WELCOME TO POSITIVELY RESOLVING WORKPLACE CONFLICT

Before the course begins please:

• Sign the attendance sheet
• Write your name on a name tent
• **Complete Handout 1 - Conflict Attitudes Survey**
• Talk with other participants as they arrive
SESSION 1
INTRODUCTIONS AND EXPECTATIONS

HOUSEKEEPING

- Location of:
  - Toilets
  - Fire exits
- Timing and duration of breaks
- Use of mobile phones
LEARNING OUTCOMES

At the completion of this course participants will be able to:

- Formulate and implement a constructive approach to workplace conflict
- Cultivate a growth mindset and collaborative approach to constructively resolve conflict
- Explain the nature and origins of workplace conflict
- Approach workplace conflict as a positive and creative experience in managing team relationships
- Develop a toolkit of practical strategies to implement in the workplace

SESSION OUTLINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 am</td>
<td>Session 1: Introductions and expectations</td>
</tr>
<tr>
<td>9.00 am</td>
<td>Session 2: Clarifying the scope of the course</td>
</tr>
<tr>
<td>9.20 am</td>
<td>Session 3: Attitudes and beliefs around conflict</td>
</tr>
<tr>
<td>10.10 am</td>
<td>MORNING TEA</td>
</tr>
<tr>
<td>10.30 am</td>
<td>Session 4: Understanding conflict through a different lens</td>
</tr>
<tr>
<td>11.30 am</td>
<td>Session 5 – Part 1: Communication tools and strategies</td>
</tr>
<tr>
<td>12.15 pm</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1.00 pm</td>
<td>Session 5 – Part 2: Approaching difficult but necessary conversations</td>
</tr>
<tr>
<td>1.45 pm</td>
<td>Session 6: Perceptions and personal values systems</td>
</tr>
<tr>
<td>2.10 pm</td>
<td>Session 7: Effective communication in the workplace</td>
</tr>
<tr>
<td>2.55 pm</td>
<td>AFTERNOON TEA</td>
</tr>
<tr>
<td>3.10 pm</td>
<td>Session 8: Unmet needs and managing emotions</td>
</tr>
<tr>
<td>3.40 pm</td>
<td>Session 9: Conflict resilient workplaces</td>
</tr>
<tr>
<td>4.10 pm</td>
<td>Session 10: Reflections and wrap up</td>
</tr>
<tr>
<td>4.30 pm</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>
EXPECTATIONS

At all times managers are expected to display the NSW Health CORE Values of:

- Collaboration
- Openness
- Respect
- Empowerment

PARTICIPANT INTRODUCTIONS

Introduce yourself to someone you do not know well.

Share your names, roles and hopes for the course.
CONFLICT MANAGEMENT IN NSW HEALTH

What types of behaviours or incidents in the workplace might require a specific type of response from management?
BEHAVIOURS/INCIDENTS REQUIRING SPECIFIC RESPONSES

• Incidents of violence or of a potentially criminal nature
• Serious bullying, harassment or discrimination
• Serious Work Health and Safety concerns
• Complaints from clients or patients
• Allegations of serious misconduct, fraud, corruption, maladministration or substantial waste
• Child protection related matters
• Protected disclosures as defined in the Protected Disclosures Act 1994
• Clinical negligence, malpractice or incompetence
• Performance management or disciplinary matters

AVENUES FOR INFORMATION AND ASSISTANCE

• Grievance policies and procedures
• Performance improvement or performance management processes
• Line management
• Human Resources department
• Support options for employees, such as EAP (Employee Assistance Programs)
• Clinical supervision (where appropriate)
• HETI Online e-learning modules:
  - Grievance Management for Managers
  - Conflict Resolution
• NSW Health Code of Conduct and CORE Values
NSW HEALTH CORE VALUES

- Collaboration
- Openness
- Respect
- Empowerment
NSW HEALTH CODE OF CONDUCT

4.1.2 Treat all other members of staff (irrespective of whether they are at the same level of seniority, or more senior or junior) in a way that promotes harmonious and productive working relationships, and a collaborative teamwork approach.

4.1.3 Not bully or harass other staff, patients or members of the public, or discriminate against them on the basis of their sex, race, ethnic or ethno-religious background, marital status, pregnancy, disability, age, homosexuality, transgender or carers’ responsibilities.

4.1.4 Not encourage or support other staff in harassing or bullying, or in acting in a way that is contrary to harmonious working relationships between staff members.

CODE OF CONDUCT AND CORE VALUES

How are the Code of Conduct and CORE Values used in your team or workplace?

