



Resolve.

correcting problems. connecting people.



thejewellgroup



Foreword

March 9, 2022 was a cool, calm day in Los Angeles. Gentle winds tumbled over the mountains, swaying the palm trees as they made their way over the city toward the Pacific. Yet, on this peaceful Wednesday, a storm was brewing on Santa Monica Blvd. The editors at Variety were working on a feature article covering one of America's most famous families: the Kardashians.

The article was helmed by Variety's chief correspondent Elizabeth Wagmeister, a woman who was named on the prestigious Forbes' 30 under 30 in 2019 (Forbes 2019). Her article was supposed to focus on Hulu's upcoming show, "The Kardashians", and, of course, the series' titular family; that is not what the feature is remembered for. No, the most memorable takeaway was a quote from contemporary philosopher Kim Kardashian - a quote that has been haphazardly slung around tables in boardrooms and dining rooms ever since.

"It seems like nobody wants to work these days" (Wagmeister 2022).

And, from what we can tell, it's true: people really don't want to work anymore. Gallup, one of the most respected names in workplace

consulting and global research, published in a 2024 report that, since 2020, employees "feel more detached from - and less satisfied with - their organizations and are less likely to connect to the companies' mission and purpose or to feel someone cares about them as a person." The data backs it up: in the same report, Gallup shows that only 23% of employees claim to be engaged at work. In the United States alone, people who are not engaged or actively disengaged in their work account for approximately \$1.9 trillion in lost productivity (Gallup Inc. 2024). Nobody wants to work.

The sentiment has been used as a rallying cry by disgruntled managers who are frustrated by what they believe to be a generation of lazy workers, though Shannon Gabriel, Vice President of Leadership Solutions at TBM Consulting and member of Forbes' Human Resources Council, believes that the notion is a cop-out for lackluster leadership and poor work culture (Gabriel 2024). It's a trend that has proven true for over two decades: in a 2009 research study by Mitchell Kusy and Elizabeth Holloway, 94% of people reported having worked with a toxic person in the last five years, while 87% said team culture suffered as a result (Kusy & Holloway 2009).

Companies with poor work culture tend to see turnover rates of 48.4% while companies with a healthy culture see just 13.9% (Medina 2012). Nobody wants to work in a poor culture.

Of course, it's not all management's fault. In a study of more than 4,500 doctors and nurses, 71% of respondents saw a link between disruptive behavior (defined as "abusive personal conduct," including condescending, insulting, or rude behavior) and medical errors, with 27% of people - over one in four - connecting such behavior to actual deaths among their patients (Rosenstein & O'Daniel 2008). It isn't even work-related issues that cause the most problems. In the United States, 62% of employees see personality clashes and egos as the number one source of workplace conflict (CPP Global 2008). Nobody wants to work in a poor culture with toxic people.

These data help us understand **why** people are struggling to remain engaged at work, yet it's important to remember that behind each numerical figure is a group of people who are suffering. The Māori have a proverb: "He aha te mea nui? He tāngata, he tāngata, he tāngata." In English, it roughly translates as, "What is the most important thing in the world? It is people, it is people, it is people" (He Tāngata Principle 2021). As a nation, we aren't doing enough to help each

other handle the stresses of working with other people, yet we know it's up to each of us to make it happen. Less than 4 out of every 10 U.S. workers have received formal conflict management training, yet over 95% of those who have received such training report being able to positively navigate conflict; six out of ten people believe that everyone in the organization must do their part in transforming conflict (CPP Global 2008).

Resolve is designed to equip your people with the mindset, motivation, and skills needed to transform conflict from a destructive, disabling force into a motivational, team-building experience. You and your team members will learn how to use conflict to generate what Dr. Linda A Hill of Harvard Business School calls "a marketplace of competitive ideas" (Swetzoff 2015). Your workplace culture will foster a true desire to work - not just on your projects, but your people, too.

The Benefits of Experiential Learning

Interactive activities are at the heart of this course's methodology. You'll spend about half the time in each session playing games with your participants. Some may balk at such a notion. Is it really worth the time and resources we spent on this course if we're all just playing games for a couple hours? To this, we reply emphatically: yes!

Playing benefits us in numerous ways. The advantages for children are well-documented: it improves social skills like cooperation and group problem solving (Hurwitz 2002), it reduces stress and tension (Erickson, 1985), and - wouldn't you know it - it even teaches how to resolve conflict (McElwain and Volling 2005). Grown-ups have a tendency to use big words to describe familiar concepts. When adults play, we call it experiential learning - the process of learning by doing. When learners are engaged in the topic through hands-on learning and reflection, they are better able to apply the theories and principles they learn to real-world situations (Kent State, n.d.).

In a study focusing on undergraduate students in a business program, researchers discovered that experiential learning also increases the amount of buy-in, motivation, and accountability students put into their learning. "At the outset, students held the teacher responsible for learning within the classroom however after experiencing the intervention tasks there was a change in students' perception. They became more focused and accepted ownership of their learning. This shift from dependency to independency is vital to any work environment where the person has to take the initiative to solve problems rather than depending on the boss or the person in authority" (Boggu and Sundarsingh 2019). Wouldn't it be nice if people were willing and able to solve their own conflicts, rather than running to a boss, an HR representative, or some other ally? Resolve is built upon the proven psychological principles that can make such dreams into reality.

As you progress through the three sessions of Resolve in this Facilitator's Guide, you'll find specific activities placed right in the middle of the text. These are the activities we recommend you use to illustrate the principles of their respective sessions. Before using an activity in a workshop session, it is imperative that you ask if people have done it before! While it won't matter for the discussion-based activities, many of the games have some sort of trick

or gimmick; if one of your participants knows the trick and is not instructed to keep it to themselves, it may ruin the learning opportunity. If several of your participants have played the game before, it may be best to pick a new activity altogether. At the end of the Facilitator's Guide is a Resources Appendix where you will find additional games and activities that can replace or supplement the ones included in the sessions. These are especially helpful if you are on a second or third round of Resolve workshops, as it keeps things fresh and dynamic.

In the front of the Training Companion, we have encouraged all participants to be all-in while attending the workshop. We anticipate that some participants will not want to participate much at all - whether it's because of social anxiety, trouble at home, or simple apathy. While the activities and material are designed to foster psychological safety among the group (thereby creating positive peer pressure to engage in the workshop), please remind the participants of their commitment to actively participate to the best of their abilities - and the personal reward that can only be obtained by fully applying themselves to the workshop.

We hope you, too, will embrace the playful nature of Resolve. Experiential learning motivates people far more than lecture-style teaching (Helle et al. 2007); when you lean into the activity-reflection model and set the example

for your participants, you will see excited, motivated, and educated learners in your workshop - the kind of people who can make a true difference in the lives of those around them.

How to Use This Book

The year is 1933. America is in the thick of the Great Depression. Families all across the still-young nation are forced to make cuts in their spending where they never had before. In just four years, industrial production fell 47%, gross domestic product fell by 30%, and national unemployment reached over 20% (Britannica 2024). It wasn't just the big things that changed, of course: the minutiae of daily life shifted in unprecedented ways. Even traditional foods once taken for granted were changed to accommodate tightened belts. One such change was the invention and introduction of boxed cake mix. It was far too expensive for most homemakers to purchase the fresh ingredients needed to bake a cake from scratch. These new mixes came with everything dried, sealed, and ready to go - just add water!

Cake mix was not an immediate success; it took some time before it caused a stir. It wasn't until after World War II that mixes started really selling well. Yet, even then, the uptick in sales didn't last long. By the mid 1950's, cake mix sales flatlined. Wanting to wrap their heads around what happened, General Mills hired Ernest Dichter, a psychologist and marketing specialist, to get to the bottom of this curious culinary issue.

Carolyn Grillo, a graduate of the Parisian culinary school Le Cordon Blue and Senior Editor for Cook's Illustrated, wraps up Dichter's findings. "His analysis found that women felt guilty for not contributing more. Dichter's research caused companies to produce advertisements meant to persuade women to think of baking cakes from packaged mixes as merely one step in the process. Women were encouraged to decorate their cakes with frosting, and this proved to be an important turning point for cake mixes" (Grillo 2021).

Dichter also theorized that the very composition of the cake mix was a problem. The culprit? Eggs. "Interviews with homemakers had convinced him that mixes typically made a housewife feel useless, simultaneously devaluing her role and threatening to put her out of a job. If

manufacturers would leave dried eggs out of their cake-mix formulations, thus requiring women to add fresh eggs themselves, the homemaker would feel more personally involved in the making of the cake and be able to serve it proudly as her own work" (Shapiro 2002). It wasn't just about feelings, though: powdered eggs yielded a much "eggier" flavor than the fresh stuff. When homemakers added fresh eggs to the mix, they felt more ownership over the process and delivered better results.

Resolve is your cake mix. We've sealed up in this package several activities, discussion questions, and scholarly insights - almost everything you need to make an effective conflict management workshop. To complete the dish, we invite you to crack a couple of eggs you have on hand and incorporate them into the curriculum.

What might that look like in practice? Experiential learning - games and activities followed by meaningful discussion - is the heart of the Resolve experience. Thus, the activities come with very specific instructions to ensure you feel well-supported in providing your participants with the best education possible. You should be able to read these and know exactly what to do with your group. Before, between, and after the activities, you will find insights from many of the most expert

minds in the field of communication and interpersonal conflict. **These sections are written to and for you, the facilitator.** Consider them brief crash-courses on the scholarly principles governing the world of conflict. You may have already studied these or similar topics in your own academic efforts. If so, wonderful! Feel free to add your insights to the mix. The principles included in Resolve are designed to give names and depth to the lessons learned in the activities; while you may certainly add to them, we would recommend not omitting them altogether.

Once you feel you understand the concepts, we invite you to teach them to your participants using your own style and method. We may provide tips and resources here and there, but the instructional bits of the workshop are where your participants get to see your personality; your contributions; your wisdom. If this seems daunting, we remind you of a simple truth: you've got this! When future conflicts arise, your participants won't come to the us, the authors, for advice; they will come to you. Taking ownership of these sections will help build a relationship of trust - far better results than we could provide on our own. Together, we'll help the people you teach obtain the skills and mindset they need to confidently transform conflicts at home, at work, and at large. Let's get baking!





Discover

SESSION ONE

We don't see people as they are.
We see people as we are.

