



# Conflict Resolution Workbook

## **Introduction:**

This workbook will prepare you to engage in the Conflict Resolution Workshop offered by the Student Conduct Office. The workbook must be completed **before** arriving to the workshop (except for sections marked otherwise) so that you and your peers can engage fully in the activities and discussions included in the workshop.

**Please bring the completed workbook with you to the workshop.**

## **Program Goals:**

The Student Conduct Office's goals in offering this program are that after completing the Conflict Management Workshop, students will be able to:

- Articulate their personal conflict management styles.
- Understand how their conflict management styles may differ from others'.
- Understand the benefits and risks of each conflict management style.
- Employ respectful communication strategies in navigating conflict with others.
- Utilize tools for maintaining healthy relationships through times of conflict.
- Recognize the impacts of your choices in navigating conflict, both on your individual relationships with others and on your communities.

## **Questions or Concerns?**

Feel free to stop by the office, call our staff, or email us using the contact information below.

Student Conduct Office  
Student Services Building, Suite 309  
(979) 847-7272  
sco@tamuedu

# Your Initial Thoughts

## Defining Conflict

Without looking it up, how would you define the word *conflict* in your own words?

## Why Does Conflict Resolution Matter?

In your personal experience, what are the disadvantages of *not* addressing conflict effectively?

What are the benefits of managing conflict well?

## Reflect on a conflict you have experienced that you wish had been handled differently.

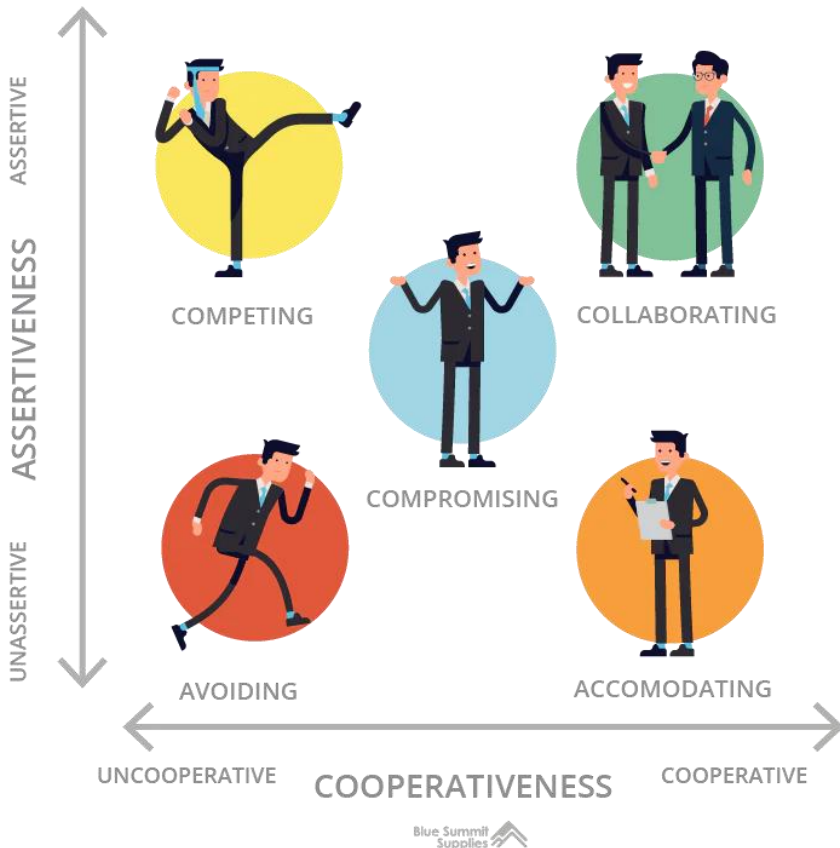
Why did you approach the conflict the way you did?

Why do you think the other person approached the conflict the way they did?

If you could have a do-over, what would you do differently and why?

# What's Your Style?

**Instructions:** Take the Conflict Styles Assessment at <https://www.usip.org/public-education-new/conflict-styles-assessment>. When you receive your results at the end, enter your percentage for each style below.



**Avoider: \_\_\_%**

Avoiders tend to step away from conflict. They often keep their opinions to themselves in conflict situations so as not to continue or escalate the conflict. They are often admired for having a calming, quiet presence in the face of crisis.

**Accommodator: \_\_\_%**

Accommodators have a harmonizing approach to conflict. They often focus on supporting others in a conflict situation and are adept at placating people in uncomfortable situations. Accommodators often gain strong appreciation from others involved in a conflict.

**Problem Solver/Collaborator: \_\_\_%**

Problem Solvers tend to want to discuss all the details of a problem and work through it together so that everyone gets what he or she wants and is happy in the end. Their strengths are that they tend to welcome differences, build high levels of trust and mutual understanding in relationships. There is also the potential to learn from creative problem solving.

**Competer: \_\_\_%**

Competers are known for being persuasive and direct. They know the result they want in a conflict situation, and they go for it. Their strengths are that they are often passionate about their views and dedicated to pursuing their convictions. Competers are good at making quick decisions, and tend not to waste time, which is especially helpful in the time of crisis.

