The Respectful Workplace

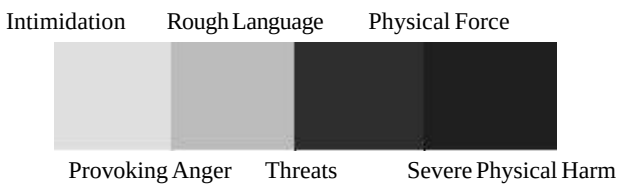
Redefining Workplace Violence

Program 1

Opening the Right Doors

Pre-viewing Activity

Before showing the video it is helpful for participants in the training to explore the meaning of the term violence. Solicit ideas. Encourage the group to think about the broad definition of the word. A violence continuum similar to the one illustrated below can be developed.



Discuss the following questions:

- What does the term violence mean to you?
- Is violence ever appropriate?
- How can intimidation be viewed as a form of violence?
- What are forms of psychological violence?

After a discussion of what violence is, and the various forms it takes, ask participants to write down individually how they think violence is manifested in their workplace. Instruct them to write down phrases or words that express their ideas. Tell them that what they write will not be shared with others. However, they will be asked to reflect on what they have written following the viewing of the video.

Explain to participants that the video they are about to see deals with workplace violence. Confirm that this is an issue which is often ignored or even disregarded in some workplaces.

Show ***The Respectful Workplace***, Program 1: "Opening the Right Doors" video in its entirety. Following "Questions for Reflection," show the opening segment of the video again.

1. *Pre-viewing Activity (20 minutes)*
2. *Show the entire "The Respectful Workplace" Program 1: Opening the Right Doors video (25 minutes).*

First Impressions on Violence

After watching the entire video proceed to the activity "First Impressions on Violence" (10 minutes).

When the video is complete, rewind it. Ask participants to return to the paper on which they wrote their responses on how they thought violence was manifested in the workplace. Ask the following questions:

1. How has your original thinking about violence changed after having seen the video?

2. Do you believe there are acts of violence in your workplace environment?

3. What did you see that spoke most immediately to your own situation? How did it make you feel?

Explain that the training will continue by interfacing exercises and activities with individual segments from the video. Return to showing the video from the beginning until the card, "Organizational Values" appears.

Questions for Reflection

1. *Show video from beginning until the card, "Organizational Values" appears on the screen.*

2. *Use Questions for Reflection, (20 minutes), or the activity "Values , Behaviors and Skills" (30 minutes) or a combination of the two.*

3. *Pass out Handout 1 if the activity on "Values" is used.*

1. What have you seen or heard at work that sets people off? (Triggers them?)

2. What are your hot buttons? What happens when you are set off?

3. Is your work environment ever intimidating? If so, how?

4. In your estimation, what are actions that occur at the workplace that can lead to intimidation or a physical display of violence?

5. How do acts of intimidation and anger make you feel? What do you do when such acts occur?

6. In your estimation, how and why do some acts of violence bring us back to feeling like a child or adolescent?

7. What is the difference between professional criticism and personal attacks?

Values, Behaviors and Skills

The Questions for Reflection offered here pertain to the first segment of the video. Questions for succeeding portions of the video follow throughout the training. (20 minutes).

1. Explain that the ways we interact with one another have a good deal to do with our values and beliefs. Values can influence behaviors and skills can be used to manage those behaviors. Ask the group to name the values they grew up having. Often values are contained within the meanings of famous sayings and proverbs.

2. Record the values on a flipchart. Allow for the group to create a thorough list of values. If proverbs are used, have the group name the value that the proverb suggests. For example, "a penny saved is a penny earned," may be interpreted as frugality. When necessary, the corresponding value is written in ( ).

   Examples of Values

   - Respect for elders.
   - Attentiveness.
   - Don't take anything for granted. (Caution.)
   - Don't count on anyone but yourself. (Self-reliance.)
   - "Do unto others as you would have them do unto you." (Kindness.)
   - "Walk tall, carry a big stick." (Self-protection.)
   - "A penny saved is a penny earned." (Frugality.)

3. Pass out Handout 1 and allow each group member a few minutes to write down the values that are most significant in their personal life.

4. After the participants have completed this task, break them into small groups of two to three people. Ask each group member to share his/her most important value with the group. Collectively instruct the group to fill out the chart on Handout 1. Take one value and provide the group with an illustration.

Value	Behavior	Skill
Kindness	* Act respectfully to others	* Open communicator
	* Offer help when it is needed	* Good observer
	* Practice being empathic	* Distinguish between sympathy & empathy

5. Call the groups back together and record the values, behaviors and skills discussed in each group. If there is an overlap of values have group add any additional information.

6. In summary, discuss the following questions:
   - Which of the values discussed are also values of our organization?
   - How do you know they are organizational values?

- Which values are not a part of our organizational values? Is this difference important?
- Which personal values, if made organizational values, would cause complications within our organization? Which would strengthen the organization?
- What are the most important values our organization can have?

7. Continue playing video up through the end of the scenario "The Truth Is. . . ." Stop the tape following the scenario. Proceed to the next activity.

Questions for Reflection

1. What value(s) is Alicia demonstrating? What value(s) is Phil demonstrating?
2. What behaviors are they acting out?
3. What skills are they not employing that could help increase dialogue and resolve the conflict?
4. What could Alicia have done to improve the situation? What could Phil have done?
5. What do Alicia and Phil need to do to strengthen their team?
6. What positive strengths do each of them bring to the team?

Role Play Situation 1

1. Ask for four individuals to play out the Alicia and Phil scenario in different ways. Have the following cards prepared:

1. *Return to the video and watch it through the scenario "The Truth Is. . . ."*
2. *Review questions 1–3 in Questions for Reflection (15 minutes).*
3. *Continue with video through the experts' comments on the scenario.*
4. *Ask questions 4–6 if this is a shortened version of the training or move directly into the Role Play Situation 1 (15 minutes).*

Card #1 for Phil

You are to confront Alicia on how you are feeling. Be truthful and direct. You don't care if she is your team member. You have had enough! You want her to know your feelings.

Card #2 for Alicia

You realize the importance of working on a team and the value of respecting your team members. However, you are upset, and you don't want this kind of situation to ruin your working relationship. You can't ignore how you feel, but you want to handle the situation professionally. Use "I" statements whenever they seem appropriate.

Card #2 for Phil

You realize the importance of working on a team and the value of respecting your team members. However, you are upset, and you don't want this kind of situation to ruin your working relationship. You can't ignore how you feel, but you want to handle the situation professionally. Use "I" statements whenever they seem appropriate.

Have prepared cards ready for the Role Play Situation 1.

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2. Ask for the first two volunteers to act out the scenario they have just seen on the video. Tell the female volunteer that she will have the same emotional stance as Alicia had in the video. However, Phil should be given Card #1 and told to follow the directions on that card.

3. Ask for the second two volunteers to act out the scenario. This time both of them should be given a copy of Card #2.

4. Following the role plays ask the following questions:
   - Which of the role plays was more successful? Why is this true?
   - What happened in the first scenario that blocked communication?
   - What was Phil doing to open communication lines?
   - What skills were Alicia and Phil demonstrating during the second role play?

5. Return to the video. Start with the comments by experts on the scenarios. Continue showing video through the end of the scenario "The Parking Space."

Questions for Reflection

1. Is this a disagreement over a parking space? What clues are given about the real nature of the disagreement?

2. What buttons are each of the women pressing that caused these reactions?

3. What could each of these women be doing differently to move this conflict to resolution?

4. The victimization-entitlement syndrome happens when one person feels victimized by another. That person then feels entitled to retaliate by any means at his/her disposal. How is the victimization-entitlement syndrome used in this scenario? How does this syndrome stop any type of true communication?

5. How might this scenario change if one of the women was able to tell the other what was really behind her anger?

6. What value would there be in having a mediator help in this situation?

Role Play Situation 2

1. Ask for four individuals to play out the scenario in a different way. You will need three women and one man. Have the following cards prepared:

For Shortened Training

1. *Return to the video and watch it through the scenario "The Parking Space."*

2. *Review questions 1-3 in Questions for Reflection (15 minutes).*

3. *Continue the video through the experts' comments and complete this section by asking questions 4–6 (10 minutes).*

4. *Continue training by preceding to the next video segment.*

For Longer Training.

1. *Follow steps 1 and 2 described above.*

2. *Move to the Role Play Situation 2 (30 minutes).*

Have prepared cards ready for the Role Play Situation 2.