-Anaïs Nin

SESSION OUTLINE

- Review “Before the Workshop”
- Activity: Common Uncommon
- Instruction: Conflict Narratives
- Activity: Story Time
- - BREAK -
- Instruction: Self-deception
- Activity: Anything Goes
- Reflection One



Discover

Before coming to the workshop, the participants should have filled out the first few pages of their Training Companion. This introductory self-reflection helps the participants get a baseline for their understanding of and attitude toward conflict. The most important aspect of this reflection is the **conflict narrative**, a metaphor or simile that illustrates the participants' thoughts and feelings toward conflict.

As they move through the sessions of Resolve, their narrative should start to shift. They'll be asked to form new narratives at the end of sessions two and three. Several of your participants may have never really given their conflict resolution skills much thought; taking the time to respond to the prompts helps get the creative juices flowing, ideally priming them for greater participation in the workshop. As participants trickle in before the workshop begins, you might consider gently asking them if they have any questions about the preparation, giving a slight, last-minute nudge to those who might have forgotten.

So, here we are! You're about to start the first session of Resolve. How should you begin? In an article published by Harvard Business Publishing, author Ethan S. Bernstein

writes of an aspect of team formation he dubs **team launch**, an activity or session held at the very beginning of a team's time together. "A successful launch," Bernstein poses, "typically results in a shared understanding of purpose, a shared knowledge of the resources on the team, shared norms for collaboration, a shared strategy for performance, and a shared perspective on how leadership will work within the team. (Bernstein 2016).

If you've ever played an icebreaker game during a seminar, taken a new client out to lunch, or gone away on a retreat with your coworkers, you've experienced a team launch! Organizational Psychologists J Richard Hackman and Ruth Wageman performed research on all kinds of groups - flight crews, orchestras, MBA learning teams, CIA teams, and more - and discovered that "[W]hat happens in the first few minutes of [members'] time together carries forward throughout a significant portion of the [team's] life." For instance, "the majority of key leadership functions are fulfilled, for better or for worse, by the time a team is only a few minutes old" (Hackman & Wageman 2005).

The team launch really can make or break the experience; once a team has coalesced, it's rather difficult to re-launch. This is your chance to set the pace and tone of the entire workshop. Do you want the participants to be excited and engaged? Pensive and curious? Bored and asleep? The power is in your very capable hands. You've got this!

To help you get things started on the right track, the first activity, Common Uncommon, is designed to help facilitate a successful team launch with your group. Give it a go and see how it can get your participants started off on the right foot!

* * *

Interpersonal conflict has been defined in a myriad of ways. To help place you and your participants on the same page, we'll be operating under this definition, created by authors Joyce L. Hocker and William W. Wilmot.

“Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals” (Hocker & Wilmot 2014).

Paying close attention to the elements that make up interpersonal conflict will help you make sense - and even solve - even the most impossible issues.

Activity One

COMMON UNCOMMON

adapted from "Common Uncommon" (Scannell 2010)

Time:

10 to 20 minutes

Materials:

- Training Companion
- Something to write with

Objectives:

- To help participants discover the ways in which they are similar to and different from each other
- To begin the process of building trust and psychological safety within the group
- Procedure:
-

Procedure:

Split the group into teams of five to eight people. Have the participants open up their Training Companion to page 7.

This activity is played out in two parts:

PART ONE

The teams have five minutes to discover and write down what they have in common with one another. Their list must consist of things that apply to everyone on the team. The commonalities must also be things you could not identify by simply looking at a person (for example, they can't just write down "we all work at the same place," "we all have brown hair," "we are all wearing shoes," etc.). Once time is up, have someone from each team read their list.

PART TWO

If you're working with multiple teams, you can have half of each team's members rotate to a different team or just keep them where they're at - the choice is yours.

Either way, the teams now have seven minutes to find and list what is unique about each team member. Of course, these must be things that apply to only one participant (again, going beyond the superficial). Try to get at least two things for each person. After the seven minutes are up, have each person say

one unique thing about another team member (people tend to get shy when talking about themselves - we'll work on that!).

At the end of the activity, keep the teams together; they'll stay with the same people for the next activity, which will likely happen immediately after this one.

This is an excellent activity for conflict resolution because it builds awareness that team members have more in common than they may realize. Seeing others as people rather than objects, scenery, or obstacles is key to effective conflict resolution; it's easy to see the humanity in others when we identify similarities. That doesn't make highlighting our differences any less important! There would be a lot more conflict in the world if we were all the same; collaboration occurs when people find different yet compatible goals.

Discussion Questions:

- Were you surprised at how many things you had in common?
- How does identifying commonalities break down barriers between team members?
- How does it benefit the relationships within a team?

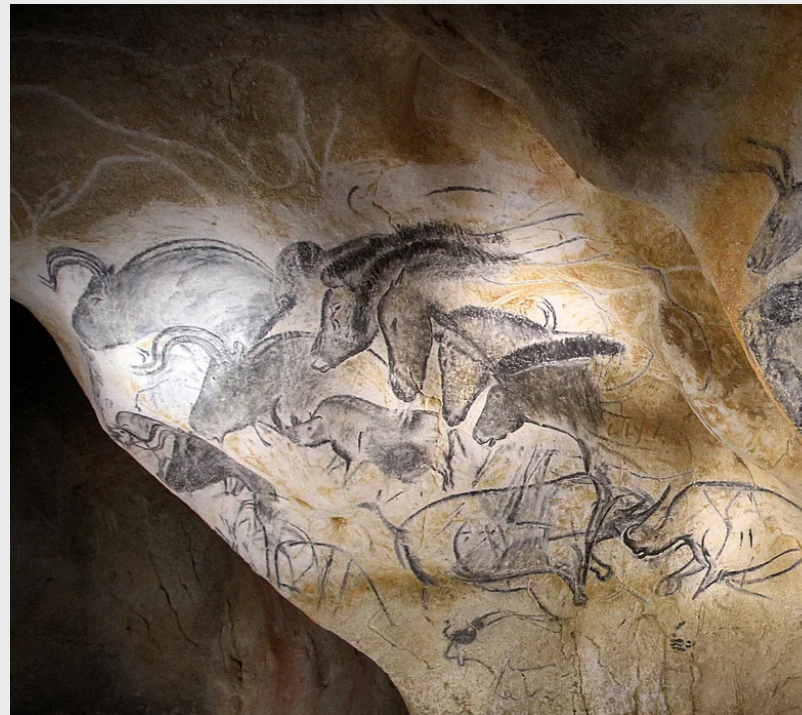
- How does an awareness of our unique characteristics benefit the relationships within a team?
- What are some other benefits to the team?
- How does this influence the level of trust in each other?
- How does this impact our ability to communicate effectively and resolve conflicts?

Conflict Narratives

Sharon Timms, a columnist for TEDx Sydney, once wrote, “Storytelling is inherently emotive, and humans are rather emotional creatures. Since our ancestors first stood around tribal fires relaying tales of wild bison, through to the modern-day telling of fairy tales to children and binge-watching Netflix dramas, humans have used stories to share experiences and values, bonding us to [one another]” (Timms n.d.).

Tucked away among the forested bluffs of France’s Ardèche region lies the village of Vallon-Pont-d’Arc. The village is all a person could want from a quaint little town, but the real draw to this neck of the world is the eponymous Pont d’Arc, a massive natural rock arch looming over the Ardèche river. While the arch and surrounding gorge are gorgeous indeed (worth a Google!), the most culturally important sights are found underground in nearby Chauvet Cave. Scrawled across the cool, stony walls of this cave are beautifully composed and unbelievably ancient paintings.

Scientists have radiometrically determined that these figures were painted over 30,000 years ago (Valladas et al. 2001).



Valette, C. (2017, February 10). Panel of the Horses, Chauvet Cave (Replica) <https://www.worldhistory.org/image/6349/panel-of-the-horses-chauvet->

Older still are the paintings found on the Indonesian island of Sulawesi, only recently discovered in 2017 by a local spelunker named Hamrullah. These depictions of hands, pigs, and hunting parties have been dated to nearly 44,000 years ago and are currently the oldest known pictorial record of storytelling and the first figurative artwork in the world (Aubert et al. 2019).



© Free Malaysia Today, 2024



lica). World History Encyclopedia. Retrieved from
ivet-cave-replica/

Stories have been passed down through at least 2,200 generations of the human family tree; they are an integral part of the human condition. Indeed, academics like linguistic scholar Dr. John D. Niles suggest that our species, *Homo sapiens* (literally, “wise human”), might be more aptly named *Homo narrans* (“storytelling human”) (Niles 2010). Dr. Mick Gowar, Professor of Arts & Humanities at the U.K.’s Anglia Ruskin University, supports Niles’ stance, adding his beliefs that “stories aren’t just what we create, [but that] we actually live in a story-laden environment. Stories surround us and contain us; they also provide the means by which we are able to navigate or even propel ourselves through our own lives and the lives of others, and such is their ubiquity that we are barely aware of them” (Gowar 2020).

As *Homo narrans*, we communicate our thoughts and experiences through stories. Cave paintings of hunting parties illustrate many important principles: where we can go for food, the importance of working as a team, what tools and weapons help us accomplish our goals, etc. The stories we share today - whether true or fictional - communicate lessons and morals just like the tales of yore. The metaphors we use to describe our understanding of and approach to conflict are stories. They communicate our past experience working with people and the knowledge we’ve collected from others who have done the same. Sharing these conflict narratives articulates our thoughts and predicts our behavior. If we construct metaphors such as “conflict is a battlefield,” we’ll be loading ammunition any time we’re in conflict with someone.

Until the narrative changes, the story will always end the same way. These stories bind us together, but they can also keep us bound. You can help your participants change their perspective on conflict. At the end of Session Three, they will have an opportunity to literally create new narratives, reflecting their newfound understanding of collaboration. Make every effort to instill in each participant a sense of reverence for their and others’ narratives.



Activity Two

IF (CAVE) WALLS COULD TALK

Time:

15 to 25 minutes

Materials:

- Training Companion
- Colored writing utensils (crayons work best here - they are disarming and nostalgic - but anything will do)

Objectives:

- To help participants identify and articulate their thoughts and feelings on conflict
- To see and hear other perspectives on conflict
- To foster vulnerability and psychological safety among the participants

Procedure:

Participants should be in the same groups they were placed for Common Uncommon. Distribute the crayons or other colored writing utensils among the teams.

