses from others?*
   The exploratory nature of collaborative behavior may make it easy to disregard, and others may take advantage of the trust and openness shown. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests.

If you scored LOW:

1. *Is it difficult for you to see differences as opportunities for joint gain, learning, or problem solving?*
   Although conflict situations often involve threatening or unproductive aspects, approaching all conflicts with pessimism can prevent you from seeing collaborative possibilities and thus deprive you of the mutual gains and satisfactions that accompany successful collaboration.

2. *Are subordinates uncommitted to your decisions or policies?*
   Perhaps their concerns are not being incorporated into those decisions or policies.

DECIDING WHICH STYLE TO USE

Now that you understand your preference for managing conflict, you can begin to focus on the areas that you need to become more comfortable in and work on managing those difficult conversations with others. When deciding the best way to handle a situation, consider the following factors:

1. How important is the issue to you?

2. What is the nature of the relationship with the other person?

3. What are the possible consequences?

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CASE STUDY

Joe is an analyst in your department at the Louisiana Legislative Auditors. Joe is a bright and young recruit from Louisiana State University. He sticks out in your department for many reasons. First, Joe learns on the job quickly. He turns in his work faster than the others and the work is usually more accurate. However, unlike the other analysts in your department, he is loud, animated and is a big talker. You constantly hear him teasing the other co-workers, laughing and talking louder than the others. You and the other analysts think he is annoying, offensive and you wonder if he is creating a verbally harassing environment.

You are going to have to travel with Joe to a local state agency to conduct an audit, and you are worried about how to handle Joe. You don't want him to blow this big assignment for you. In addition, you are not looking forward to spending so much time working with this annoying co-worker.

Consider the next four questions:

1. How important is the issue to you?

2. What is the nature of the relationship with the other person?

3. What are the possible consequences?

4. What conflict management style should you use, if any?

CASE STUDY
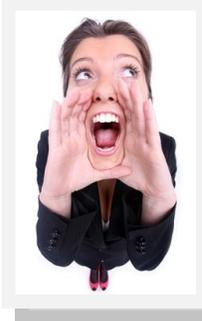
You work in a back office area in the Louisiana Department of Environmental Quality (DEQ). Your work is detailed and tedious and you require quiet to ensure that your work is accurate. However, Sabrina, your co-worker enjoys listening to the radio. You can hear it at your desk most days. It is, in your opinion, too loud for the office especially since everybody works in cubicles rather than offices with doors on them.

You've heard her mention that she is glad she doesn't have regular contact with external customers so that she can listen to her favorite songs on the radio. Sabrina is well-liked and has an important social position in the office. Furthermore, you haven't heard anybody else complain about the music. You spend a lot of time trying to concentrate and tune out the music.

Consider the next four questions:

1. How important is the issue to you?

2. What is the nature of the relationship with the other person?

3. What are the possible consequences?

4. What conflict management style should you use, if any?

CASE STUDY

You are leading a team that is responsible for completing a project that involves producing a report that is due in one month. Sam, one of the team members has not drafted her part of the report because she says she is too busy with her other duties. In the last team meeting, you told her that she had until today to catch up. But she didn't even come to the meeting.

Today, you called her to ask her why she didn't show up to the meeting and it didn't go exactly how you planned. Sam questioned your authority and said that she is currently focusing on other projects. You've been asked to lead this team and your supervisor expects you to deal with any problems that come up in the team yourself. This project is important to the agency and is a high visibility assignment. You are hoping to prove yourself in the organization and need Sam to do her part on the project.

Consider the next four questions:

1. How important is the issue to you?

2. What is the nature of the relationship with the other person?

3. What are the possible consequences?

4. What conflict management style should you use, if any?

SETTING THE STAGE

Conflict resolution may involve a conversation or negotiation between two parties. In the conversation, emotions and the stakes are usually running high therefore making it a difficult one. Now that you have discovered your conflict management preferences and learned how to apply these styles in situations in the workplace, the next step is learning the best ways to handle a difficult conversation.

First, set the stage for a successful conversation:

☐ Manage _____. You can't change or control the other person, but you can control your reaction, tone of voice, emotions, and your energy can influence the other person's reaction. If you are calm, they will likely remain calm as well.

☐ Spend some time determining your intent, motivation, and goal. What do you want to accomplish?

☐ Determine a _____ beneficial time to discuss. Don't surprise the other person and don't let them catch you off-guard.

☐ Move the discussion to a _____if possible.

Resolving conflict successfully requires a mastery of three skills:

☐ Active listening skills

☐ Assertive communication

☐ Generating solutions

In the next few pages, we will provide you with tips to help you improve each area.

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ACTIVE LISTENING

Active listening goes hand in hand with assertive communication. When you are not talking you should be listening to the other person not thinking about the next thing you are going to say!