Card #1 for Sarah

You just received word from your manager that you have been assigned to a new team. June, the woman you had a confrontation with early this morning is on that team. You have decided to talk with her about the exchange you had earlier in the day. However, you are not sorry for what you said. You simply think that you need to clear the air so that you can work together.

Card #2 for June

You are furious that Sarah is coming to join your team, and outraged that she has asked to talk with you. However, you have accepted the invitation. You welcome the opportunity to tell her what you think. You aren't going to let her insult you any more. You know you have enough confidence to keep your feelings in when you are working as team members. Anyway, if something negative happens you know others will blame it on Sarah's drinking problem.

Card #3 for May the Mediator

The manager of one of the company's teams has asked you to mediate an obvious dispute that is occurring between Sarah and June. It is upsetting to the team's work, and he feels he doesn't want to get involved with the situation because he fears it is one of those things that happen between women. You don't know anything about what has happened between these two women. You are objective, and have been chosen because you are a good listener. You understand that it is important to get at the underlying reasons for this disagreement. You know that Jason the Manager is available to talk with you and the two women if you or they feel it is appropriate.

Card #4 for Jason the Manager

You know that Sarah and June are having a serious disagreement, and that it is ruining the effectiveness of the team's work. You have asked May to mediate the problem. You are afraid to get involved because you fear it is one of those women things. You tell May this. You also tell her that you would be available to talk with her, Sarah and June if the need arose. Other team members feel stressed out because of this rift, and you don't want this atmosphere to continue.

2. Allow the volunteers to read their cards. Set the stage by having May call in Sarah and June. Have Jason sitting on the sidelines. Instruct May to begin.

3. Complete the role play.

4. Thank the volunteers and invite them to say how they felt playing these roles. What felt most uncomfortable? What did the mediator do that was helpful to them?

5. Turn to the entire group and facilitate the following questions:
   - What do you think about the way Jason handled this situation? Would you have recommended that he do it in a different way?
   - What skills did May demonstrate? What did she do that was helpful? What did she do that opened up communication? Did she do anything that closed communication?
   - Did anyone act courageously in this scenario? Who was responsible for blocking communication?
   - Is anyone a winner in this situation? A loser? How is this apparent?
   - What do you think are the necessary next steps in this situation?

6. Return to the video and continue through the discussion on bringing in a third party. This is prior to the scenario "Crossing the Line."

Questions for Reflection

1. What can we do to diffuse workplace hostility?

2. How are our hot buttons related to our values?

3. What happens when our hot buttons are pushed?

4. What can we do to diffuse our emotional reactions when our hot buttons are pushed? What can you say to help a person know your feelings?

5. How can paraphrasing be a skill that will help diffuse a tense situation?

6. What can you do when behavior becomes abusive?

7. How is conflict, when it gets out of hand, related to not showing respect for the other person?

8. What is the organization's role in diffusing hostile situations?

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For Shortened Training

1. *Review Questions for Reflection (20 minutes).*

2. *Pass out Handout #2.*

3. *Continue training by preceding to the next video segment.*

For Longer Training

1. *Follow steps 1 and 2.*

2. *Continue to the exercise "Diffusing Hostile Situations" (10 minutes) and the activity on "The Nature of Conflict" (20 minutes).*

Diffusing Hostile Situations

1. Pass out and go over Handout #2.

2. Go through the list and interact with participants over the points presented.

Diffusing Hostile Situations

The Respectful Workplace Checklist

- ✓ Acknowledge all individuals respectfully.
- ✓ Listen to a person's concerns as you expect others to listen to yours.
- ✓ Don't try to impose your values and world view on others.
- ✓ Paraphrase and reflect on statements that are confusing to you or which you don't understand.
- ✓ Acknowledge your own feelings honestly.
- ✓ Verbalize your concerns and let the other person know your boundaries.
- ✓ Don't get involved in an abusive situation. Step away.
- ✓ Don't tolerate racism, sexism, homophobia or any other "ism." State how uncomfortable it makes you feel and how inappropriate it is.
- ✓ Get help in a situation when you feel you don't know what to do, or you feel threatened.

The Nature of Conflict

1. Comment on the reality that whenever values, perspectives or world views differ, conflicts are likely to materialize.

2. Explain how it is best to agree on what the nature of conflict is, and how it can affect each of us.

1. *Pass out Handouts 3, 4 and 5 during the facilitation of the activity, "The Nature of Conflict" (20 minutes).*

3. Explore the definition with the group. If it seems constructive to the outcome of this exercise, the following definition can be shared with the group:

> Conflict is a struggle, a clashing of views. It involves being in opposition with an idea or action, or the person or group that expresses that idea or action. It can involve antagonism. If not resolved, conflict is likely to escalate.

4. Break participants into groups of two to three people and have them quickly brainstorm the positive benefits that can result when conflict is acted out as a process. Help them understand that an individual can be in conflict with someone and never act it out. Instruct them to look for all the positive things that can occur because people are willing to risk acting out a conflict situation. Have them concentrate on conflict as it exists within the workplace.

5. Collect the responses from the groups and record them on the flip chart.

6. Pass out Handout #3, "The Nature of Conflict," and compare the ideas expressed by the group with those on the handout.

7. Pass out Handout #4, "Conflict as an Opportunity," and discuss how internal personal conflict, when handled properly, can be a source of energy in workplace situations.

8. Pass out Handout #5, "The Consequences of Conflict." Explain that this handout outlines the constructive consequences that can result from interpersonal and group conflict. It reflects the work of Richard Walton of Harvard's Graduate School of Business. Discuss the points covered on the handout.

9. Introduce the last scenario of the videotape by explaining that what is being seen is a personal conflict being transferred into the workplace. If this conflict is not handled properly it can result in a crisis situation. Play the scenario and stop at the end of the scene.

Questions for Reflection

1. Why is this situation a powder keg?
2. How can Doug's remarks be construed as being harassment or even racist?
3. Is Doug violating the values of our organization?
4. What does the supervisor need to do in this situation?

For Shortened Training

1. *Show the scenario "Crossing the Line" from beginning to end. Stop the tape.*
2. *Review Questions for Reflection (10 minutes).*
3. *Complete this training program by preceding to the last set of comments and continuing to the Summation activity at the end of this section of the booklet (15 minutes).*

For Longer Training.

1. *Follow steps 1 and 2.*
2. *Continue to the Role Play Situation 3 (15 minutes).*
3. *Have Role Play cards ready for the situation.*
4. *Continue on to the Summation exercise (15 minutes).*

Role Play Situation 3

1. Ask for three volunteers to play out the scenario just seen: a man to take Doug's place, a woman to play Linda and a man or woman to be the supervisor.

2. Give the Role Play Situation card to the supervisor. Doug and Linda should stay in the character of the roles they saw acted out in the video scenario.

Supervisor's Card

You have been approached by one of your team members who saw the confrontation between Doug and Linda. The person who told you about the incident was very upset at what he saw. You realize how volatile this is and how it can escalate. You immediately approach Doug and Linda and tell them that you want to talk with them. You ask them if they want to have you facilitate the problem. Remember to listen, paraphrase whenever necessary. Try for a win-win solution.

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3. After the supervisor reads the card, the role play can begin.

4. At the end of the role play facilitate the discussion. Ask the following questions of those in the role play:

   - (To Doug and Linda) What was the facilitator doing to help you out? Was (s)he doing anything to make things worse?
   - (To the facilitator) What was the most difficult part of the facilitation? What do you think worked best?

5. Continue the discussion with the full group:

   - What might happen if Doug and Linda didn't have a facilitator?
   - What are the next steps for Doug and Linda?
   - How can the supervisor continue to help them?

6. Move on to the summation.

Summation

1. Play the video through to the end of the comments about the scenario "Crossing the Line" made by the experts.

2. Ask the group to discuss the role the organization has in continuing to help with Doug's and Linda's problem.

3. Ask about the role that each of us in the organization needs to play when we see destructive behavior.

4. Play the last part of the video. Thank participants for their involvement in the training.

Play the tape through the comments of the experts.

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The Respectful Workplace

Values, Behaviors and Skills

Directions: Identify a value, then note the likely behavior demonstrated by someone holding that value, and then decide what skills are needed to direct or manage that behavior.

Values	Behaviors	Skills
Values are the goals or standards we live by	Behaviors are ways of acting	Skills are abilities that help us do things.