**Compromiser: \_\_\_%**

Compromisers approach conflict with the goal of compromise. They tend to think about what they are willing to give up and what they are willing to hold on to, and try to gear communication to focus on this give and take for all parties. It is a good way to promote cooperation. It can be done fairly quickly when both parties are engaged.

Descriptions source: [www.usip.org](http://www.usip.org).

Image source: <https://www.bluesummit.com/blogs/career-and-culture/understanding-the-5-conflict-styles-for-different-situations-and-personalities>.

# “It’s Not What You Said; It’s How You Said It.”

Often in conflicts, the way individuals choose to engage in the conversation escalates the tension or causes the other party to shut down, rather than moving the parties toward a mutually agreeable solution. Framing statements in a positive, respectful manner can make a big difference in resolving the conflict effectively.

Strategies for moving the conversation forward respectfully include:

- Using “I” statements. (“I feel \_\_\_\_\_ when you \_\_\_\_\_. I need \_\_\_\_\_.”)
- Focusing on facts rather than opinions, exaggerations, or generalizations.
- Ensuring that your needs are explicit and that others understand them. . . do not leave others guessing.
- Seeking to understand the other person’s needs, wants, and motivations.

## Moving the conversation forward

Each sentence below might escalate the conflict or lead to a breakdown in communication. Practice reframing each as a more productive statement or question.

### **Example: You don’t listen to me!**

Productive reframe: I would really appreciate it if you could hear me out for a few minutes.

### **1. Can’t you do the dishes for once?**

Productive reframe: \_\_\_\_\_

### **2. Why would you send that email/text message?**

Productive reframe: \_\_\_\_\_

### **3. We’ve never done things that way before.**

Productive reframe: \_\_\_\_\_

### **4. Why does it take forever for you to respond to a text?**

Productive reframe: \_\_\_\_\_

### **5. You always get your way.**

Productive reframe: \_\_\_\_\_

### **6. You don’t even take care of your dog.**

Productive reframe: \_\_\_\_\_

**7. Your significant other is the WORST.**

Productive reframe: \_\_\_\_\_

**8. The whole group is tired of picking up the slack because you're not pulling your weight.**

Productive reframe: \_\_\_\_\_

**9. You stole my toaster!**

Productive reframe: \_\_\_\_\_

**10. Why do you never want to hang out with me anymore?**

Productive reframe: \_\_\_\_\_

# Conflict Resolution in Action

THIS SECTION WILL BE COMPLETED DURING THE WORKSHOP.

## Instructions:

- Decide who will play Dr. Jones, who will play Dr. Roland, and who will be the Observer.
- As a group, review the Background Information.
- Dr. Jones and Dr. Roland will *silently* read their respective information cards.
- Discuss for 10-15 minutes, practicing the **CLUES** principles below, to see if a compromise can be reached.
- Observer: Fill in the table below based on the conversation between Dr. Jones and Dr. Roland.
- When the discussion time is up, work with your small group complete Page 6. Be prepared to share with the larger group regarding what, if any, solution you reached and how the conversation went.

**C**ommunicate promptly, assertively, and respectfully. Initiate a private conversation and share your perspective & goal. Remember, talk *to* people, not *about* people.

**L**isten to the other person’s point of view. Allow them to speak without interruption, hidden agenda or judgment. Then, reflect what you hear to clarify what they are saying.

**U**nderstand their perspective. Practice empathy; “Help me understand your point-of view.” Also, discuss one issue at a time, get the facts, and clarify assumptions.

**E**xplore options & solutions. Brainstorm to generate options. Choose a solution that works for you both and act on it.

**S**ee how it went! Reflect on what went well in the conversation as well as opportunities for growth. Continuously assess whether the agreement is working for all involved parties. Then move on or plan next steps.

	Dr. Jones	Dr. Roland
Needs		
Wants		

# Conflict Resolution in Action (cont.)

THIS SECTION WILL BE COMPLETED DURING THE WORKSHOP.

**Conflict/Communication styles observed (check all that apply):**

- |                                                        |                                                 |
|--------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Avoiding                      | <input type="checkbox"/> Passiveness            |
| <input type="checkbox"/> Accommodating                 | <input type="checkbox"/> Passive-aggressiveness |
| <input type="checkbox"/> Collaborating/Problem solving | <input type="checkbox"/> Assertiveness          |
| <input type="checkbox"/> Competing                     | <input type="checkbox"/> Aggressiveness         |
| <input type="checkbox"/> Compromising                  |                                                 |

Which of the above were most *helpful* in moving the conversation toward a solution and why?

---

---

---

---

Which of the above were *not* helpful in moving the conversation toward a solution and why?

---

---

---

---

**Compromise reached? If so, describe below:**

---

---

---

---

---

---

**Were accountability measures included in the agreement? If so, describe below:**

---

---

---

---

---

---

# Resources

## On campus:

- Student Conduct Office: <https://studentconduct.tamu.edu>
- Student Legal Services (including mediation services): <https://studentlife.tamu.edu/sls>
- Student Ombuds Services
  - For undergraduate students: <https://us.tamu.edu/students/undergraduate-ombuds>
  - For graduate/professional students: <https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services>
- Counseling and Wellbeing Services: <https://caps.tamu.edu>

## Online:

- Conflict Resolution Network (incredible repository of free resources!): <https://www.crnhq.org/>
- Big Book of Conflict Resolution Games: <https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>