Step One: _____

- ☐ Stop talking
- ☐ Relax
- ☐ Remove distractions– put aside work, etc.
- ☐ Give the speaker space to vent– don't interrupt
- ☐ Pay close attention to the other person
- ☐ Don't worry about what you are going to say next.
- ☐ Use good body language—eye contact, open posture, face them fully
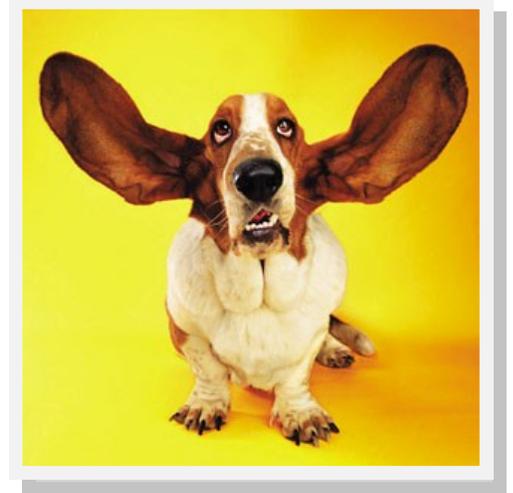
Step Two: _____

- ☐ Try to put yourself in the speaker's shoes
- ☐ Listen carefully for emotional content
- ☐ Watch your own emotions without letting them control you

Step Three: _____

- ☐ Use summarizing and paraphrasing (I hear you say …………. Is that right?)
- ☐ Repeat the message you heard to make sure you got it right
- ☐ Repeat both facts and emotional content
- ☐ Ask for clarification
- ☐ Continue the process until you're sure you understand the message

ASSERTIVE COMMUNICATION

Handling difficult conversations successfully requires assertive communication and active listening skills. These are some tips to help you successfully resolve a conflict.

Step One: _____

- ☐ Describe the other person's behavior objectively
- ☐ Use concrete terms
- ☐ Describe a specific time, place, and frequency of behavior
- ☐ Focus on specific behavior, not the person

Step Two: _____

- ☐ Explain the effect of the behavior
- ☐ Explain your feelings and the impact of the person's actions, using the pronoun, "I"
- ☐ Explain yourself calmly, positively, and constructively
- ☐ Find common ground or a mutual purpose
- ☐ Acknowledge the other person's feelings/viewpoint

Step Three: _____

- ☐ State the desired outcome
- ☐ Ask for explicit behavior changes
- ☐ Ask for small changes
- ☐ State concrete action to be performed or discontinued

Step Four: _____

- ☐ What will happen if the behavior continues.
- ☐ Make the consequences explicit (Do not make threats)

GENERATING SOLUTIONS

If you've been successful in opening up the conversation using assertive communication and active listening, the last step of generating solutions should be relatively easy. As you and the other party share what is important to you, you should be able to start identifying common areas and action steps.

- ☐ Identify the real problem or issue. Uncover the "real" issues/needs.

- ☐ Identify the goal (what do you both want to accomplish).

- ☐ Identify and share alternative solutions that you think might work.

- ☐ Ask the other person to identify alternative solutions.

- ☐ Look for points of agreement or mutual needs. Respect is something both parties usually want and is a good place to start if you are both stuck.

- ☐ Ask open-ended questions. "How can we resolve this?"

- ☐ Avoid using words like, "ought" or "should." Those are blaming words and make people defensive. A better suggestion is to say, "Let's think about what we can do differently next time."

- ☐ Acknowledge places that you disagree. Keep it about the _____and not the person.

- ☐ Identify an _____that can be done by one or both of you.

" Faced with apathy, I will take action. Faced with conflict, I will seek **common ground**."

- Bill Clinton

DIFFICULT CONVERSATIONS

Group Activity Supervisor – Employee Conflict Conversation
You will be grouped into trios, which each person taking one of these three roles: a supervisor, an employee, and an observer.

Your trio will be doing a skill practice that lasts 2 minutes only, once it begins. The observer is also the timekeeper so the other two can focus on the skill practice.

- Before starting, the supervisor picks the issue to be used for the conversation. Be sure to describe the size of the problem and how long it's been going on. For example, it could be a time/attendance problem; a problem with work quality or quantity; a scheduling issue; etc. Explain the issue you want to use to the other two people (employee and observer). The observer keeps time, with a 2-minute minimum for each round. The observer may use a checklist provided on the next page to help gather information during the round.

- The supervisor has a 2-minute conversation with the employee and tries to address the issue – professionally and calmly. The employee resists this, in whatever way he or she chooses (passively, aggressively, denying it, whatever). The supervisor deals with this conflict and addresses the issue the best way he or she can.

- After the skill practice round is over (2 minutes), the observer then gives feedback to the supervisor, focusing on what he or she did well.

- Using the same people, now change roles – a different person is now the supervisor, employee, and observer. If there is time, change roles one last time so each person has practiced all three roles.

It is up to the instructor whether the groups do three rounds, two rounds, or only one round.

OBSERVER GUIDELINES

Please check the appropriate performance level you observed for the person managing the conflict: The scale is from 1-3, with 3 being most satisfactory, 2 being satisfactory, and 1 being unsatisfactory.

Used a calm, even tone of voice	1	2	3
Used non-defensive body language	1	2	3
Paraphrased what the other person said	1	2	3
Asked for clarification	1	2	3
Used "I" statements instead of "You" statements	1	2	3
Focused on facts and the situation instead of the person	1	2	3
Clearly identified and agreed upon the problem or goal	1	2	3
Discovered common ground or mutual purpose	1	2	3
Involved the other person in generating solutions	1	2	3
Identified an action that you both could do	1	2	3

Debrief Guidelines:

1. Ask both parties what they thought about during the skill practice.
2. Ask them what worked or could have worked better.
3. Make your observations fact/behavior specific.

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