Tell the participants that they will have

a chance to tell their story just like their great-great-great-great-great... grandparents did! Have them each open their Training Companion to page 9. Instruct them to create an image that communicates their thoughts and feelings about conflict. They are welcome to use the conflict metaphor they wrote before class, though they may also include any new perspective they wish. Some participants may create something very quickly; remind the group that they have plenty of time to complete their drawing - 10 to 15 minutes (at your discretion). Consider displaying a timer so the participants can pace themselves.

Once time is up, have them explain to their team members the reasoning behind their narrative. Continue until everyone has heard every story in their team.

* * *

The participants practiced learning from one another in Common Uncommon, so they ought to be pros by now! However, if you notice a team's discussion coming to an early end, consider asking probing questions to

resurrect the conversation. This can be a powerful activity - one that builds strong connections among the group - but it will only be powerful if the team members talk with each other.

Discussion Questions:

- Was it hard communicating your narrative through art? Why or why not?
- Were you surprised by some of the views your team members had on conflict?
- What were some challenges you faced when trying to explain your work? How did you overcome them?
- How do the metaphors we use to describe conflict influence our behavior?
- Do you feel your own personal conflict narrative has changed?
- If so, why? What has changed?

Self-Deception

With our focus in the last section on narratives, perhaps it's fitting that we begin this one with a story. This one comes from the perspective of a young father named Bud. Bud is married to Nancy, who he loves with all his heart. She gives him the self-confidence he never had as a youth. Together, they have a son named David. Their little boy is now well on his way toward growing up, but this tale comes from when David was only four months old.

One night a number of years ago, when David was just an infant, I was awakened by his wailing cries. I remember glancing at the clock. It was around 1:00 am. In a flash of that moment, I had an impression or a sense or a feeling - a thought of something I should do. It was this: Get up and tend to David so Teresa can sleep. But for whatever reason, I didn't do it. I just stayed in bed, listening to David wailing away. My initial thought was to get up so that Nancy could sleep, but I didn't act on it. I just stayed lying there next to Nancy, who was also just lying there.

Then a thought came to me. "Is she actually asleep? Or is she just faking

it?" The train didn't stop there; my mind kept racing. "I have an important meeting early in the morning; she's just staying home all day - as usual. I work so hard for this family - to feed and clothe little David and his mom. Plus, I got up last night to take care of him. I'm doing my fair share. More than my fair share, really. I'm the one who's sensitive enough to hear our little boy in the middle of the night."

The spiral ought to have ended there, but it didn't. The thoughts seemed to come more easily with each cry from David's crib. "I bet she's faking it. What a crappy thing to do. Why is she being so lazy? Does she take me for granted? Honestly, she's being a bad mom. Her boy needs her. More than a bad mom: she's a bad wife. How could she be so inconsiderate?"

I felt my heartbeat quickening, my pulse pounding in my skull. "She's always like this, Nancy. Always leaving me out to dry while she takes care of herself. When did she become this way? If I had known she'd be like this after we had a kid... ."

(The Arbinger Institute 2018).

While we may not be as drastic as Bud, perhaps we have all felt similarly to him at one time or another. Negative thoughts tend to spiral out of control - especially when we're in conflict with someone. Why does this

happen? Can it be tracked? Can it be helped?

Bud's story is adapted from *Leadership and Self-Deception* by The Arbinger Institute, a leader development and culture transformation organization. *Leadership* is the first book published by the group, though it has sold over 3 million copies since the release of its first edition in 2000 (The Arbinger Institute 2024). We would feel bad formally requiring your participants to read *Leadership and Self-Deception* before coming to your sessions of *Resolve*, but it would be an invaluable benefit for you to do so!

The book is based on the concept of self-betrayal, which occurs when you act contrary to your sense of what is appropriate or what you feel you ought to do for someone else. The true danger of self-betrayal is that, when left unchecked, it completely distorts your perception of reality to the point where you cannot trust the way things seem to be (that's the self-deception part of *Leadership and Self-Deception!*). This state is known in Arbinger terms as the box - so called because it both confines you ("being put in a box") and prohibits you from seeing clearly (hard to see when your head is in a box...). When you are in the box, you no longer see people as people; you see them as objects, obstacles, or even just mere scenery.

As outlined in *Leadership and Self-Deception*, there are seven principles of self-deception:

1. An act contrary to what I feel I should do for another is called an act of "self-betrayal."
2. When I betray myself, I begin to see the world in a way that justifies my self-betrayal.
3. When I see the world in a self-justifying way, my view of reality becomes distorted.
4. So - when I betray myself, I enter the box.
5. Over time, certain boxes become characteristic of me, and I carry them with me.
6. By being in the box, I provoke others to be in the box.
7. In the box, we invite mutual mistreatment and obtain mutual justification. We collude in giving each other reason to stay in the box.

Read through Bud's story again. He experiences the first four principles listed above. Can you see how Bud goes through all the steps toward entering the box?

Resolve's first session is named "Discover" because you, as the facilitator, are helping your participants to discover an unfortunate truth: they are in the box. While in the box, they will be unable to solve any interpersonal conflicts they may find themselves in. In Leadership, The Arbinger Institute identifies six things that people try to do (to no avail) when attempting to resolve conflict while still in the box

1. Trying to change others.

This doesn't work because your view is skewed while in the box; your target for what they "should" be is illogical.

2. Doing your best to "cope" with others.

Similar to the last one, coping means you do not value the other person enough to work with them to get both of you out of the box.

3. Leaving

If you've ever been put in a bad mood and ended up taking it home, you know that boxes travel with you. Leaving doesn't solve it.

4. Communicating

When in the box, we desperately want - even need - to feel justified, causing us to lob blame at others

whenever possible. Even the best communicators would struggle to hide the defensiveness inherent to being in the box.

5. Implementing new skills or techniques

Resolve will teach both skills and techniques to your participants - but only after we've helped them out of their boxes. Learning new skills while in the box simply gives you new, more sophisticated weapons with which to assault your enemy in conflict.

6. Changing my behavior

You can shake hands, form treaties, and even hug it out; yet, none of these bring resolution to the hearts of men. Taking away violence is not the same as true peace and reconciliation. Conflicts are only truly resolved when mindsets change.

Using any of these behaviors to solve conflict only serves to deepen the trenches of destructive conflict. This is known as collusion, where both parties begin to invite in the other the very behavior they want to stop. In The Arbinger Institute's sophomore publication, The Anatomy of Peace, the authors share a model of what is happening when parties are colluding with one another (The Arbinger Institute 2020).

This cycle of collusion will continue until the parties get out of the box. The only way out of the box is to begin seeing others as people again. This step is simple, though it is anything but easy. As the session draws to a close,

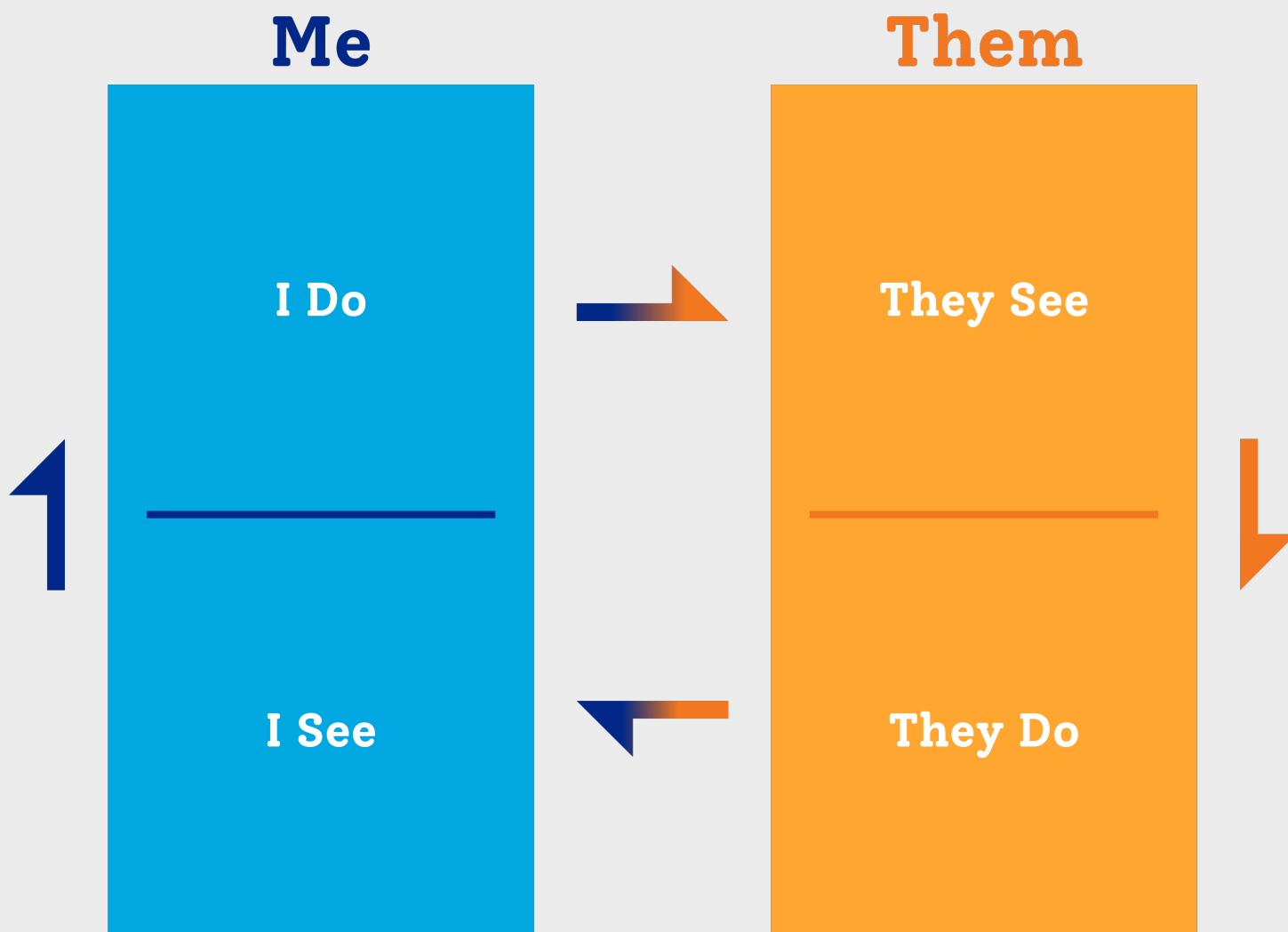
you will help your participants begin to peek out from under their boxes and see the light of day.