Could the Code of Conduct and CORE Values be used more often, or more explicitly, within your team?

If so, how might this be done?
SESSION 3

ATTITUDES AND BELIEFS AROUND CONFLICT

MORNING TEA
What are some of the reasons that conflict may not be addressed in the workplace as soon or as often as it should be?
CONFLICT REFLECTION

1. What are your three biggest challenges around managing conflict situations within your team or workplace?
2. How do you rate your own ability as a manager in conflict situations? (1 being unable to manage conflict situations; 10 being excellent ability to manage conflict situations.)
3. What behaviours or emotions do conflict situations tend to evoke in you?
4. Can you identify any conflict situations in your team or workplace which tend to occur in a cycle? For example, repeated conflict with one particular staff member or repeated conflicts over the same issue.

THE ABC MODEL

<table>
<thead>
<tr>
<th>A</th>
<th>Activating Event</th>
<th>The event or situation that “activates” how we think and feel about something.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Beliefs</td>
<td>How a person’s thoughts and feelings influence their response to the situation. These beliefs may be irrational or rational.</td>
</tr>
<tr>
<td>C</td>
<td>Consequence</td>
<td>How a person reacts or responds to a situation.</td>
</tr>
</tbody>
</table>
THE ABC MODEL UNPACKED

“You made me angry in that meeting.”

(Mary)

A (Activating event) = Joe interrupted Mary while she was presenting at the staff meeting

C (Consequences) = Mary is angry with Joe and avoids him
THE ABC MODEL UNPACKED

A (Activating event) = Joe interrupted Mary while she was presenting at the staff meeting

B (Belief) = Mary believes that Joe is rude, unprofessional and does not respect her.

C (Consequences) = Mary is angry with Joe and avoids him

THE ABC MODEL UNPACKED

A (Activating event) = Joe interrupted Mary while she was presenting at the staff meeting

B (Belief) = “I didn’t appreciate that Joe interrupted me in the meeting, however he was just demonstrating how excited he was about the project I was introducing.”

C (Consequences) = Mary is happy that other staff are interested in her project, but does politely ask Joe to hold his thoughts until the end of her presentations instead of interrupting
NEUROPLASTICITY

https://www.youtube.com/watch?v=ELpfYCZa87g

(Sentis, 2012, Neuroplasticity, Sentis Brain Animation Series, 6 Nov 2012, retrieved from: https://www.youtube.com/watch?v=ELpfYCZa87g)

MARGARET HEFFERNAN
“DARE TO DISAGREE”

www.ted.com/talks/margaret_heffernan_dare_to_disagree?language=en

SUPPORTING CHANGE

In small groups, consider an example from your past workplace experiences of how a conflict situation was addressed effectively or constructively.

What factors contributed to a helpful outcome?

HELPFUL STRATEGIES FOR APPROACHING CONFLICT SITUATIONS

- Be hard on the problem and soft on the person
- Focus on needs, not positions
- Emphasise common ground
- Be inventive about options
- Listening to fully understand each point of view
- Make clear agreements

COMMUNICATION

https://www.youtube.com/watch?v=vkSwXL3cGUg

(YouTube (2014), The Big Bang Theory ‘Please pass the butter’, 4 April 2015. Available from: https://www.youtube.com/watch?v=vkSwXL3cGUg)
TIPS FOR HELPFUL COMMUNICATION

- Keep your communication simple
- Give the staff member time and space to decide when to contribute
- Be open to feedback (even negative feedback)
- Be honest. If you have valid concerns about things that are happening, state these clearly
- Listen carefully (give the staff member your undivided attention)
- Be curious about what they are telling you
- Be respectful of the staff member’s views and opinions
- Ask clarifying questions to make sure that you understand what the staff member is telling you
- Be open and non-judgmental. You do not need to agree with everything that the staff member says, just demonstrate your respect for them and their views

LUNCH
### PREPARING FOR AN EXPLORATORY CONVERSATION

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Why are you having the conversation? What do you hope to accomplish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>What perceptions do you have about the other person’s intentions?</td>
</tr>
<tr>
<td></td>
<td>How might the other person perceive the situation?</td>
</tr>
<tr>
<td></td>
<td>Are they aware that there is an issue?</td>
</tr>
<tr>
<td>Managing emotions</td>
<td>What emotion is the other person outwardly displaying?</td>
</tr>
<tr>
<td></td>
<td>What emotions are you displaying?</td>
</tr>
<tr>
<td></td>
<td>What is it that you are really feeling?</td>
</tr>
<tr>
<td>Needs</td>
<td>What are your needs and concerns in the situation?</td>
</tr>
<tr>
<td></td>
<td>What might the other person’s needs or concerns be?</td>
</tr>
</tbody>
</table>
HAVING AN EXPLORATORY CONVERSATION