The Respectful Workplace

Diffusing Hostile Situations

The Respectful Workplace Checklist•

- Acknowledge all individuals respectfully.
- Listen to a person's concerns as you expect others to listen to yours.
- Don't try to impose your values and world view on others.
- Paraphrase and reflect on statements that are confusing to you or which you don't understand.
- Acknowledge your own feelings honestly.
- Verbalize your concerns and let the other person know your boundaries.
- Don't get involved in an abusive situation. Step away.
- Don't tolerate racism, sexism, homophobia or any other "ism." State how uncomfortable it makes you feel and how inappropriate it is.
- Get help in a situation when you feel you don't know what to do, or you feel threatened.

The Respectful Workplace

The Nature of Conflict

> Resolving conflict requires you to move from a point of view to a viewing point—a higher, more expansive place from which you can see both sides.
>
> —Tom Crum
> The Magic of Conflict

1. Conflict is natural: it is neither positive nor negative, it just is.

2. Conflict is dramatically different depending on what you do with it.

3. Conflict is used by nature as its primary motivator for change. Without natural conflict we would be without mountains, valleys and canyons.

4. Conflict is not a contest. Winning or losing are goals for games, not for conflicts.

5. Conflict is hard to resolve when it is about who is "right." It is easier to resolve when it is about acknowledging and appreciating differences.

6. Conflict begins within. As we unhitch the burden of belief systems and heighten our awareness and understanding, we live more fully, and life can be more interesting.

The Respectful Workplace

Conflict as an Opportunity

The Chinese word for conflict is made up of two characters. One character implies that conflict can be a crisis, while the other indicates that it can be an opportunity.

Conflict is all-pervasive in our lives. It appears in our personal life, exists in our communities and is present at work. It is 100 percent inevitable that a person will have to deal with it.

Conflict is positive when it is about growth. This growth can be personal, organizational or in the relationships of which we're a part. It is in this growth that we find opportunity. It is by seeing the opportunities that we grow.

The Respectful Workplace

The Consequences of Conflict

Conflict taken as an opportunity can have the following constructive consequences:

1. Increases the motivation and energy available to do tasks.

2. Increases the innovativeness of individuals and the organization because of the diversity of viewpoints and a heightened sense of necessity being presented.

3. Helps each person develop an increased understanding of his or her own interests and examine those interests in light of opposing interests.

4. Helps each party involved in the conflict achieve a greater awareness of self and how we impact others.

5. Gives the individual involved in managing the conflict an opportunity to examine and resolve his or her own internal conflicts.

—adapted from Richard Walton

Card #1 for Phil

You are to confront Alicia on how you are feeling. Be truthful and direct. You don't care if she is your team member. You have had enough! You want her to know your feelings.

Card #2 for Alicia

You realize the importance of working on a team and the value of respecting your team members. However, you are upset, and you don't want this kind of situation to ruin your working relationship. You can't ignore how you feel, but you want to handle the situation professionally. Use "I" statements whenever they seem appropriate.

Card #2 for Phil

You realize the importance of working on a team and the value of respecting your team members. However, you are upset, and you don't want this kind of situation to ruin your working relationship. You can't ignore how you feel, but you want to handle the situation professionally. Use "I" statements whenever they seem appropriate.

Program 1—Role Play Situation 1 Cards

Card #1 for Sarah

You just received word from your manager that you have been assigned to a new team. June, the woman you had a confrontation with early this morning is on that team. You have decided to talk with her about the exchange you had earlier in the day. However, you are not sorry for what you said. You simply think that you need to clear the air so that you can work together.

Program 1—Role Play Situation 2 Cards

Card #2 for June

You are furious that Sarah is coming to join your team, and outraged that she has asked to talk with you. However, you have accepted the invitation. You welcome the opportunity to tell her what you think. You aren't going to let her insult you any more. You know you have enough confidence to keep your feelings in when you are working as team members. Anyway, if something negative happens you know others will blame it on Sarah's drinking problem.

Card #3 for May the Mediator

The manager of one of the company's teams has asked you to mediate an obvious dispute that is occurring between Sarah and June. It is upsetting to the team's work, and he feels he doesn't want to get involved with the situation because he fears it is one of those things that happen between women. You don't know anything about what has happened between these two women. You are objective, and have been chosen because you are a good listener. You understand that it is important to get at the underlying reasons for this disagreement. You know that Jason the Manager is available to talk with you and the two women if you or they feel it is appropriate.

Card #4 for Jason the Manager

You know that Sarah and June are having a serious disagreement, and that it is ruining the effectiveness of the team's work. You have asked May to mediate the problem. You are afraid to get involved because you fear it is one of those women things. You tell May this. You also tell her that you would be available to talk with her and Sarah and June if the need arose. Other team members feel stressed out because of this rift, and you don't want this atmosphere to continue.

Program 1—Role Play Situation 2 Cards

Supervisor's Card

You have been approached by one of your team members who saw the confrontation between Doug and Linda. The person who told you about the incident was very upset at what he saw. You realize how volatile this is and how it can escalate. You immediately approach Doug and Linda and tell them that you want to talk with them. You ask them if they want to have you facilitate the problem. Remember to listen, paraphrase whenever necessary. Try for a win-win solution.

Program 1—Role Play Situation 3 Cards

The Respectful Workplace

Redefining Workplace Violence

Program 2

Diffusing Hostility through Customer Service

Pre-viewing Activity

1. Ask participants to take a few moments to reflect on one of the most difficult exchanges they have had with clients or customers. Explain that you are looking for situations that seemed almost unmanageable—even hostile on the part of the client. Direct them to think of the incident, specific words that were spoken by them and their customers, and how they handled the situation.

2. Direct them to fill out the information about this encounter in the format illustrated below:

Exchange between You and the Client	**What was said:**	**How was the conflict resolved**
	Client: You:	

3. Ask for two or three people to share their situations with the entire group. As the participants offer the scenarios write the information on the flip chart. Explain that after seeing the video these scenarios will be used again.

4. Introduce the video, "Diffusing Hostility through Customer Service." Indicate that what they are about to see deals with:

   - Methods and techniques that help diffuse difficult and even hostile situations with customers or clients.
   - Ways of helping you get in touch with your own feelings when these types of situations arise.
   - Suggestions for knowing when to call in help to diffuse hostile situations.

5. Show the video in its entirety. Rewind after completion.

1. *Pre-viewing Activity (15 minutes)*
2. *Prepare the chart illustrated in the Pre-viewing Exercise.*
3. *Show the entire "The Respectful Workplace" Program 2: Diffusing Hostility through Customer Service video. (25 minutes)*

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Resolving Participants' Scenarios

Conduct "Resolving Participants' Scenarios" (25 minutes).

1. Ask the group to respond to what they saw in the video. Have them brainstorm methods and techniques they saw used in the video that were helpful in diffusing hostile customer encounters. Record these observations on the flip chart. Some of the possible responses are provided below. Don't worry about generating a complete list. The remainder of this training will be geared to discovering and working with these methods.

Methods and Techniques for Diffusing Hostile Situations

- Show you care.
- Do not repeat questions or company policy endlessly.
- Help customers understand the product, service or regulations clearly—don't patronize.
- Show and prove that you are listening. Affirm the customer's position. Validate customers and allow them time to express their feelings.
- Give your name, phone number and times you can be reached, or ask how you might reach the customer to follow up on an issue.
- Practice being empathic. Walk in the customer's shoes.
- Be calm and polite.
- Bring in a coworker, manager or supervisor when needed.
- Do whatever you can do to give service. Find alternative solutions.
- Use "I" statements.
- Learn to recognize hot buttons.
- Choose respect for your customer.

2. Indicate that the training the participants are about to undertake will involve practicing the methods and techniques presented in the video.

3. Return to the two or three scenarios you collected prior to watching the video. Ask permission of the person who shared the incident to explore if the scenario could have been handled differently, or decide if it was handled appropriately. Relate as much as you can to the scenarios seen in the video.

Looking at Typical Customer Complaints

1. Ask the group to brainstorm typical complaints made by customers. Record the responses in a column on the left side of the flip chart. Create a chart like the one illustrated below to encompass the list of complaints.

Typical Complaints	Apparent Reason for Complaint

2. Ask the group to consider what might be the underlying reason(s) for these complaints:
   - Is it that there are too many procedures for getting something done?
   - Some aspect of the service or product is faulty?
   - Customers are expecting more than is being offered? If this is the case, why might this be happening?

Attempt to get to the source of the company's or organization's most typical complaints.

3. Discuss why typical complaints can escalate into larger ones.

4. Show the first part of the video up to the first scenario.

Friendly Customer, Hostile Customer: What's the Difference?