We recommend playing Anything Goes before discussing collusion. This activity can serve as a great way to view collusion behaviors first-hand. You'll get more organic results by letting them have debate/dialogue without the metaanalysis in their minds having them second-guessing their actions.

End the session by having the participants complete **Reflection One** on page 11 of their Training Companion.

You will mainly be there to answer questions as your participants think and write; the prompts are included in their Training Companion. Afterward, you'll want to ask a few questions about their experience.

- How did it feel being in the other person's shoes?
- In what ways did your understanding of the other person's perspective change?
- How might this exercise increase the likelihood of transforming conflict into something productive?



Activity Three

ANYTHING GOES

adapted from "Anything Goes" (Scannell 2010)

Time:

10 to 20 minutes

Materials:

- None

Objectives:

- To engage in conflict
- To practice identifying collusion patterns
- To encourage participants to see people as people even when disagreeing

Procedure:

Ask participants to find a partner they have not worked with yet. Have each pair stand face-to-face with their right hand out and in a fist as if they're about to play Rock, Paper, Scissors. In fact, that's what we are doing - with a twist. Instead of the traditional chant, have participants say together "Nothing, Something, Anything!" Once the word "anything" is said, the two participants yell out the name of any item they can think of (whiteboard, chair, dog - whatever!). After declaring

their items, partners must now debate one another as to why their item would "beat" the other person's item. Allow about two or three minutes of debate, then call a brief timeout to discuss the difference between debate and dialogue.

The difference between debate and dialogue is how you see the other party. Are they an obstacle to overcome? If so, you'll likely debate them. Are they a person with thoughts and opinions as valid as yours? If so, you'll likely share a dialogue with them. Debates and dialogues can often look very similar but will feel very different depending on if the people involved have a heart at war or a heart at peace. It all comes down to intent.

After discussing this, have the partnerships continue with their conversations - only this time, encourage partners to engage in dialogue - asking questions and listening to the answers - and to come to an agreement between the two of them. After another five minutes or so, have the partnerships share their two ideas and the consensus on which item would win.

This game is a great way for participants to engage in a mini conflict with another team member in a non-threatening manner. After all, we're here to learn how to resolve conflicts more effectively! Each participant came to the workshop with a personal conflict in mind; while we're really trying to help them with that specific disagreement, creating a small conflict in the safe space you've built here will help them recognize and practice the skills they need to resolve their larger, more important conflict.

Discussion Questions:

- How did you react to your mini-conflict?
- Is this how you normally act in conflict situations? Why or why not?
- Did you notice yourself progressing through any of the stages of entering the box?
- What happened when you switched from debate to dialogue?
- Is it difficult to listen when someone disagrees with you? Why?
- What made it easier in this activity?
- How can we remember to stop and ask questions the next time we're in conflict with someone?



Determine

SESSION TWO

Every conflict we face in life is rich with positive and negative potential. It can be a source of inspiration, enlightenment, learning, transformation, and growth - or rage, fear, shame, entrapment, and resistance. The choice is not up to our opponents, but to us, and our willingness to face and work through them.

- Kenneth Cloke

SESSION OUTLINE

- Activity: The Butler Did It
- Instruction: Conflict Styles
- Instruction: TRIP Goals
- BREAK -
- Reflection Two
- Activity: I'm Listening
- Instruction: Emotions



Determine

One of the most effective parts of the modern comedy TV show is the cold open - a teaser sequence that immerses the audience right in the action and foreshadows the narrative to come (MasterClass 2021). It requires trust in your audience - you have to believe that they will catch on without explaining everything up front - but it is so worth it when pulled off correctly! It makes the experience far more engaging and meaningful.

We'll begin this session with a cold open. As soon as you've welcomed everyone and thanked them for coming back to your workshop, begin the activity on pp. 31-32.

Conflict Styles

Our conflict narratives are composed of our own experience as well as that of our families. Our family of origin socializes us into either destructive or constructive patterns of interpersonal conflict (Koerner & Fitzpatrick 2002). These parentally-perpetuated patterns combine with our individual personalities and life experiences to generate our preferred style of handling conflict (Siffert & Schwartz 2011). Conflict narratives form our approach to conflict. Knowing how we describe conflict is an important first step to becoming self-aware of how you handle conflict, but those metaphors are not behaviors nor are they actions.



Most scholars on the subject agree there are five general **conflict styles**, though the names change based on who's talking about it. We'll use the names created by Dr. M. Afzalur Rahim, Professor of Management at Western Kentucky University (Rahim 2023). These five styles are situated on two axes: concern for self and concern for others.

Your participants will have taken a conflict style assessment before coming to the workshop today (a QR code was provided in the Training Companion). They weren't given much context on what that means. This is intentional: you'll help them make sense of their results in the workshop today. Reassure them that conflict styles are not like Hogwarts houses - you're not stuck in one forever! Indeed, people will use different styles depending on who they are in conflict with - and may even use multiple styles in one conflict. When done intentionally, this is called rhetorical sensitivity and is actually a sign of emotional intelligence (Hart & Burks 1972). When done by accident... well, that's just an error!

As you go over the different conflict styles with the participants, you may consider asking questions that tie in to the activity they just completed. Question patterns such as "When and how did you see [this style of conflict] in the activity?" and "Did

you intentionally choose which style you would use? Or did it happen automatically? Why?" will help the participants analyze what they just did before they apply their learning to real-world conflicts. These descriptions are adapted from Joyce L. Hocker and William W. Wilmot's "Interpersonal Conflict," an a textbook on the subject of... well, you know (Hocker & Wilmot 2014).

Avoidance - Lose / Lose

Denial of conflict, changing/avoiding topics, being noncommittal, and joking rather than dealing with the conflict at hand.

Advantages

- Gives you time to think of another response
- Allows trivial matters to be handled quickly
- Keeps the other person from influencing you (if you don't want a relationship)

Disadvantages

- Signals to the person that you do not care enough to confront them
- Gives the impression you cannot change
- Causes conflict to continue festering, ultimately leading to more destructive behaviors
- Reinforces the idea that conflict is terrible

Activity Four

THE BUTLER DID IT

adapted from "The Butler Did It" (Scannell 2010)

Time:

30 to 40 minutes

Materials:

- Instructions*
- Clue Cards*
- Solution Cards*
- Facilitator Answer Sheet*

*(all of these are provided in the Resources Appendix, on pages 1-9)

Objectives:

- To overcome communication challenges
- To succeed with a difficult task
- To encourage participants to consciously think about their and others' conflict styles in the heat of the moment

Procedure:

Split the group into teams of five to eight. Each team will need its own set of instructions, clue cards, and solution cards, so be sure to print off enough copies for your group's size.

Divide the clue cards between the team members so that each person gets roughly the same number of clues, instructing the participants to keep their clues facedown until you give the all-clear. Give someone from the team the instructions to read aloud. Wait for each team to finish reading, then allow the teams to flip over their clue cards. As the participants are reading their clues and sharing the information with their teammates, hand out the solution cards so they can keep track of their proposals. Once all teams have finished (or once time runs out; whichever happens first), go over the answers.

The instructions for this activity clearly state that team members cannot show their clues to anyone else nor can they write them down - they can only verbally share the information they possess. The most helpful clue in this activity is the one that begins "The six butlers are...". If this all-important clue is not communicated clearly, it is likely the team will be unable to solve the problem. You might feel compelled to

mention this to the teams; we would invite you to refrain from doing so. Tensions may build and communication may break down, but this is a learning opportunity: difficulties that arise during the activity contribute to great debriefing discussions!

Discussion Questions:

- What made the communication so challenging?
- What are some ways that the complexity of the task affected your communication?
- What did you do to overcome communication challenges?
- How did you address the conflicts that popped up?
- What did you learn in this activity that you could use in similar situations at home or at work?

Accommodation - Lose / Win

Stifling personal goals and concerns in favor of pleasing the other person or people.

Advantages

- Shows humility after discovering you're wrong
- Demonstrates reasonableness when the issue is important to them but not to you
- Places the relationship first, allowing it to continue without overt conflict

Disadvantages

- Creates a competition (ironically) of proving to each other how nice or reasonable you can be; fostering pride and contempt
- Prohibits both parties from finding creative solutions
- Hides the parties' true commitment to the relationship as it's never really tested.
- Lessens your power in the relationship, potentially encouraging future conflict or even abuse.

Competition - Win / Lose

Assertive or even aggressive behavior that seeks to win with no regard for the other person.

Advantages

- Makes quick and decisive decisions when time is limited (deadlines, emergencies, etc.)
 - Highlights your strength in environments where performance is rewarded (sports,

jury trials, etc.)

- Shows the other person the importance of the issue at hand

Disadvantages

- Harms the relationship by prioritizing external goals over the people in conflict
- Invites both parties to collude with one another
- Reduces all conflicts to two options - "if you're not with me, you're my enemy"

Compromise - (Win/Lose) / (Lose/Win)

Intermediate style resulting in some gains and some losses for each party.

Advantages

- Can sometimes solve conflicts faster than collaboration
- Reinforces the need to balance power
- Provides a backup when other styles fail

Disadvantages

- Tends to be seen as a loss on both sides
- Prevents creative new solutions because it is so easy
- Becomes a sophisticated form of avoidance, using a "formula" to wrap things up swiftly without considering the particular situation

Collaboration - Win / Win

High level of concern for personal goals, others' goals, successful solution of the problem, and enhancement of the relationship.

Advantages

- Incorporates the feelings of both parties, helping the solution feel grounded and based in reality
- Affirms the importance of the relationship between the two parties
- Prevents either party from using destructive means (such as violence)

Disadvantages

- Takes a lot of time and energy - may not be worth it if the relationship or issue is unimportant
- Can be used to manipulate people with lower verbal skills - this is competition disguised as collaboration.

Collaboration truly is the gold standard. Indeed, some may see it as the “Holy Grail” of conflict management - a treasure of infinite value that also seems near-impossible to find. Dr. Roger Martin, former Dean of the Rotman School of Management at the University of Toronto, writes that people who possess the ability to collaborate have an “opposable mind,” granting them the ability to “hold in their heads two opposing ideas at once... [then], without panicking or simply settling for one alternative or the other,” invent new solutions that are superior to either option (Martin, 2009).

Maintaining an opposable mind is no easy task. A group of brilliant minds at the Harvard Business Review Press use Martin’s concept to explain why

it is so tough to maintain a collaborative conflict style. “For individuals and groups alike, working through complexity creates anxiety because it requires holding incompatible ideas without resolving them right away. We react to this internal tension by immediately trying to simplify it. ...To ask people to keep thinking holistically, to forgo rapid simplification and reduction, is to ask them to live willingly in a state of tension and ambiguity. (Hill et al. 2014).

