

## CONFLICT INTERVENTION & TRANSFORMATION FOR LEADERS COURSE DESCRIPTION

Tish Robinson  
Professor, Hitotsubashi University  
probinson@ics.hub.hit-u.ac.jp

### COURSE DATES

<b>CLASS TIMES BY TIME ZONE</b> <b>OCTOBER 5 – DECEMBER 1, 2024</b> <b>Clocks change in <u>USA : November 3, 2024</u>. Please note dates in yellow!</b>		
LOCATION	BEFORE CLOCKS CHANGE IN NORTH AMERICA NOV. 3, 2024	AFTER CLOCKS CHANGE IN NORTH AMERICA NOV. 3, 2024
Vancouver (Canada)	SAT 10/05 - 11/02: 16:00 – 20:00 PDT	SAT 11/09 – 11/30: 15:00 – 19:00 PST
San Jose (Costa Rica)	SAT 10/05 - 11/02: 17:00 – 21:00 CST	NO CHANGE
Monterrey (Mexico)	SAT 10/05 - 11/02: 18:00 – 22:00 CDT	SAT 11/09 – 11/30: 17:00 – 21:00 CST
New Haven/ New York (USA)	SAT 10/05 - 11/02: 19:00 – 23:00 EDT	SAT 11/09 – 11/30: 18:00 – 22:00 EST
Santiago (Chile)/ Sao Paulo (Brazil)	SAT 10/05 - 11/02: 20:00 – 24:00 BRT/ CLST	NO CHANGE
Hong Kong / Shanghai (China)	SUN 10/06 - 12/1: 07:00 – 11:00 HKT	NO CHANGE
Tokyo (Japan)/ Seoul (Korea)	SUN 10/06 - 12/1: 08:00 – 12:00 JST/ KST	NO CHANGE

### ZOOM LINK:

Zoom Link: <https://zoom.us/j/99263965817?pwd=R0JrcGFTeWITb2RUTjR0aJJTzBzQT09>  
Meeting ID: 992 6396 5817  
Passcode: 24FALLSNOC

## COURSE DESCRIPTION

Most managers find conflict at work to be very uncomfortable. Why? Because often we don't know how to intervene to support team members to resolve their conflicts. Interpersonal conflict arouses feelings, opinions, and decisions that may be uncomfortable to deal with. However, the best time to catch conflict is early, before it escalates. Often team members just need a little support to discuss the conflict and come to their own solutions. And frequently, conflict can be transformed into stronger relationships, or a more open culture, better communication, and increased innovation. That's where this course comes in. While other courses focus on dealing with your own conflicts, this course helps you as a leader step in and facilitate conversations to repair relationships and transform interpersonal conflict among their team members.

Using skills and structures that have proven successful in millions of interpersonal conflicts, you will learn to intervene more skillfully in conflicts across culture, functional expertise, gender, age, sexual orientation, and work style preferences, among others. This experiential course will provide you with the leadership and EQ skills, structure, and practice to support your team to resolve work-related conflicts, repair relationships, and feel heard. Through learning by doing, you will learn and hone managerial skills that should be part of every leader's toolbox.

We will work in small groups of 3-4 people to apply EQ skills and techniques to real workplace conflicts through role-playing conflicts that commonly occur on diverse teams. As the course progresses, you will have the chance to bring (disguised) conflicts of your own to work on in class. Along with developing and polishing useful conflict resolution skills, you will also leave this course having gotten to know some very interesting people!

## LEADERSHIP AND THE VALUE PROPOSITION OF THIS COURSE

Why should these skills be in every leader's tool kit? This course proceeds on the following premises:

- Leaders get things done through their subordinates,
- Most work in the corporate world is done in teams, and
- Increasingly these teams are global and virtual.

So, the ability to effectively lead teams of diverse people through conflict is a deciding factor in today's global business world. The average manager spends **25-40%** of their time dealing with conflict: that's **1-2 days/ week!** (Washington Business Journal, May 2005). The biggest interpersonal challenges facing diverse teams often take the form of thought diversity: disagreements, misunderstandings, or different cultural (national culture, corporate culture, team/functional culture, etc.) approaches to doing work. The late Sigal Barsade's research at Wharton has shown that diverse teams are among both the most and least innovative teams. The more diverse your team is, the greater their potential for innovation, but also the greater their potential for conflict. So this course aims to help you intervene and transform that conflict into connection.

This conflict intervention and transformation skills in this course have been proven to be 85% effective across over 1 million interpersonal conflicts a year in the US, Singapore, Australia, UK, Europe and elsewhere around the globe. This course has been taught to managers at Facebook, Google, Instagram, LinkedIn, Tesla, Genentech, Apple, and elsewhere, who said in follow-up emails that these skills ended up to be some of the most valuable skills in their management toolbox.