1. Break the participants into three smaller groups of people. Assign each group one of the following three questions:
   - How do customers expect to be greeted?
   - What do customers consider to be good service?
   - What do customers expect in terms of the quality of our products or services?

2. Conduct a group discussion by asking each subgroup to report on their discussion. Ask for additional input and comments from the other groups.

3. Consider how the agency's or company's customer satisfaction policy corresponds to the ideas expressed by the group. Are there any differences? Explore how these might cause problems.

1. *Conduct the activity, "Looking at Typical Customer Complaints" (15 minutes).*

2. *Prepare chart for this activity.*

1. *Show the beginning portion of the video up to the first scenario.*

2. *Continue to the next activity, "Friendly Customer, Hostile Customer: What's the Difference?" (25 minutes)*

3. *Prepare the chart illustrated for this activity.*

4. Using the same subgroups assign one of the following questions to each group:
   - What do we say or do that can cause customers to be upset?
   - What is it about our service/product that causes customers dissatisfaction?
   - Do our organization's policies upset customers? If so, how?

5. Conduct a group discussion similar to the one above.

6. Ask the group to consider what each person—the customer and the person providing service—brings to a transaction. Record the group's thoughts on the prepared flip chart.

What is Brought to a Transaction

	Customer	Individual Providing Service
Goal		
Expectations		
Feelings		

7. Summarize this activity by highlighting the fact that each person's expectations and personal feelings can complicate the communication that occurs in a transaction.

8. Invite the group to see such a transaction. Show the scenario "The Permit."

Questions for Reflection

1. What was the customer's initial goal in this scenario? What was his expectation of the employee and of the agency? What are his feelings?

2. What was the initial goal, expectation and feelings of the employee?

3. How was the customer's goal not met? How might the employee have been able to change what happened on the customer's return visit?

4. What did the employee do or not do on the customer's return visit that caused his emotions to escalate?

5. What lessons can the agency learn from this encounter? How might they make changes to lessen the impact of the customer's confusion and frustration?

1. *Show the scenarion "The Permit."*

2. *Continue by asking the questions in "Questions for Reflection" (15 minutes).*

3. *Show the experts' comments regarding this scenario. Stop the video when the screen shows the title, "What are Your Hot Buttons?"*

4. *If using the shortened training, continue to show the video through the next scenario, "Dances with Wolverine"*

5. *If using the longer training, continue with Role Play Situation 1 (20 minutes).*

Role Play Situation 1

1. Ask for two volunteers to role play the scenario. Indicate that this will be the sequel, "The Permit 2," to the one seen in the video. Provide each of the players with the appropriate card.

Man Requesting Forms

You want a permit. You can't get it before you get off of work at 4:30 P.M. The agency that issues the permit closes at 5:00, and you are certain that you can get there in 15 minutes or so. You hope that you can take care of getting the permit today, but you are resigned to the fact that you may have to fill out the forms and bring them back tomorrow or the next day. However, you are prepared to pay for the permit today. **In fact, you really do want this permit today.**

Agency Employee

It has been a full day and you are looking forward to getting off of work at 5 P.M. You hate to see people walking in the door after 4:30 because that means that they still might be at your station come 4:45, and you have a few last minute details to put in order before you leave for the day. You never have been able to understand why the agency doesn't lock the doors at 4:45. However, you have just gone through a customer satisfaction program, and you know the customer has rights, and that there are some days when you have to put your own feelings aside and meet the customer's needs. You've even been thinking about how you can approach your supervisor with some changes in the building permit forms. You realize that it is almost a miracle for a person to fill them in correctly. You want to help this customer as best you can.

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2. After the volunteers have read their respective cards give them the setting for the scenario. Explain that it is the same exact one that they saw in the video. The man wants a permit, it's 4:50, the office is scheduled to close in 10 minutes. However, each of the volunteers will play out their parts based on the description they read on their cards.

1. *Conduct Role Play Situation 1 (20 minutes).*

2. *Continue with the activity, "Customer Service Hot Buttons" (15 minutes).*

3 . Begin the role play.

4. After the role play facilitate the group to answer the questions below:

   - What did the employee do differently that helped diffuse the situation we saw in the video scenario?
   - Was anything said by the employee that was particularly helpful to the customer? If so, what?
   - (To the customer) How did you feel you were being helped? Did you feel listened to? Do you think the employee understood your need and problem?
   - How did the employee greet the customer? How did (s)he recognize the need of the customer?
   - Did the employee make certain that the customer was getting the correct forms? Did the employee make certain that the customer knew how to fill out the forms or how to get help if (s)he needed it?
   - What was helpful or problematic in the way that the transaction was concluded?
   - Was this a good example of customer satisfaction? If not, why not? If so, how was it?

Customer Service Hot Buttons

1 . Explain that we all have customer service hot buttons—things that really make us angry as customers. We have all experienced the effects they have on us. We want one thing, and someone is trying to sell us something else. The employee is telling us something we already know, or using convoluted words that confuse us and make us feel dumb.

2 . Ask the group to share examples of their customer service hot buttons. List them on a flip chart.

3 . After the group has made their contributions, ask them if there are other hot buttons they have seen customers demonstrate. Include them in the list.

4. Introduce the next segment of the video saying that it will deal with a customer's hot button. The title of the scenario is "Dances with Wolverine." Stop the video immediately after the scenario.

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1. *Facilitate the next exercise, "Customer Service Hot Buttons" (15 minutes).*

2. *Show the video through the next scenario, "Dances with Wolverine."*

Questions for Reflection

1. What hot button was pushed for the customer?

2. Was Mrs. Richards hostile initially in this encounter? What impact can issues that have nothing to do with the customer service relationship have on an interaction with a customer?

3. What hot button was pushed for the employee?

4. How might the employee have been able to suppress her hot button and work to understand the customer's frustration?

5. What "I" statements could the employee have been using to let Mrs. Richards know that she was hearing her and caring about her need?

6. How is Mrs. Richards problem the employee's problem?

7. How might the employee move to find an alternative solution for this situation?

Role Play Situation 2

1. Ask for one male volunteer to play Mr. Richards and a male to play the employee. Present each with a card. Give both players enough time to read their roles.

1. *Continue by asking the questions in "Questions for Reflection" (20 minutes).*

2. *Show the experts' comments regarding this scenario. Stop the video when the screen shows the title, "Setting Reasonable Limits."*

3. *If using the shortened training, continue to show the video through the next scenario, "Handle with Care."*

4 . *If using the longer training, continue with Role Play Situation 2 after hearing the comments (20 minutes).*

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Mr. Richards

You've been playing golf with your boss, a client from out of town and one of the members of your team. The day has been horrible. One of your golf balls landed in the sand trap, another in the moat, and a third got lost in the woods surrounding the ninth hole. You hate these golf outings. They aren't fun. The boss, your coworker and even the client poked good-natured fun at you during lunch. You aren't looking forward to dinner with these guys, but they are coming to your house. To top it off, you called your wife at lunch and she is still fuming about having to cook dinner, your young son is sick, and your daughter needs pink ballet shoes for her first dance class tomorrow afternoon. Your wife can't get them because she has to cook dinner. Instead she asked you to stop at the local dance supply store to get them, after you drop off your client at the hotel. They are on sale. They must be pink. On the way to the store, you discover that you left your wallet, with your money and credit cards, in the locker back at the golf course. You have to run back to get your client in a half hour and call your team member who stayed on at the club for drinks to ask him to get your wallet. Plus, you can't go home without those shoes.

Employee

You can't believe the way these ballet slippers have sold since the store ran an ad. You are out of all kinds of different colors and sizes. You feel a little panicked because you aren't going to be able to meet all the requests that are being made. You wonder how many kids can be taking ballet lessons in this town? You are new on the job and wonder what to do about these kinds of situations. You just went to find your supervisor to ask, and you were told she went home because of an emergency. You know that customer satisfaction is number one, and all those other slogans—*the customer is always right; you are here to please; don't let the customer down*—are very important. You will just have to find some answer to this problem.

2 . Set the scene for the players. Mr. Richards needs a pair of pink (no other color will do) ballet shoes in size 4. The store has no pink shoes left in size 4 or 3, but there is a size 5 available. You have black and even a pair of orange shoes in size 4. Instruct the players to follow the roles written out for them on their cards.