Pushing through that tension and ambiguity is impossible to do if you are in the box - seeing other people as objects, obstacles, or scenery. You truly need to view them as people in order to persevere with them onward toward peace and reconciliation.

TRIP Goals

The collaboration conflict style is the ideal way to solve most conflicts while also strengthening the relationship between conflicting parties. To some, it may seem like too lofty a goal.

How can we take the noble theory of collaboration and put it into practice? That's what the rest of Resolve - both this session and the next - is all about. We'll see if we can't take the big idea of collaboration and break it down into much more manageable chunks.

In fact, that strategy works well for conflict as a whole: chunking (or fractionation, as you'll sometimes see it called) helps us take something far too large, complex, or insurmountable and identify aspects that are smaller, simpler, and more manageable. While it may seem utterly impossible to solve a long-standing conflict, what if we broke it apart into separate issues that could be addressed individually? We'll discuss strategies on this approach in this section.

Before you share your insights with your participants, have them watch "It's Not About the Nail." [\(Link\)](#)

After watching, you might consider asking a couple questions to get a feel for the participants' understanding prior to your instruction. As you teach this section, you'll want to refer back to the video. If needed, please feel free to rewatch the video to refresh the participants' memory; it's a short watch.

- With what you know about conflict resolution, what do you think was happening in the video?
- Was there a side you felt more drawn to? Why or why not?
- What made the video funny?

* * *

According to Wilmot and Hocker, there are four general types of goals that people in conflict pursue. You may not find all four in every conflict and some are more important than others, depending on the context. They use the acronym TRIP to help us remember them, so we'll call these **TRIP Goals**.

Topic Goals.

These are the things that you want. They are almost always the easiest goal to identify because they can usually be "pointed at." Topics change based on circumstances. In a workplace, it might be salary, a promotion, or how hard you work; at home, it might be cleanliness, vacation plans, or control of the remote; between friends, it might be

sharing a ride, vacation plans, or what you're doing next weekend. Whatever the context, topic goals are usually the first thing you'll hear someone mention when you ask "What are you guys fighting about?" When the two parties have different topic goals that don't mesh well - or the same topic goal but the inability to both have what they want - conflict ensues. In *It's Not About the Nail*, focusing on the topic goal would lead someone to believe that it indeed is about the nail. Certainly, removing it would be an essential step in resolving this conflict. You wouldn't be unreasonable to reach that conclusion; you just wouldn't be getting the whole picture. It's important to recognize the topic goals both parties are seeking, but there is almost always more to the story.

Relationship Goals.

The term may evoke images of a teenager daydreaming what they want in their dating lives - and you'd be partially right. These goals answer the question being asked (likely internally) by each party in the conflict: "who are we to each other?" Any ongoing dispute will have relational aspects to it. These goals are tricky because they may shift as a conflict continues. The two parties in conflict may have different ways they want to be treated by the other; they may also want differing levels of interdependence with one another. When phrases like "I deserve more respect than that," "Why wasn't I included in the decision?" or

"I just don't know who we are to each other anymore" are said in conflict, relationship goals are being voiced. In *It's Not About the Nail*, the woman feels that the man is completely ignoring the pain and suffering she's going through. It's easy to focus on the topic goal - the nail - and think that solving that will clear up everything. But no one wants to feel like a task to be checked off; the woman has a relationship goal with the man that she feels is not being reciprocated. Even if the nail were removed and the physical pain subsided, there would still be a relational and emotional pain left unhealed (more on emotions in conflict later).

Identity Goals.

Like relationship goals, these are harder to spot than topic goals. That said, they are not the same thing. These goals answer the question "who am I in this interaction?" An athlete who says they won't use performance enhancing drugs because they aren't that kind of person is carving out an identity goal for themselves. The same is true for a husband who won't stay late at work because they are a family man or a student who won't cheat on an exam because she is an honest person. There is, however, a less noble side to identity goals. As we learned regarding self-deception and collusion, we feel a need to be justified - to be right - when we are

in the box. If you feel threatened by the person you are in conflict with, you may get defensive and try to “save face.” Self-esteem can seem like a scarce resource while in conflict; people will guard it fiercely. A person may even have identity goals to tear down the other person’s status in order to highlight their own. It’s hard to identify the identity goals at play in *It’s Not About the Nail*, as these types of goals tend to surface later in a conflict dialogue - if ever. Perhaps the man sees himself as the “fixer” and thus feels threatened that his strategic mind is not wanted or appreciated in this conversation. What other identity goals might the couple be facing?

Process Goals.

Every conflict needs to be communicated in order to be resolved. How will you communicate? What ground rules will you follow? When do we need to have a decision finalized? All of these are process goals because they look at the process of how the conflict will be solved. Quick, well-defined processes may help a problem be solved right away - useful for a sudden deadline at work or school - but the results may lack creativity and innovation. Longer processes allow time for everyone to be heard and can lead to higher quality results, yet the time spent may cause delays in other projects or tasks. A married couple may deepen their conflict

when one spouse wants to solve a dispute before going to bed while the other wants to sleep and continue in the morning. When two parties do not agree on the process through which they will communicate and collaborate, there is conflict. In *“It’s Not About the Nail,”* the woman seems to understand that this conversation is a place where emotions are to be shared; the man has a completely different understanding of the process.

TRIP Goals can be tricky to identify in conflict. Sometimes, the root cause of a conflict is hidden yet manifests in a different form and with different intensity (Kerwin et al. 2011). This is especially true of Relationship and Identity goals, which can make a person feel vulnerable when shared. It’s helpful to think of TRIP Goals like icebergs: you may only be seeing the tip of a larger issue. Ignoring the rest of the problem will cause you to crash and damage your relationship.

* * *

Invite participants to finish **Reflection Two** on page 20 of their Training Companion, being sensitive to those who may need more time, then strike up a dialogue with questions such as these:

- Was it difficult to identify your goals? Why or why not?
- Was it difficult to identify the other person's goals? Why or why not?
- How did you determine which goals were seen as most important by either party?
- In what ways did your understanding of the other person's perspective change?
- How might running through this exercise increase the likelihood of transforming conflict into something productive?



Emotions

“Stop crying - get a hold of yourself!”

“Let’s be logical, here... .”

“Can we please leave emotions out of this?!”

Do any of these sound familiar to you? These and many other such phrases are often lobbed at one another in conflict discussions. Do emotions have a place in conflict? Does addressing feelings take away from negotiations?

With what you’ve learned about TRIP Goals, you already know the answer: emotions ought to have a seat at the table of conflict resolution. However, that does not mean we get a free pass to yell, cry, or roll our eyes without consequence - emotions, while valid and integral to creative solutions, must be expressed in ways that will transform the conflict rather than exacerbate it.

You may find that restricting your emotions during a conflict discussion feels you’re fighting against your very nature - and you’d be right! Dr. Randolph Neese has focused his studies on evolutionary medicine and psychology. His research has shown that “emotions are specialized modes of operation shaped by natural selection to adjust

the physiological, psychological, and behavioral parameters of the organism in ways that increase its capacity and tendency to respond adaptively to the threats and opportunities characteristic of specific kinds of situations” (Neese 1990). Said another way, humans developed emotions because they help us quickly adjust and adapt to the challenging circumstances we find ourselves in.

Even today, our emotions help us respond appropriately to new situations, keeping us safe and effective as we navigate uncharted waters. We’ve been feeling things for longer than recorded history; it’s no wonder that holding back emotions feels so unnatural to us.

Dr. John Ratey, Associate Clinical Professor of Psychiatry at Harvard Medical School, connects the primal emotional responses of ancient humans to the feelings of anxiety we have today - especially when facing interpersonal conflict. He suggests that we see conflict - especially relationship conflict - as a threat, thus triggering our sympathetic nervous system. This means the biological responses our hunter-gatherer ancestors would experience when face-to-face with a predator (increase in heart rate, muscles tightening, tension in the abdomen) all show up in our modern interpersonal conflicts



Photo by Frida Lannerström on Unsplash.

(Ratey & Hageran 2008). Our bodies can't tell the difference between an upset boss and a starving tiger. Learning how to manage our emotions in conflict will allow us to stop seeing other people as threats and begin recognizing them as allies.

What does conflict feel like when emotions are ignored? The following activity seems to be about listening at first glance - it is in the title, after all. While the exercise certainly has much to say about listening, we'll be focusing on what the people are listening to (or ignoring!): expressed emotions.



Activity Five

I'M LISTENING

adapted from "I'm Listening" (Scannell 2010)

Time:

15 to 20 minutes

Materials:

- One set of "I'm Listening" handouts per participant pair (found in Resources, pages 15-16).

Objectives:

- To experience what it feels like when emotions are ignored in conflict.
- To identify how we can validate emotions more effectively

Procedure:

Direct everyone to find a partner (ideally, one they haven't worked with yet) and spread out in the room. Give each partnership their two handouts face down and ask them to keep them face down until everyone has their handout. Announce that the activity will be played out in two rounds, Scenario #1 and Scenario #1.

Each person will have a specific role to play in each scenario. Each will have the chance to be the talker and the listener. Have them all turn over the handouts at the same time, and give them about a minute to read the directions on the top of their handouts before beginning. After a minute, we usually say, "Now it's time to start talking!" Give them two to three minutes to complete Scenario #1, and then move on to Scenario #2.

Ask the discussion questions, then have partnerships join together (working in groups of four to six) to come up with appropriate listening strategies. After five minutes, have them report back to the entire team.

Discussion Questions:

- When you were the talker, what feedback did you receive from your listener?
- How did you feel about that feedback?

- How did that feedback influence what you said?
- When you were the listener, how did you feel as you gave the feedback you were instructed to give?
- What are some tactics or strategies we can use to handle our and others' emotions appropriately?

Hopefully, your group comes up with some extraordinary strategies to handle emotions well. To supplement their ideas, feel free to incorporate these tips from Amy Gallo, an expert on workplace communication, interpersonal dynamics, and feedback (Gallo 2017)

Managing physiological stress responses

- **Take a deep breath.** Focus on the sensation of air moving through your nostrils and lungs, drawing your attention away from your tension and panic.
- **Get up and walk around.** Movement can help you feel less trapped and encourage normal blood flow. Just be sure to inform the other person that you're walking, not walking away. Look around the room and realize that there's more space than you're currently allowing.
- **Take a break.** As long as you communicate clearly that you intend to return to the conversation, taking a short break from the conversation can be a great way to recenter yourself and prepare to collaborate effectively.