## **LEARNING OUTCOMES**

The basic assumption underlying this course is that if your subordinates are in an interpersonal conflict, they are more likely to implement and sustain solutions that they have come up with themselves. Thus, while other courses in business school aim to hone your decision-making expertise, in this course, you are building leadership skills to empower others to make decisions, which here requires you to intentionally suppress your own expertise or advice, when the conflict, relationship, team morale, learning, or behavioral pattern is more important than making a quick decision. Changing your mindset to not be the decision-maker or expert is a huge challenge, and it is not unusual to find that the smarter you are or more expertise you have, the more difficult it is to change your identity as an expert. However, graduates of this course generally agree that the addition of these skills to their repertoire is worth this identity expansion, so we encourage you to remind yourself that empowering your subordinates to come to their own solutions is another kind of expertise and one of your many valuable skills. Diversifying your leadership tool kit makes you more agile and able to deal with interpersonal issues even at the highest levels of management (and life in general!).

Changing your mindset entails changing your identity to some extent, so this course takes an intentional learning approach. Intentional learning requires that you look at where you are, identify the skills you want to attain (here conflict intervention skills), and then assess your progress. To support you in this intentional learning endeavor, we provide an ungraded assessment opportunity at the beginning of the course and a graded assessment at the end of the course. For part of your final exam, you will be asked to watch your Pre- and Post- Training Assessment Videos and write a short reflection on your changes, observations and learnings.

Since every learner comes to this course with a different management philosophy, different leadership skills, different management experience, different English abilities, and so forth, everyone's learning experience is unique. Therefore, you are graded primarily on your attendance, participation, and reflections of your own learnings, to encourage you to reflect on how you can customize these best practices to your own national culture, industry culture, or corporate or functional culture, so they work for you.

While the general principles are grounded in evidence-based research and millions of successful mediations, the focus here is more on practice and experimentation to find out how to adapt these general principles to your culture to find out what works best for YOU.

Much of the learning takes place through practice and experimentation, so if you attend at least 90% of the sessions and actively practice speaking and facilitating, you will leave this course having honed useful skills that are part of every successful leader's tool kit, toward increasing the effectiveness of your team or workplace. You will also gain confidence to facilitate difficult discussions, through practice in dealing with common workplace conflicts, including conflicts due to: diverse work styles, team members dominating meetings, people feeling lack of acknowledgement, misuse of power, and differences in perspectives due to age, background or other forms of thought diversity. Finally, you will leave this course having gotten to know some very interesting people more deeply than you may know many of your colleagues in other courses.

## **SAMPLE TOPICS COVERED IN THIS COURSE**

- Day 1: Intentional Learning and Day 1 Assessment. Getting to know each other.
- Day 2: The Model, Foundational Skills, Opening Statements.
- Day 3: A. “What.” B. “Who”, Following the Disputant, C. “How”, D. “Why”
- Day 4: Building an Agenda, Generating & Assessing Options.
- Day 5: Customizing your skills to your own culture,
- Day 6: **Mid-Term Exam, with In-Class Video Assignment.** Dealing with Disruptive Behavior.
- Day 7: Dealing with your own Conflicts. Managing Anger.
- Day 8: When to Intervene. Review.
- Day 9: **Final Role Play (Final Exam).**

This course utilizes a simple check list called “What/ Who/ How/ Why” as a foundational checklist to help managers remember the most important things to listen for to help disputants feel heard, so that disputants can calm down enough to constructively problem solve and come their own solutions. This check list focuses on listening for: 1) “what” is important to each disputant, 2) “who” they are in this situation, 3) “how” they were impacted by the issue, and 4) “why” they were impacted that way, behaved that way, or feel this issue is important. Each of these check list items entails interventions and skills that are at the center of this course.

### **1. CREATING PSYCHOLOGICAL SAFETY & FRAMING THE CONVERSATION**

This module covers how leaders can create psychological safety and manage difficult behaviors in meetings such as interrupting, web surfing, trying to manipulate the team leader, etc. This module focuses on using validating, normalizing, and otherwise demonstrating respect and redirecting negative behaviors to move the conversation forward, while modeling respectful communication.

This module also illustrates how leaders can frame the conversation at the outset of the gathering to set expectations, explain their role in the conversation, set guidelines around respectful behavior and confidentiality (if necessary), get the disputants’ goals for the conversation, and promote neutrality. It concludes by emphasizing the importance of listening without interruption and reflecting back to the disputants so they feel heard.

### **2. THE “WHAT”: LISTENING FOR WHAT IS IMPORTANT TO DISPUTANTS**

This module covers how leaders can help employees feel heard regarding **what** is important to them about the issue. Feeling heard is the fastest, most effective way to help people calm down and be open to changing their perspective. Here, we introduce key skills for helping make team members feel heard. Once people feel heard, they are more willing to listen to others. Drawing on extensive research in psychology, team leaders support disputants to discuss conflict through active listening, paraphrasing, affect labeling, reframing, and mirroring.