1. *Conduct Role Play Situation 2 (20 minutes).*

2. *Continue with the activity, "Setting Reasonable Limits" (15 minutes).*

3. After the role play, have the players summarize or read what was on their cards. Ask the entire group the following questions:

   - How well did the players stay in character?
   - What did the employee do to help Mr. Richards feel better about his dilemma? Did this diffuse the situation? If so, how?
   - How did the employee show that he listened to Mr. Richards?
   - What, if any, hot buttons were pushed? If they were pushed, how were they acted on or diffused?
   - Did the employee show that Mr. Richard's problem was his problem? If so, how was this done? Did this help? If so, how?
   - Was this problem solved creatively? If so, how?
   - Would you have done anything differently as an employee? If so, what?

1. Facilitate the next exercise, "Setting Reasonable Limits" (5 minutes).

2. Show the video through the next scenario, "Handle with Care."

Setting Reasonable Limits

1. Ask the group if they have limits as to what is acceptable behavior from hostile customers? If so, what are they? Record the group's responses on the flip chart.

2. Ask the group if they have discovered methods and techniques that will help bring a hostile customer back into a respectful relationship with us?

3. Show the video through the end of the scenario, "Handle with Care."

1. Continue by asking the questions in "Questions for Reflection" (15 minutes).

2. Show the experts' comments regarding this scenario. Stop the video when the screen shows the title, "Safety First."

3. If using the shortened training, continue to show the video through the next scenario, "Help."

Questions for Reflection

1. What could Nancy have done to alleviate this problem before Jamal arrived at her company?

2. What emotional posture was Nancy taking in communicating with Jamal? How is this attitude not helpful? How could she have averted her position?

3. Did Nancy ever recognize Jamal's position? If not, why not?

4. How might Nancy have engaged Jamal in helping to find a solution? Could this solution have been initiated even before Jamal arrived at Nancy's? If so, how and when?

5. What does it mean to put your best foot forward in this situation? How can you go the extra mile for the customer? How does this require some creativity on the part of the employee?

4. If using the longer training, continue with Role Play Situation 3 after hearing the comments (20 minutes).

Role Play Situation 3

1. Ask for two volunteers to play the roles of Nancy and Jamal, and one volunteer to play any other role that may be needed. Ask these players to leave the room. Make certain that they can't hear voices from the room in which training is taking place.

2. After the volunteers leave the room, ask the group to generate a list of ways Nancy could have handled the problem of not having Jamal's boxes. Record the group's ideas. Some possible suggestions may be:
   - Nancy should have called Jamal to tell him about the late delivery of the boxes.
   - When Nancy found out the boxes could not be delivered she worked with the distributor to find a way to fill Jamal's order.
   - Nancy tells Jamal the problem, and that she will help him in any way she can. She calls the customer whose boxes are already in.
   - Nancy just found out about Jamal's boxes minutes before he arrives, and she goes to her supervisor to find a way to help Jamal.
   - After finding out about the late arrival of the boxes, and not finding another way to get the boxes, she calls Jamal's supervisor.

3. Have the group agree on two or three different scenarios they would like the volunteers to role play. The third volunteer can play Jamal's supervisor, the manager at the distribution company, Nancy's supervisor or any other individual the group's suggestions may indicate.

4. Bring in the volunteers, and present the first scenario they would like to see acted out. Have them continue until all the scenarios are acted out.

5. Facilitate the entire group in a discussion using the following questions:
   - What were the positive results of each of the scenarios? What were the drawbacks of each? Were any problematic? If so, why?
   - How did Nancy's efforts help Jamal? Which of the suggestions were most helpful?
   - How many individuals are really involved in this problem? How must each individual take responsibility for the problem? Whose role is it to facilitate the problem and find a solution for it? How does creative customer service problem solving help guarantee that your customer will appreciate your effort and come back for return business?

1. *Conduct Role Play Situation 3 (25 minutes).*

2. *Continue with the activity, "Safety First" (10 minutes).*

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Safety First

1. Ask participants to brainstorm times when it is necessary to bring in assistance to work out a customer's problem.

2. As you record the group's ideas, ask them to identify the emotions they may be feeling under the circumstances they are describing.

3 . Introduce the last scenario of the video, "Help!"

Questions for Reflection

1. How did Tracy manage to stay detached from Mr. Leonard's anger?

2 Did Tracy know his hot button? What was it?

3. Why is it important to know your hot buttons?

4. What other replies could Tracy have made to Mr. Leonard that would have been equally effective? What replies might have escalated the situation even more?

5. Is Tracy's choice of calling in a supervisor a good one? If so, why?

Role Play Situation 4

1 . Ask for three volunteers, one to play Mr. Leonard, one to play Tracy and the third to play Tracy's supervisor, Ms. Bonacontra. Give each volunteer his/her respective card.

1. *Facilitate the next exercise, "Safety First" (10 minutes).*

2. *Show the video through the last scenario, "Help!."*

1. *Continue by asking the questions in "Questions for Reflection" (10 minutes).*

2. *Show the experts' comments regarding this scenario. Stop the video at the end of the comments.*

3. *In the shortened training continue to the Summation activity.*

4. *In the longer training precede to Role Play Situation 4 (10 minutes), and then continue on to the Summation activity (15 minutes).*

Mr. Leonard

You are furious about this bill and the fact that you now have been charged a penalty fee. You are also angry that this guy Tracy doesn't care about your problem. He probably doesn't know how to fix it. You are looking forward to giving the supervisor a piece of your mind. You could sue. You are so angry you could take this place apart. These people are a bunch of incompetents. You are going to get this taken care of. There is no question about it.

Tracy

You don't know what this guy's problem is. He pushed my button when you were trying everything you knew to help him. You gave him your name, told him you would like to help him, explained that you would be upset if you were in his place. You don't know what to do. Besides, you know he has pushed you about as far as you can go. It's taking everything you can do to stay calm. This is one time **you know you can't** satisfy the customer.

Ms. Bonacontra

You know that Tracy is an excellent employee. He usually can handle difficult customers. You realize this situation with Mr. Leonard must be unusual. After hearing about what has transpired between Mr. Leonard and Tracy, you aren't quite certain how you feel about talking with Mr. Leonard. However, you realize that Tracy shouldn't continue on his own with Mr. Leonard. You've heard of difficult situations like this from other people. You want to make certain that you are safe. Customer satisfaction is very important, but so is your well being.

2 . Ask the volunteer who is playing Mr. Leonard to leave the room after he has read his card. Tell him you will come and get him after Tracy talks with his supervisor. Advise Ms. Bonacontra that she may be creative and select any other participant in the group to be an employee of her team.

1. *Conduct Role Play Situation 4 (15 minutes).*

2. *Continue with the Summation exercise (15 minutes).*

3. *Have Handout 1 ready for distribution.*

3. Ask the player who is taking Tracy's role, to begin the role play by explaining to his supervisor what has just happened with Mr. Leonard. Begin the role play. When Tracy has explained the circumstance, and Ms. Bonacontra has decided on how she will approach Mr. Leonard, have him return to the room.

4. Continue the role play until its conclusion.

5. Ask the following questions of the volunteers in the role play, and of the entire group:

   - (To Ms. Bonacontra) What were your feelings when you first read your card? How did you decide how you would handle Mr. Leonard? How do you think you did with him? What did you learn by playing this role?
   - (To Tracy) How did you feel turning this problem over to your supervisor? What do you think is most important to communicate when you are asking someone for help? Did you feel that Mr. Leonard would be as volatile with Ms. Bonacontra as he was with you? How did you know this? Should you have joined Ms. Bonacontra as she talked with Mr. Leonard? Why, or why not?
   - (To Mr. Leonard) How did Ms. Bonacontra make you feel? Why did you feel like this? Was there anything she did that made you feel that she was listening and willing to help? Was there anything she did that upset you even more?
   - (To the entire group) What would you have done in this situation? What are the things that you can do when you don't know what to do, or feel that you are in physical danger?

6. Pass out Handout 1 as you begin the Summation.

Summation Exercise

1 . Go through the points on Handout 1, "Safety First: Knowing When to Ask for Help."

Safety First: Knowing When to Ask for Help

Points to Remember

- The only way you can consistently meet your customers' needs is by always striving to earn their respect.
- Respect is a two-way street, and sometimes your best efforts fail.
- You have a right and an obligation to put your emotional and physical safety first.
- No one benefits from confrontation—not the customer, the employee or the organization.
- Once initiated you are the person responsible for not continuing the confrontation.
- You are responsible for helping the customer get past his/her anger or frustration.
- There may be times when you are required to politely remove yourself from an encounter and to get another person (manager, supervisor or coworker) to help you.
- Caring about your customer means having respect for their feelings and also your own.
- Choose respect for yourself and your customer.

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2 . Pass out and go through the points on Handout 2, "Choosing Respect Through Customer Service."