Voicing your emotions

- **Label your emotions.** It is difficult to evaluate your feelings until you take a step back and identify them.

Labeling emotions can turn destructive thoughts like he is so wrong about that and it's making me mad into constructive ones like I'm having the thought that my coworker is wrong, so I'm feeling anger.

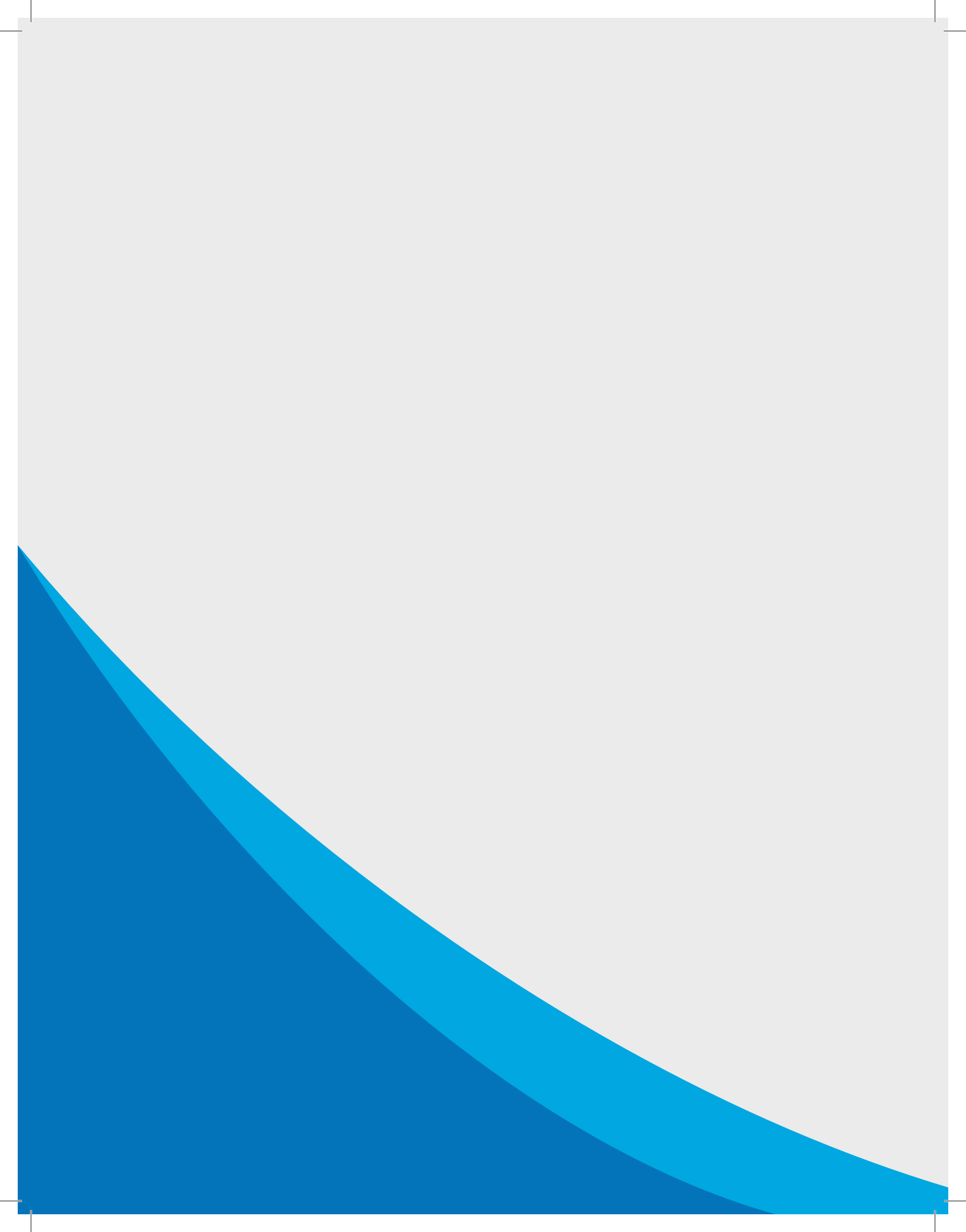
- **Focus on your perspective.** Begin your statements with "I," not "You." It's important that the other person hear your take on the issue at hand; they will find it hard to listen if you're blaming them or telling them how they feel.
- **Match your body language with your words.** If your words sound calm and earnest but your body language seems defensive, people will have a hard time recognizing your sincerity. Intentionally controlling your body language can help you feel and appear more calm.

Hearing their emotions

- **Don't interrupt.** When the other person is sharing their thoughts, feelings, and perspective on the conflict, don't interrupt or interject with your own commentary. If you can tolerate the venting without judging, you'll soon be able to transform the conflict into a creative, cooperative experience.
- **Don't assume.** We may think we know the other person's feelings about the conflict - especially if it has been going on for some time - but you're probably not getting the

whole picture. Listen to the other person without inserting what you think they are thinking.

- **Ask thoughtful questions.** If you take what the other person says at face value, you might think they are crazy for feeling as they do. Keep asking questions until you get where they are coming from. You don't have to agree with them on everything they say; you just need to understand it.





Do

SESSION THREE

“If you are distressed by anything external, the pain is not due to the thing itself but to your own estimate of it; and this you have the power to revoke at any moment”

- Marcus Aurelius

SESSION OUTLINE

- Activity: Get the Memo
- Instruction: Dangerous Love
- Instruction: LEAP
- Activity: Pass the Chips
- - BREAK -
- Instruction: Empathy (Brené Brown)
- Activity: Monumental
- Reflection Three

Do

We've learned a lot over the past two sessions of Resolve. If your participants take to heart all the principles, activities, and impressions they experienced here, they will be a true force for good at home, at work, and at large.

The problem is that it is so tempting for students of conflict management to see the things they're learning and think to themselves, "Wow, this would be really great for [the other person] to hear! They're struggling with this." The only way we can solve conflict is by having the resolve to do it ourselves!

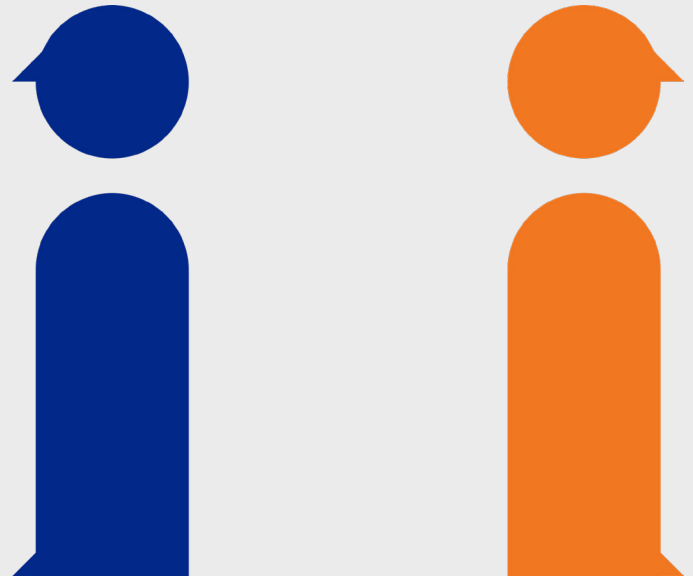
The first activity of the day will help to illustrate that principle. Feel free to pitch it as an activity on psychological safety, vulnerability - whatever. As long as you don't tell the participants that this is a game about personal accountability - and that there's the ol' switcheroo - you'll be off to a good start! After you facilitate the activity on pp. 51-52, come back here for the instructional section.

Dangerous Love

Chad Ford, international mediator and Director of the David O. McKay Center for Intercultural Understanding

at Brigham Young University-Hawaii, has made a living out of researching and teaching intercultural peace building. Inspired by the work done by The Arbinger Institute, he continued their line of thought on collusion and created a model of his own, which he shares in his book, "Dangerous Love." Notably, the love he is referring to is not a romantic nor familial love, but a general and genuine love for all men and women (you can see the Arbinger principles already!).

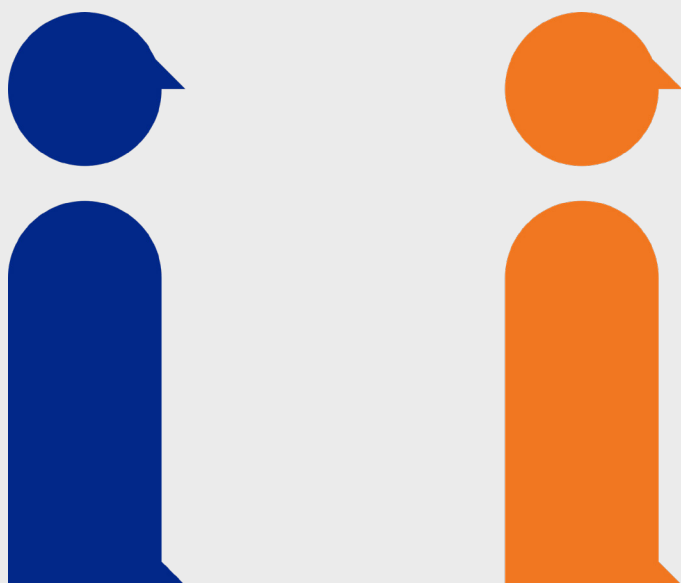
Imagine two people facing back-to-back, elbowing each other without looking behind them.



"The more the two get elbowed, the more convinced they are that they actually see the very people they aren't seeing," Ford writes. Somehow,

they seem to “magically know their thoughts, motivations, and character - and the verdict isn’t good. Both people wait, hopelessly, for the other person to turn and see them. They both decide that if the other person turns, then they will turn too. Unfortunately, they also don’t believe the other person will ever actually turn” (Ford 2020).

What would happen if one person decided to turn around and stop elbowing the other person?