1. Establish rapport and set intention
2. Describe the situation and seek understanding
3. Explore possible solutions
4. Agree on a solution
5. Confirm understanding and expectations. End positively

STRATEGIES FOR SUCCESSFUL CONVERSATIONS

1. Create a neutral opening for the conversation
2. Use the ‘I’ technique
3. Ask questions based on the other person’s response
4. Normalise the situation
5. Discuss the details
6. Empathise with the staff member’s response
7. Help the other person engage in finding a reason for a positive outcome and plan for how to move forward
8. End the discussion with a solution focused wrap up
## EXPLORATORY CONVERSATION REFLECTION

<table>
<thead>
<tr>
<th>Description</th>
<th>Describe as a matter of fact what happened during your chosen incident for reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings</td>
<td>What were you thinking and feeling at the time?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>List the points or tell the story about what was good and what was bad about the experience.</td>
</tr>
<tr>
<td>Analysis</td>
<td>What sense can you make of the situation? What does it mean?</td>
</tr>
<tr>
<td>Conclusion</td>
<td>What else would you have done? What should you perhaps not have done?</td>
</tr>
</tbody>
</table>
UNDERSTANDING PERCEPTIONS

https://www.youtube.com/watch?v=_SscCKLLzU


PERCEPTION

“The way in which something is regarded, understood or interpreted.”

– Oxford Dictionary
VALUES

What are the different types of cultural, social and personal values that your staff members bring to your team?

What are the challenges and opportunities that these different values systems present?

How can you gain a better understanding of the cultural diversity of your staff/patients/clients/local community?

SESSION 7

EFFECTIVE COMMUNICATION IN THE WORKPLACE
EMPOWERING COMMUNICATION STATEMENTS

• “Autumn is the most superior season.”
• “Eggplant is the worst type of vegetable.”
• “The NSW Blues will not win the State of Origin series next year.”
• “Taking a cruise is the best type of holiday.”

• Develop a strong statement and at least three reasons why you believe the statement is true. Be ready to assertively support your statement in a small group.

COMMUNICATING EFFECTIVELY IN A GROUP ENVIRONMENT

Activity: Shipwrecked
## Afternoon Tea Break

**ITEM LIST**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sharing saucer</td>
<td>Can of paint</td>
<td>Water container</td>
<td></td>
</tr>
<tr>
<td>Emergency rations</td>
<td>Plastic sheet</td>
<td>Chocolate bars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fishing rod</td>
<td>Ropes</td>
<td>Floating pont</td>
</tr>
<tr>
<td></td>
<td>Shark repellent</td>
<td>Bottle of rum</td>
<td>Radio</td>
</tr>
<tr>
<td></td>
<td>Monopole net</td>
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</tbody>
</table>

**Time for a Break**
### UNMET NEEDS AND MANAGING EMOTIONS

<table>
<thead>
<tr>
<th>Outward emotional sign</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg Gossip</td>
<td>Lack of effective communication</td>
</tr>
</tbody>
</table>

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What type of needs do staff members have relating to their work?

REFLECTION FRAMEWORKS (1)

When _______________________ happens,

I feel _______________________ and,

this is affecting my work in this way  

___________________________________
REFLECTION FRAMEWORKS (2)

When I see __________________________ at work,

I am concerned that

________________________________________

What could you do in response to the statement above?
CONFLICT RESILIENT WORKPLACES

• **Promote** – They are proactive in building a culture of communication
• **Prevent** – They stop things going wrong
• **Respond** – They respond quickly and appropriately when things do go wrong
• **Comply** – They comply with relevant guidelines, rules, regulations and address principles of natural justice and procedural fairness


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SESSION 10

REFLECTION AND WRAP UP
REFLECTION

Last week I attended a training course on Positively Resolving Workplace Conflict. I feel that there are areas we can improve as a team in communicating how we feel and understanding the needs of each other. I would like us to work together to develop a conflict resilient workplace.

There I learnt...

This is what I would like to do to improve our working environment...

FURTHER INFORMATION AND SUPPORT

- Locally – each other, your manager, mentor, workforce, peers
- Health Education and Training Institute

Management Development Unit:
Phone: 02 9844 6136
Email: HETI-Management@health.nsw.gov.au
Website: www.heti.nsw.gov.au
Thank you for attending the Management Solution Program

Positively Resolving Workplace Conflict