Choosing Respect Through Customer Service

- ✓ Greet the customer respectfully. A friendly greeting, a pleasant smile, an extended handshake (if it is expected or required), help tremendously to make a person feel that you are acknowledging them.
- ✓ Listen to the customer's concerns. Listen to what is being said, and paraphrase when necessary, especially if something isn't clear.
- ✓ Practice being empathic. Attempt to *walk in the customer's shoes.*
- ✓ Don't ever patronize the customer. Explain services and policies in clear language. Ask if you are making yourself clear.
- ✓ Be calm and polite to customers, even when they are upset.
- ✓ When necessary find creative and alternative solutions to customers' problems. Follow up on unresolved issues.
- ✓ Learn your hot buttons, and how to control your own emotional reactions when they are pressed.
- ✓ Learn to look for your customers' hot buttons.
- ✓ Choose respect for your customer.

3 . Show the conclusion of the video.

4. Conclude the training by having participants consider the following:

- The most important method or technique they personally learned about diffusing customer hostility.
- The most significant new piece of information they gleaned from the video.
- How the video and training helped them think differently about themselves and about their customers.

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The Respectful Workplace

Safety First: Knowing When to Ask for Help

Points to Remember

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- Choose respect for you and your customer.

The Respectful Workplace

Choosing Respect Through Customer Service

> Greet the customer respectfully. A friendly greeting, a pleasant smile, an extended handshake (if it is expected or required), help tremendously to make a person feel that you are acknowledging them.

> Listen to the customer's concerns. Listen to what is being said, and paraphrase when necessary, especially if something isn't clear.

> Practice being empathic. Attempt to walk in the customer's shoes.

> Don't ever patronize the customer. Explain services and policies in clear language. Ask if you are making yourself clear.

> Be calm and polite to customers.

> When necessary find creative and alternative solutions to customers' problems. Follow-up on unresolved issues.

> Learn your hot buttons, and how to control your own emotional reactions when they are pressed.

> Learn to look for your customers' hot buttons.

> Choose respect for your customer.

Man Requesting Forms

You want a permit. You can't get it before you get off of work at 4:30 P.M. The agency that issues the permit closes at 5:00, and you are certain that you can get there in 15 minutes or so. You hope that you can take care of getting the permit today, but you are resigned to the fact that you may have to fill out the forms and bring them back tomorrow or the next day. However, you are prepared to pay for the permit today. **In fact, you really do want this permit today.**

Program 2—Role Play Situation 1 Cards

Agency Employee

It has been a full day and you are looking forward to getting off of work at 5 P.M. You hate to see people walking in the door after 4:30 because that means that they still might be at your station come 4:45, and you have a few last minute details to put in order before you leave for the day. You never have been able to understand why the agency doesn't lock the doors at 4:45. However, you have just gone through a customer satisfaction program, and you know the customer has rights, and that there are some days when you have to put your own feelings aside and meet the customer's needs. You've even been thinking about how you can approach your supervisor with some changes in the building permit forms. You realize that it is almost a miracle for a person to fill them in correctly. You want to help this customer as best you can.

Program 2—Role Play Situation 1 Cards

Mr. Richards

You've been playing golf with your boss, a client from out of town and one of the members of your team. The day has been horrible. One of your golf balls landed in the sand trap, another in the moat, and a third got lost in the woods surrounding the ninth hole. You hate these golf outings. They aren't fun. The boss, your coworker and even the client poked good-natured fun at you during lunch. You aren't looking forward to dinner with these guys, but they are coming to your house. To top it off, you called your wife at lunch and she is still fuming about having to cook dinner, your young son is sick, and your daughter needs pink ballet shoes for her first dance class tomorrow afternoon. Your wife can't get them because she has to cook dinner. Instead she asked you to stop at the local dance supply store to get them, after you drop off your client at the hotel. They are on sale. They must be pink. On the way to the store, you discover that you left your wallet, with your money and credit cards, in the locker back at the golf course. You have to run back to get your client in a half hour and call your team member who stayed on at the club for drinks to ask him to get your wallet. Plus, you can't go home without those shoes.

Program 2—Role Play Situation 2 Cards

Employee

You can't believe the way these ballet slippers have sold since the store ran an ad. You are out of all kinds of different colors and sizes. You feel a little panicked because you aren't going to be able to meet all the requests that are being made. You wonder how many kids can be taking ballet lessons in this town? You are new on the job and wonder what to do about these kinds of situations. You just went to find your supervisor to ask, and you were told she went home because of an emergency. You know that customer satisfaction is number one, and all those other slogans—*the customer is always right; you are here to please; don't let the customer down*—are very important. You will just have to find some answer to this problem.

Program 2—Role Play Situation 2 Cards

Mr. Leonard

You are furious about this bill and the fact that you now have been charged a penalty fee. You are also angry that this guy Tracy doesn't care about your problem. He probably doesn't know how to fix it. You are looking forward to giving the supervisor a piece of your mind. You could sue. You are so angry you could take this place apart. These people are a bunch of incompetents. You are going to get this taken care of. There is no question about it.

Program 2—Role Play Situation 4 Cards

Tracy

You don't know what this guy's problem is. He pushed my button when you were trying everything you knew to help him. You gave him your name, told him you would like to help him, explained that you would be upset if you were in his place. You don't know what to do. Besides, you know he has pushed you about as far as you can go. It's taking everything you can do to stay calm. This is one time **you know you can't** satisfy the customer.

Program 2—Role Play Situation 4 Cards

Ms. Bonacontra

You know that Tracy is an excellent employee. He usually can handle difficult customers. You realize this situation with Mr. Leonard must be unusual. After hearing about what has transpired between Mr. Leonard and Tracy, you aren't quite certain how you feel about talking with Mr. Leonard. However, you realize that Tracy shouldn't continue on his own with Mr. Leonard. You've heard of difficult situations like this from other people. You want to make certain that you are safe. Customer satisfaction is very important, but so is your well being.

The Respectful Workplace

Redefining Workplace Violence

Program 3

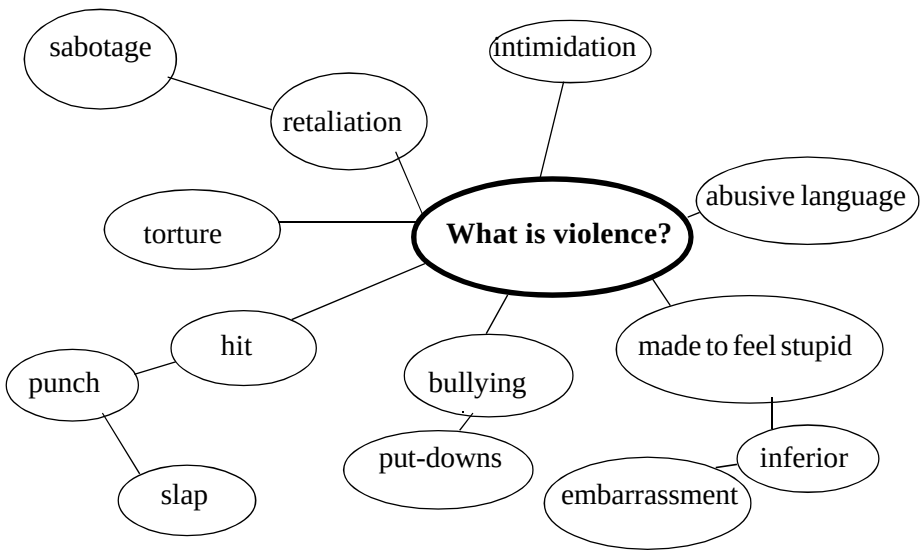
Managing Harmony

Pre-Viewing Activity

1. Introduce this activity by explaining that when people hear the word violence, they quite often associate it with physical violence. However, violence can be much more.

2. Create a word-association web with the question "What is violence?" written in the center of the web.

Webbing is a lateral thinking process that allows participants to brainstorm ideas on a particular idea or topic. Encourage participants to work off each of the words presented. Create a web similar to the one below. As words are suggested try and keep "physical" definitions from "psychological" definitions. This will assist participants in clearly seeing the extensive dimensions of violence.