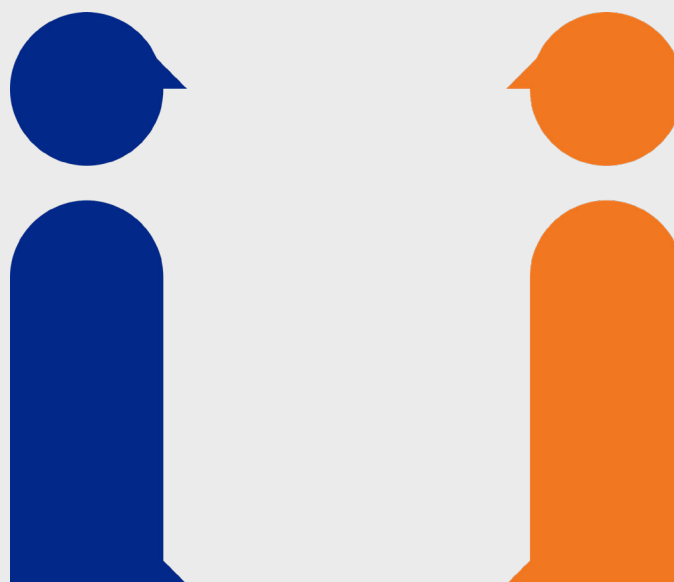


Facing the person does three things:

1. First, it allows you to begin to actually see them, rather than see the image of them you’ve conjured up while facing away. It allows you to love them - or, at the very least, respect and empathize with them.
2. Second, it may cause you to be hurt without hurting the person back. They are likely to continue elbowing away; this is the conflict pattern you both established. You will have to take their attacks without

responding in kind.

3. Third, it invites the other person to turn toward you. It’s difficult to continue violent behavior when the other person won’t fight back. Having broken the destructive conflict cycle, they will turn around and see you, just as you saw them.



Turning first is the most important move. It is, as Ford puts it, dangerous love. Dangerous, because it requires you to place yourself in a position where you may be hurt without defending yourself; love, because it is an act of kindness and mercy that can utterly transform the conflict, the relationship, and the individuals.

We must have the resolve to turn first. **It has to be us.** We are the ones who resolve the interpersonal conflicts we face.



Activity Six

GET THE MEMO

adapted from "Get the Memo" (Scannell 2010)

Time:

15 to 20 minutes

Materials:

- Slips of loose paper (one for every participant)
- Something to write with

Objectives:

- To experience empathy for others
- To see how unfair it is to expect someone else to do something you wouldn't want to do

Procedure:

It is important that you do not spoil the "trick" involved with this activity! It can be a powerful turning point for the participants - one that helps them find the personal resolve to be the one who breaks destructive conflict cycles. This power comes from the ol' switcheroo you'll place on them. To this end, you may find it helpful to pitch this activity as a way to strengthen psychological safety in the group (this tactic works especially well if it's been a while since the last session). Such a statement

is not false; the participants will feel more connected at the end of the activity!

If you're in a particularly large group, split up the participants into teams no larger than 10 people. Give each person a slip of paper and something to write with (if they don't already have one). Let them know they will be writing a short memo to someone on the team. Instruct them to write these three things on their paper:

- 1. To:** Have them write the name of any other person on the team here.
- 2. From:** Have them write their own name here.
- 3. Task:** Have them write a task that they would like the person in the "To:" line to perform in front of their team (e.g.: do three jumping jacks, perform the chicken dance, etc.)

After they have all finished their memos, have the participants fold them in half so the information is confidential. Collect all the memos. Ask the team to form a circle and tell them that as you read the assigned tasks, they are to quickly go into the center of the circle and carry out the task.

(If you have multiple teams, assign a temporary facilitator for each one who will do this in your stead).

This is where the fun begins! Read the first memo and instruct the person in the “From” line to perform the task he or she intended for the person in the “To” line. Quickly go through all the memos and have each person perform the task originally intended for his or her “To” person. You may hear a few groans as the participants begin to realize they have to do what they wanted someone else to do. Consider these an applause for a job well done!

Discussion Questions:

- When you were the talker, what feedback did you receive from your listener?
- How did you feel about that feedback?
- How did that feedback influence what you said?
- When you were the listener, how did you feel as you gave the feedback you were instructed to give?
- What are some tactics or strategies we can use to handle our and others’ emotions appropriately?

LEAP

We know that we have the power and freedom to be the “first to turn” in a conflict. That ought to feel empowering, but there’s something that keeps that feeling from being realized. “Turning first” is easily seen in a model, but what does it look like in the real world? What does a person need to do to break the negative spirals of destructive conflict?

Library shelves are brimming with literature on this very subject. Many people in the professional sphere and in academia, alike, carve out careers studying how to work with people who don’t seem to want to work with you. While many of these experts’ writings are illuminating (even when they conflict!), one individual brought a unique background to the table and boiled down the myriads of trade books and journals into a small, concise, and powerful form.

Dr. Xavier Amador is a renowned clinical psychologist with over 30 years of experience. His practice has focused mostly on helping people who are mentally ill but do not recognize that they are sick. The people who struggle with this cognitive dissonance are under tremendous amounts of strain; those who love and care for them

feel a very similar stress, wanting desperately to help people who do not seem to want any help (The LEAP Institute 2021). Dr. Amador saw the way people were affected by these situations and worked on ways to improve communication between patients and their doctors, family members, and other caregivers. His studies culminated in what he dubbed the LEAP method, an acronym that suggests we must:

- **Listen** to what the person is saying while postponing judgment
- **Empathize** with them by identifying with their experience and feeling with them rather than for them
- **Agree** with the person where you can, finding common values and understanding
- **Partner** with the person in finding or creating solutions

The LEAP method promotes the shared respect and mutual trust needed to promote collaboration (NAMI 2019).

Of course, most people we find ourselves in conflict with do not have the specific health problems that Dr. Amador aimed to alleviate. Yet, the communication-based foundations of the LEAP method make this model an exceptional pattern for conflict resolution. The acronym is simple; the impact is elaborate. The activity on pp. 55-56 will showcase the importance

of Leap - especially listening. Once you've completed the activity and the debrief, come back here for a video on empathy and an attached discussion.

* * *

Dr. Brené Brown is one of the most popular names in social work today - and with good reason: she has written six #1 New York Times best sellers, she runs three award-winning podcasts, and her "The Power of Vulnerability" speech is the one of the top five most-viewed Ted Talks of all time. Her thoughts on empathy are precious, highlighting the difference between that word and its often-conflated cousin, sympathy.

Show participants the video ([Link](#)), then try to gather their thoughts on what Dr. Brown is telling us.

- How would you want someone to act or speak if you confided in them?
- Why is our gut reaction to respond with "At least..."?
- In what ways is connection more helpful than a response?

NOTE: Due to space constraints on the next page, the discussion questions for "Pass the Chips" are included here in the next column.

Discussion Questions

- What was happening during the poker-chip-passing portion of the activity?
- What made the activity difficult to accomplish?
- What impact did other team members have on your ability to keep up with the story and task?
- How did you feel during the activity?
- What would have made it easier?
- Was it difficult to answer the questions afterward? What made it difficult?
- As a team, were you accurate at either task? Which one do you feel was more important?
- What can this activity teach us about communication and creative conflict?
- Do we face similar challenges at home and at work? What are your stories?
- How can we avoid the pitfalls we experienced in this activity?

Activity Seven

PASS THE CHIPS

adapted from "Pass the Chips" (Scannell 2010)

Time:

15 to 20 minutes

Materials:

For the facilitator:

- One copy of the Wright Family Vacation Story (found in Resources, page 12).
- One copy of the Wright Family Vacation Story Quiz Answer Key (found in Resources, page 14).

For each participant:

- Two poker chips of different colors
- One copy of the Wright Family Vacation Quiz handout (found in Resources, page 13).*
- Something to write with*

*These should not be publicized until after the first part of the activity!

Objectives:

- To understand the challenge of day-to-day communication
- To experience the challenge of actively and effectively listening while otherwise engaged
- To understand how this lack of listening ability may contribute to and exacerbate conflict

Procedure:

This activity is played out in two parts. Like "Get the Memo," played previously in this session, there is a twist to this activity that you must keep hidden until the time is right. The participants should not know there will be a quiz - or any written portion of the activity, for that matter - until part two. The instructions are lengthy, but the game is straightforward... well, for you!

Throughout Resolve, we have tried to include activities that require no additional expense for you and your organization. This activity requires more than just paper, but we think you will find it's well worth the few extra bucks! While the materials list calls for poker chips, feel free to substitute it with colored cards, assorted coins, or some other tokens/props that would fit the need.

PART ONE

Have the whole group form one large circle. Pass out the poker chips so that everyone has two different colored chips, holding one in their right hand and one in their left hand. Ask

participants to note what chips they are starting with (e.g.: one red chip and one white chip). Request that two people standing next to each other have different colored chips.

Issue these instructions verbatim to the group (for ease of reference, they are also included on the story sheet):

“I will be reading a story. When you hear the word right in the story, all chips get passed once to the right (pass the chip in your right hand to the person on your right and place the chip in your left hand in your right hand). When you hear the word left, all chips get passed once to the left (pass the poker chip in your left hand to the person on your left and place the poker chip in your right hand in your left hand).”

Before beginning, have the participants shift the poker chips by giving them a practice “right” and “left.” Do this a couple times so they are comfortable with the process. Once you feel they’re ready, have everyone get their original chips back before starting.

Begin reading the Wright Family Vacation Story. Make sure the participants start to pass their chips beginning with the title of the story (if they miss it, they won’t end up with the same chips they started with). Begin reading slowly and deliberately, then pick up the pace to instill some chaos

and pressure. Don’t stop reading or pause to let participants discuss the chip passing! Once the story is finished, have everyone hold out their open hands to show where the chips are. If done correctly, each person should have the same color chips they started with in each hand. Take a few minutes at this point to allow the team to laugh, discuss the process, and evaluate their success. Let them regain their sense of comfort and accomplishment; we’re about to crush their spirits a bit (to build them up even stronger!)

PART TWO

Now pass out the quiz. Give the participants only five minutes to answer the questions. As you go over the answers, ask for a show of hands to see how many got it correct. Keep track of the number of correct answers for the debriefing discussion.

NOTE: Due to space constraints, the discussion questions are on p. 54.

The Wrap-Up

After three sessions of Resolve, you have helped your participants learn the mindset and skills it takes to transform conflict into something constructive, positive, and solvable. That's an amazing feat, yet you have done so much more: you have created a psychologically safe environment in which people experienced a true change in their heart and mind. That, dear facilitator, is far more important than any skills training.

At the close of this workshop, it's time for your participants to teach you. Working as a team, they will have the profound opportunity to show what they have learned in a creative way, sharing their insights with their fellow participants. In so doing, they will ready themselves to teach the principles of conflict resolution to those they love. Thus, your efforts over the past three sessions can and will have far-reaching effects. Like ripples in a pond, the vulnerability you showed in facilitating this workshop will make waves in the lives of your colleagues, friends, family, and community.