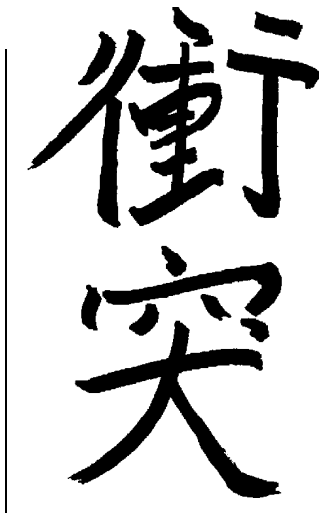


3. After the word web is completed ask participants to discuss the feelings and emotions that people have when violence is perpetrated against them. Collect these words as you hear from different individuals. A list generated might look like the one below:

- harassed
- insecure
- intimidated
- powerless
- protective
- rebellious
- suspicious
- uncomfortable
- withdrawn

1. *Pre-viewing Activity (20 minutes)*

2. *Show the entire "The Respectful Workplace" Program 3: Managing Harmony video (26 minutes).*



4. Ask the question, "If these are the feelings and emotions that a person has when they work in a hostile environment, what is the cost to the organization?" If participants offer, allow them to talk through their experiences. As individuals share ideas, more than likely, a list of human and financial costs resulting from violence will materialize. A list similar to the one below may be generated.

   - disruption
   - high attrition rate
   - lawsuits
   - lost productivity
   - low self-esteem
   - sabotage
   - low morale
   - work slow down

5. Introduce the video, *Managing Harmony*. Indicate that what they are about to see deals with:

   - Recognizing the potential causes of violence in the workplace.
   - Methods and techniques that help diffuse difficult and potentially hostile situations.
   - Communication and strategy skills that promote harmony within the workplace.

6. Show the video in its entirety. Rewind after completion.

Show "Managing Harmony."

The Roots of Discord

1. Ask the group to respond to what they saw in the video. Direct discussion to consider the questions below:

   - How are acts of violence possible and probable in the workplace?
   - What was the most revealing thing that you learned about workplace violence in the video?

2. Divide the participants into three groups and assign one question to each group for exploration:

   - What leads people into destructive conflicts?
   - What makes small disagreements escalate into major battles?
   - What happens to individuals, teams, departments and organizations that are under the stress of violence?

3. Have participants share the results of their small-group discussions. Tell the group that they will now have an opportunity to compare their observations with those of the experts in the video.

After the showing of the video continue with the Exercise, "The Roots of Discord" (20 minutes).

4. Show the video up to the first scenario, "Do the Right Thing."

The Double-Sided Personality of Conflict

1. Indicate that as the video comments implied, conflict is extremely complex, hurtful and harmful, as well as devastating to the organization. However, conflict does have two sides: positive/constructive and negative/destructive.

2. Continue this line of thought by saying that conflict naturally disrupts the normal processes in which people are engaged. If it is dealt with in this initial stage, it has the potential to be positive. If it is ignored, it is certain to eventually escalate and be destructive.

3. Have the group brainstorm the negative results of conflict when it is ignored or not approached in a constructive way. Collect a list of these negative results (i.e., name-calling, walking out, putting up road blocks) and begin creating a column as the one illustrated below. Remind participants that these types of conflictual behaviors slow down or halt the process.

Negative Results/Actions	Positive Results/Actions
• Ordering, threatening, judging, name-calling.	Take down roadblocks—don't order, threaten, or judge. Act respectfully.
• Blaming the other person.	Practice stepping back and being in the other person's shoes. Practice empathy.
• Taking control. Win-lose situations.	Practice sharing control, ideas, problems and concerns. Win-win situations.
• Ignoring or demeaning others.	Practice tolerance and acceptance of others.
• Unfair words and gestures.	Practice awareness of words and actions that are inappropriate and hurt.
• My way is the only way.	Learn to state your interests, not positions.
• Dumping on others.	Practice dumping elsewhere. Do something to alleviate being upset.
• Thinking you can handle every-thing yourself.	Learn that some situations require help—a mediator or facilitator.

4. Next to each negative result ask participants to generate ways of relating to individuals and groups that would allow for more positive conflict encounters.

Show the video from the beginning up to the first scenario, "Do the Right Thing."

1. *Continue with the activity, "The Double-Sided Personality of Conflict" (20 minutes).*
2. *Prepare Handout 1 for this activity.*
3. *Proceed to show the scenario, "Do the Right Thing."*

5. Pass out Handout 1, "Two Sides of Conflict" and compare the group's list to those actions presented in the handout. Emphasize that it is very possible that you can have one person acting out a negative action, and another acting out a positive action and you still have potential for conflict. The reason is that these actions and beliefs become *positions*.

6. Explain that dealing with conflict comes with breaking down the wall that separates these two positions. This requires looking at our *interests*, not our *positions*.

7. Stress that the way that the wall can be broken is through practicing and learning new communication and interpersonal skills.

8. Tell the group they are about to see two different ways of acting on one issue. While one person is attempting to take total control, the other is wanting to share it. The conflict lies in the inability of each person to see and hear the other person's position, and in both parties viewing their conflict in terms of their positions, not their interests.

9. Show the scenario, "Do the Right Thing." Stop the video after the completion of the scenario.

Questions for Reflection

1. What is the reason for this conflict between Rick and Christy? What do you feel about the position that each has about how to best carry out a reduction in force?

2. What could they be doing differently than what they are doing now?

3. What skills would be helpful for each of them as they deal with this trying time in the organization?

4. How might the organization's position and values not be clear to Rick and Christy? Do you think the organization has a policy about how employees should be treated? Why or why not?

Role Play Situation 1

1. Ask for two volunteers to role play the Rick and Christy scenario to a different end. Indicate that this role play finds Rick and Christy tackling the same subject, but after they have participated in a conflict-resolution seminar. They now have new skills to help them in approaching this problem differently.

2. Give each volunteer the appropriate card describing his/her role.

1. *Continue by asking the questions in "Questions for Reflection" (15 minutes).*

2. *Show the experts' comments regarding this scenario. Stop the video when the screen shows the title, "What Do We Stand For?".*

3. *If using the shortened training, continue to show the video through the next scenario, "The Review."*

4. *If using the longer training, continue with the Role Play Situation 1 (20 minutes).*

Rick

You are still very upset with the company's downsizing. You feel that everyone is tense and in the dark. It is your opinion that those most affected by a problem should help solve it. You accept that some people will have to leave, but you want them to leave with dignity and being prepared and feeling good about the downsizing process. You also want the company to think about helping these people find other jobs. You can't believe they haven't thought of this. You know that Christy could be helpful in having management see this downsizing process in a new light. You've approached her in the past but it was useless. However, you've just attended a conflict-resolution seminar and you realize that there is value in an honest two way dialogue. You also realize you haven't been very good about asking questions of the other person, using "I" statements, paraphrasing what the other person said in order to check out what you heard. Most importantly you've never moved the discussion into a problem-solving mode, viewing your interests instead of your positions. You would like to try that.

Christy

You are upset by the downsizing, but you know it needs to be done. Therefore, you have decided to talk with each person in your department who is being asked to leave. You elected to do this prior to their receiving their pink slips. It is very painful for you to do this, and you are upset with people like Rick who feel that you are cold-hearted about this.

You know that Rick is a good guy, but he is too soft. He could never get this task done. You dread talking with him about this, but since he asked, you will do it. You just participated in a conflict-resolution seminar, and perhaps there are some methods you learned there that could be helpful in this situation. You also realize that you haven't been very good about asking questions of the other person, using "I" statements, paraphrasing what the other person said in order to check out what you heard. Most importantly you've never moved the discussion into a problem-solving mode, viewing your interests instead of your positions. You would like to try that.

3. After the volunteers have read their cards, have them begin their discussions. Explain to the group that they are now seeing a follow-up meeting to the one they saw in the video. Rick has asked that he and Christy talk about downsizing one more time.

1. *Conduct Role Play Situation 1 (20 minutes)*

2. *Continue with the activity, "What Do We Stand For" (15 minutes).*

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4. Allow time for the volunteers to act out the role play.

5. Facilitate a discussion following the role play. Ask the following questions:

   - (To Rick and Christy) How did you feel about playing a role that allowed you to listen to the other person and to use specific communication skills? What was difficult in acting out this role? Was anything easier than you thought it would be?
   - (To the entire group) What things did Rick do that were particularly helpful? What things did Christy do?
   - What communication skills used were particularly helpful?
   - What might be the next steps for Rick and Christy in this new dialogue?
   - What role should an organization have when initiating a downsizing process? What does an organization have to rely on during such a trying time?

6. Announce to the group that the next activity, "What Do We Stand For?" deals with organizational values.

What Do We Stand For?

1. Lead the group in a brainstorm to uncover the organization's values. Ask the following questions:

   - What values does this organization have? How do we know we have these values? Who are the guardians of these values?
   - How do these values support a respectful workplace? Are there some values that are missing that would be helpful to building a mature, healthy, supportive and respectful workplace?

2. Discuss how an organization may be vulnerable when it does not clearly define its values. Consider the legal liabilities.

3. Tell the group that the next segments of the video deal with organizational values and the question of legal liability. The video will continue through the next scenario, "The Review." Ask the group to watch for what they think is valued or not valued by the organization in this scenario.

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1. *Conduct the activity, "What Do We Stand For?" (15 minutes).*

2. *Follow by showing the video through the next scenario, "The Review."*

Questions for Reflection

1. How was it clear that Joan did not value Denny's experience?

2. What do you suppose the organization's values are in regard to experience? To the older worker? To the way teams or departments should function?

3. Was Denny acting defensively? How do you know?

4. What different ways could Joan have approached her dilemma with Denny?

5. How does Joan regard herself?

6. What are some of the possible ways Denny will be acting at work after this exchange with Joan?

Role Play Situation 2

1. Ask for two volunteers to play the roles of Denny and Joan.

2. Give each player a card, and ask them to try and put aside the scenario they saw on the video. Have them read their new situation cards.

1. *Continue by asking the questions in "Questions for Reflection" (15 minutes).*

2. *Show the experts' comments regarding this scenario. Stop the video when the screen shows the title, "Mediating Disputes."*

3. *If using the shortened training, continue to show the video through the next scenario, "The Schedule."*

4. *If using the longer training, continue with the Role Play Situation 2 (20 minutes).*

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Denny

You are feeling a little uneasy. You have been with this company for more than 14 years, and now you are working with a new supervisor. You suspect that she doesn't really know much about what this company does, but she does have an advanced degree and probably knows some things. However, realizing that she does have some skills doesn't help your feeling of inferiority. In fact, having her move into this position instead of someone who has been with the company for a longer period of time, only points to the way that the organization doesn't value its experienced workers. You are going to go about doing your job as best you can. Nonetheless, you are hurt, and you are angry. In fact, you are very angry.

Joan

You had a terrible dream the other night. You dreamt that you gave Denny a review of his work, and that he lost control. You realize that he isn't measuring up to some of the tasks that the team is performing. You need to confront him on these matters. What should you do? You consider that he has been around for fourteen years. Maybe he has a point of view about what needs to be done and not done. He must have a good amount of experience, not to mention history of the company. You know that there is a value there. You decide that you are going to approach him as a partner in working out his deficiencies. You remember that you learned some valuable methods of communication and conflict resolution in your M.B.A. program. This is a time to practice them.

3. Tell Joan and Denny that they are meeting at the request of Joan who has initiated the meeting. Joan needs to take the lead on starting the role play.

4. Allow the volunteers to play out their roles.

5. Facilitate a discussion about the role play. Include the following questions:
   - What did Joan do to support Denny? How was it clear that she was respectful of his experience?
   - What did Joan do to diffuse Denny's attitude?
   - How did Joan's approach help move the organization forward?
   - What are the next steps that Denny and Joan can take?

1. *Conduct Role Play Situation 2 (20 minutes)*

2. *Continue with the activity, "The Organization and Mediation" (20 minutes).*

The Organization and Mediation

1. Divide the participants into three groups. Have each of the groups discuss one of these three categories:
   - The Mediator: Roles, Skills and Roadblocks
   - Organizational Responsibilities in the Mediation Process
   - Alternatives in the Mediation Process
2. Pass out Handout 2, "The Organization and Mediation."

The Organization and Mediation

Questions that Should be Explored

The Mediator: Roles, Skills and Roadblocks

- Who should assume the role of mediator during disputes?
- What are the skills that are necessary for a mediator to have?
- What is the role of a mediator in a workplace dispute?
- When is this role most likely to fail?
- What must happen for the role to succeed?

Organizational Responsibilities in the Mediation Process

- What steps must organizations take to ensure the development of a respectful workplace?
- What types of policies need to be discussed and put in place?
- How should employees be involved in determining those policies?
- What mechanisms need to be in place to assure that everyone knows about the policies?
- How should complaints be handled?

Alternatives in the Mediation Process

- Should all mediation be handled within the organization? If not, why not? What are the advantages of having an outside mediator?
- What role does education have in the mediation process?
- How can training be an alternative to the mediation process?
- What others alternatives are available for mediation?

3. Instruct each group to discuss their specific questions. If questions arise during the discussion, encourage them to present them during the full group discussion.

1. *Continue with the activity, "The Organization and Mediation" (20 minutes).*
2. *Have Handout 2 ready for distribution.*
3. *Follow activity by showing the video up to the card, "Levels of Conflict."*

4. Have the subgroups share their insights and questions with the entire group.

5. Show the video up to the card, "Levels of Conflict." Have the group compare their ideas and observations with those of the experts in the video.

Levels of Conflict

1. Refer back to the Pre-viewing Activity, Program 1, page 7. Ask the group how an organization might respond to each of these different levels of violence.

Help the group see that each of these acts of violence is serious and policies, investigative formats, and follow-up procedures need to be in place in order to deal with them.

2. Have the group brainstorm the types of behaviors that may be exhibited by an individual who is under stress and may be prone to acting out violently. These answers may include:

   - regularly irritated
   - argumentative
   - emotional outbursts
   - mood swings
   - bullying
   - signs of alcohol or drug abuse
   - threatening others

Stress that these are possible behaviors, not a complete list. Caution that they are looking for unusual and new behavior changes for a person, not stereotypical behaviors.

1. *Continue with the activity, "Levels of Conflict" (15 minutes)*

2. *Continue to show the video through the scenario, "The Schedule," and stop after the experts' comments on the scenario.*

3. *Continue to the Summation activity (15 minutes)*

3. Ask the group to discuss what an individual should do in a work situation when they are confronted with violence and don't know how to handle it? Help the group see that where possible, the best response is: get help.

4. Introduce the last scenario by saying that Sue was in a similar situation. She was confronted with a situation she did not know how to handle. She did the right thing. She went for help.

5. Show the video through the end of the scenario, "The Schedule" and comments by the experts on the scenario.

Summation

1. Emphasize that every person has the right to a safe workplace. In order to have a respectful workplace there are certain factors an organization needs to consider. Pass out Handout 3, "Criteria for a Respectful Workplace." Go over all of the points on the handout.

Criteria for a Respectful Workplace

- Continuous education and training in the areas of conflict resolution, communication and human relations skills.
- Zero tolerance for discrimination, harassment and prejudicial acts of any kind.
- Zero tolerance for any volatile, hostile or violent act against others, their property or the property of the organization.
- Concise, clear organizational values that respect and acknowledge the dignity of every employee.
- Written policies, investigative format and follow-up procedures for any act of violence committed by one employee against another.
- Negotiation and dialogue processes that allow for human mistakes, misjudgments and errors.
- Avenues for dispute resolution that are valued and trusted by all employees.
- Provision for allowing time to mourn and heal in the unfortunate event that an act of violence occurs in the workplace.

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2. Show the video through the end.

3. Ask the group to consider what they will be doing differently in order to promote a harmonious workplace. Ask them to be specific. Their suggestions might include:

   - practice better listening skills
   - get training on mediation processes and conflict resolution techniques
   - begin a dialogue on organizational values

Discuss how they might go about making these changes, and how they envision that these changes will affect the workplace.

4. Thank the group for participating in the training.

The Respectful Workplace

Managing Harmony

Two Sides of Conflict

Negative Results/Actions	Positive Results/Actions
• Ordering, threatening, judging, name-calling.	Take down roadblocks—don't order, threaten, or judge. Act respectfully.
• Blaming the other person.	Practice stepping back and being in the other person's shoes. Practice empathy.
• Taking control. Win-lose situations.	Practice sharing control, ideas, problems and concerns. Win-win situations.
• Ignoring or demeaning others.	Practice tolerance and acceptance of others.
• Unfair words and gestures.	Practice awareness of words and actions that are inappropriate and hurt.
• My way is the only way.	Learn to state your interests not positions.
• Dumping on others.	Practice dumping elsewhere. Do something to alleviate being upset.
• Thinking you can handle everything yourself.	Learn that some situations require help—a mediator or facilitator.

The Respectful Workplace

Managing Harmony

The Organization and Mediation Questions that Should be Explored

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The Respectful Workplace

Managing Harmony

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Program 3—Role Play Situation 1 Cards

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Program 3—Role Play Situation 2 Cards

Joan

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Program 3—Role Play Situation 2 Cards