After sharing what is an undoubtedly emotional and cathartic experience with your participants, instruct them to complete Reflection Three, after which the final session of Resolve will come to a close.

This page intentionally left blank.

Activity Eight

MONUMENTAL

adapted from "Monumental" (Scannell 2010)

Time:

15 to 20 minutes

Materials:

- Random items provided by participants

Objectives:

- To practice collaboration in a creative setting
- To synthesize the concepts taught in all sessions of the workshop

Procedure:

During the break, ask everyone to bring back one or two random items (seriously, it doesn't matter: a rock, a stapler, a plant - whatever!). Make sure to tell them they will be able to retrieve their items at the end of the session.

Split the group into teams of about seven or eight participants. Tell team members they are to create a monument to the concept of conflict resolution - a token of their own personal resolve to be the force of change - which they will be presenting

to the whole group. Each part of the monument needs to represent something specific they learned about conflict resolution. Each person must contribute at least one random item. It's up to the team to creatively make it fit with the theme of the monument.

When time is up, have them present their work and take a picture with their monument; these make for fantastic takeaways, LinkedIn posts, and memory triggers.

Discussion Questions:

- How did you use the collaboration conflict style in creating your monument?
- What was challenging? What was fun?
- From your own monument or from another team's, what will you remember?
- How will you remember the thoughts, feelings, and impressions you had in this workshop once you've left the building?



References

- Aubert, M., Lebe, R., Oktaviana, A. A., Tang, M., Burhan, B., Hamrullah, Jusdi, A., Abdullah, Hakim, B., Zhao, J., Geria, I. M., Sulistyarto, P. H., Sardi, R., & Brumm, A. (2019). Earliest hunting scene in prehistoric art. *Nature*, 576(7787), 442–445. 10.1038/s41586-019-1806-y
- Bernstein, E. S. (2016). Leading Teams. *Organizational Behavior*, , 21–25. file:///C:/Users/Hayden/Documents/School Hayden%20-%20BYU-I/2024%20-%20(3)%20Fall/BUS%20270%20-%20Human%20Resource%2 Management/BUS%20270%20-%20W01%20HBP%20Leading%20Teams.pdf
- Boggu, A. T., & Sundarsingh, J. (2019). An experiential learning approach to fostering learner autonomy among Omani students. *Journal of Language Teaching and Research*, 10(1), 204–214.
- Brene Brown. Simon & Schuster. Retrieved Nov 11, 2024, from [https://www.simonandschuster.com/authors/Brene Brown/188002152](https://www.simonandschuster.com/authors/Brene-Brown/188002152)
- CPP Global. (2008). Workplace Conflict and How Businesses Can Harness It to Thrive. (). https://img.en25.com/Web CPP/Conflict_report.pdf
- Ehrmann, M., & Millar, G. (2021). The Power of Narratives in Conflict and Peace: The Case of Contemporary Iraq. *Civil Wars*, 23(4), 588–611. 10.1080/13698249.2021.2004044
- Erickson, R. J. (1985). Play Contributes to the Full Emotional Development of the Child. *Education*, 105(3), 261. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=aph&AN=4731911&site=ehost live&custid=s8406107>
- Forbes. (2019, Dec 3). 30 Under 30 2019. Retrieved Nov 19, 2024, from <https://www.forbes.com/30-under-30/2019/>
- Ford, C. (2020). *Dangerous Love* (1st edition. ed.). Berrett-Koehler Publishers.
- Gabriel, S. (2024, Mar 19). Council Post: It’s Time To Be Honest About ‘No One Wants To Work’. *Forbes*. Retrieved Nov 19, 2024, from <https://www.forbes.com/councils/forbeshumanresourcescouncil/2024/03/19/its-time-to-be honest-about-no-one-wants-to-work/>
- Gallo, A. (2017). *HBR Guide to Dealing with Conflict* (HBR Guide Series). Harvard Business Review Press.
- Gallup Inc. (2024, -01-23). In *New Workplace, U.S. Employee Engagement Stagnates*. Retrieved Nov 19, 2024, from <https://www.gallup.com/workplace/608675/new-workplace-employee-engagement-stagnates.aspx>

- Gowar, M. (2020, Jan 27). Homo Narrans: a storytelling species - ARU. ARU Blogs. Retrieved Nov 14, 2024, from <https://www.aru.ac.uk/blogs/homo-narrans-a-storytelling-species>
- Great Depression | Definition, History, Dates, Causes, Effects, & Facts | Britannica. (2024, -10-23). Britannica. Retrieved Nov 12, 2024, from <https://www.britannica.com/event/Great-Depression>
- Grillo, C. (2021, May 14). The History of Boxed Cake Mix | Cook's Illustrated. America's Test Kitchen. Retrieved Nov 12, 2024, from <https://www.americastestkitchen.com/cookillustrated/articles/3334-the-history-of-boxed-cake-mix>
- Hackman, J. R., & Wageman, R. (2005). A Theory of Team Coaching., 275–276.
- Hart, R. P., & Burks, D. M. (1972). Rhetorical sensitivity and social interaction. *Speech Monographs*, 39(2), 75–91. 10.1080/03637757209375742
- He Tāngata Principle. (2021, Dec 2). Retrieved 11/19/2024, from <https://www.digital.govt.nz/standards-and-guidance-privacy-security-and-risk/privacy/data-protection-and-use-policy-dpup/read-the-dpup-principles/he-tangata-principle>
- Helle, L., Tynjälä, P., Olkinuora, E., & Lonka, K. (2007). 'Ain't nothin'like the real thing'. Motivation and study processes on a work-based project course in information systems design. *British Journal of Educational Psychology*, 77(2), 397–411.
- Hill, L. A., Brandeau, G., Truelove, E., & Lineback, K. (2014). *Collective Genius* (1st ed.). Harvard Business Review Press.
- Hocker, J. L., & Wilmot, W. W. (2014). *Interpersonal Conflict* (9th ed ed.). McGraw-Hill.
- Hurwitz, S. C. (2002). To Be Successful: Let Them Play. *Childhood Education Innovations*, https://knilt.arcc.albany.edu/images/9/91/To_Be_Successful-Let_Them_Play.pdf
- Kerwin, S., Doherty, A., & Harman, A. (2011). "It's Not Conflict, It's Differences of Opinion". *Small Group Research*, 42(5), 562–594. 10.1177/1046496411398395
- Koerner, A. F., & Fitzpatrick, M. A. (2002). You never leave your family in a fight: The impact of family of origin on conflict behavior in romantic relationships. *Communication Studies*, 53(3), 234–251. 10.1080/10510970209388588

LEAP Institute. (2021, -06-03T16:28:01+00:00). About Dr. Amador- LEAP Institute- Shaping Mental Health Care. LEAP Institute. Retrieved Nov 11, 2024, from <https://leapinstitute.org/about-dr-amador/>

Martin, R. L. (2009). *The Opposable Mind*. Harvard Business Review Press.

MasterClass. (2021, Jul 19). Cold Opens Explained: How to Write a Cold Open - 2024. Retrieved Nov 16, 2024, from <https://www.masterclass.com/articles/what-is-a-cold-open>

McElwain, N. L., & Volling, B. L. (2005). Preschool children's interactions with friends and older siblings: relationship specificity and joint contributions to problem behavior. *Journal of Family Psychology*, 19(4), 486–496. 10.1037/08933200.19.4.486

National Alliance on Mental Illness (NAMI). (2019, -05-07T13:59:18-07:00). The LEAP Method. Retrieved Nov 11, 2024, from <https://namipierce.org/the-leap-method/>

Nesse, R. (1990). Evolutionary explanations of emotions. *Human Nature*, 1, 261–289. 10.1007/BF02733986

Ratey, J. J., & Hagerman, E. (2008). *Spark : the revolutionary new science of exercise and the brain* (1st ed ed.). Little, Brown.

Rosenstein, A. H., & O'Daniel, M. (2008). A survey of the impact of disruptive behaviors and communication defects on patient safety. *Joint Commission Journal on Quality and Patient Safety*, 34(8), 464–471. 10.1016/s1553-7250(08)34058-6

Scannell, M. (2010). *The Big Book of Conflict Resolution Games: Quick, Effective Activities to Improve Communication, Trust and Collaboration*. McGraw Hill.

Shapiro, L. (2002, In the Mix. *Gourmet*, http://www.gourmet.com.s3-website-us-east-1.amazonaws.com/magazine/2000s/2002/08/in_the_mix.html

Siffert, A., & Schwarz, B. (2011). Parental Conflict Resolution Styles and Children's Adjustment: Children's Appraisals and Emotion Regulation as Mediators. *The Journal of Genetic Psychology*, 172(1), 21–39. 10.1080/00221325.2010.503723

Swetzoff, J. (2015, Mar 16). Linda A. Hill on the Creative Power of the Many. *strategy+business*. Retrieved Nov 19, 2024, from <https://www.strategy-business.com/article/00315>

The Arbinger Institute. (2018). *Leadership and Self-Deception* (Third Edition ed.). Berrett-Koehler Publishers, Inc.

The Arbinger Institute. (2020). *The Anatomy of Peace* (Third Edition ed.). Berrett-Hoehler Publishers, Inc.

The Arbinger Institute. (2024, Aug 27). The Arbinger Institute Releases New Edition of 'Leadership and Self-Deception' 4th Edition). Retrieved Nov 15, 2024, from <https://www.prweb.com/releases/the-arbinger-institute-releases-new-edition-of-leadership-and-self-deception-4th-edition-302231153.html>

Timms, S. (n.d.). Why are we so compelled to tell stories? <https://tedxsydney.com/news/why-are-we-so-compelled-to-tell-stories/>

Valladas, H., Clottes, J., Geneste, J. -, Garcia, M. A., Arnold, M., Cachier, H., & Tisnérat-Laborde, N. (2001). Evolution of prehistoric cave art. *Nature*, 413(6855), 479. 10.1038/35097160

Wagmeister, E. (2022, -03-09T14:00:14+00:00). Money Always Matters : The Kardashians Tell All About Their New Reality TV Reign. <https://variety.com/2022/tv/features/kardashians-hulu-kris-kim-khloe-1235198939/>

What is Experiential Learning and Why Is It Important? | Kent State University. Kent State University. Retrieved Nov 12, 2024, from <https://www.kent.edu/community/what-experiential-learning-and-why-it-important>