### **3. THE “WHO”: WHO PEOPLE ARE IN THIS SITUATION**

This module shows how focusing on the people before focusing on the issue under dispute can de-escalate conflict and allow people time to come to new perspectives. Here, we introduce interventions to humanize the disputants to each other and to provide context for their actions. The module then introduces taking the conversation deeper with mirroring and open-ended questions about what people said, before jumping into the issues.

#### **4. FOLLOWING THE DISPUTANTS & GENERATING MOVEMENT WHEN YOU GET STUCK**

This module focuses on continuing to take the conversation deeper by following the disputants and also introduces generating movement techniques for when you get stuck and don't know how to proceed. Generating Movement interventions include asking disputants about their relationship before the dispute, their ideal image of the relationship in the future, as well as what things mean, and what things look like in action to each disputant, etc., and can also help put things in perspective for the disputants. This module concludes by discussing how to balance neutrality and equal opportunity to speak with going deeper with each disputant.

#### **5. THE “HOW”: SURFACING THE IMPACT OF THE DISPUTE ON EACH DISPUTANT**

This module explores how naming emotions calms disputants down. Neuroscience research using fmri equipment shows that negative emotions are defused or deactivated when labeled, especially when linked to the cause of the negative emotion.

#### **6. THE “WHY”: SURFACING UNDERLYING WANTS/ NEEDS/ AND VALUES**

This module surfaces each disputant's “Why?”, exploring why people behaved as they did, why they were impacted as they were, and why they value certain approaches to common issues and tasks, in terms of their underlying needs, wants or values (interests). Because the word “why” can often put the disputants on the defensive, the manager is better off using “what” statements, like “What was most important or upsetting about that to you?” “What made you do that?” “What's important about that to you?” in order to surface the underlying interests, which often take the form of wants, needs, or values.

#### **7. AGENDA BUILDING**

This module explores how the manager can reframe the issues in terms of the underlying interests and tie those interest-based agenda items to the disputants' complaints to get disputant buy-in to the problem-solving Agenda. This module explains how to create Agenda items that are actionable, balanced/ neutral, broad, and interest-based. The most effective agendas also often have at least one abstract item like communication, respect, appreciation, relationship, etc., and one concrete item, such as meetings, reports, or whatever the issue at hand is.

#### **8. SUPPORTING DISPUTANTS TO SOLVE THEIR OWN PROBLEMS, FOLLOWED BY REALITY-TESTING THE AGREEMENT**

This shares tools from Design-Thinking to empower equal voice and support disputants to come to their own solutions. This module then explores how managers might reality test disputant agreements, so that they are appealing, do-able, durable, understandable, and precise.

If you have questions, please feel free to email me at: [probinson@ics.hub.hit-u.ac.jp](mailto:probinson@ics.hub.hit-u.ac.jp). I always enjoy the interesting people who are attracted to this course and the sense of community and comradery that seems to evolve from it.

## **DAILY SESSION FORMAT**

After Day 1, each session will follow a basic routine that consists of the following activities:

- Pair exercises to review the previous day's focus.
- New skill and concept
- Practice with the new concept
- Application of new skills and concepts in a role play
- Debrief and Q&A.

## **A WORD ABOUT ROLE PLAYS**

Why role play? Role Plays give us a chance to learn by doing and to think through and practice how we might approach conflict, so we're not caught off guard when we experience disputes at work. The role plays we'll be doing are all based on real stories taken from past and current MBAs and EMBA's, based on things that commonly happen at work, so they are great preparation for real life.

In class, everyone will have a chance to co-facilitate as a Manager/ Facilitator every session. And you'll also be asked to play the role of the Disputants (one of the people in the dispute/ conflict), which is an opportunity to experience what your subordinates might experience, and see what is most effective as a recipient of facilitation.

As you do more role plays, you'll see that it's helpful for Disputants to actually get upset or angry because that's what really happens in conflict. So please don't hesitate to really get into conflict in the role plays as a Disputant! That's your job as a Disputant in this course! We know you are really nice, and that this is NOT you. It's ACTING! Maybe you can even have fun with being a difficult disputant :). If it helps you take on the role more, you don't have to use your real name when you're role-playing. Being a difficult Disputant helps us to prepare for those difficult co-workers in our lives, so we can learn better ways of doing things and try out new skills.

## **SKILLSETTER ACCOUNT---You need to purchase a Skillsetter account for the Mid-Term and Final Exams.**

- **Manual.** All cases and required readings will be provided free of charge. A course "Manual" with skills, exercises, and readings will be emailed to you **after Session 1**.
- **Skillsetter account.** You will need to purchase a Skillsetter account for this course, which costs about USD \$60. Skillsetter is a platform that allows you to watch a common team conflict scenario online and record your "intervention." You can then review your recorded intervention and compare it against a rubric, and re-record it until you meet all the rubric elements. You can see how it works at: <https://www.skillsetter.com/how-it-works>. You should receive an invitation from Skillsetter the first or second week of class, after the Drop-Add date. If Skillsetter is a financial burden for you, please email Tish, and I will look into a Skillsetter scholarship for you.

## **GRADING & ASSIGNMENTS**

Grading is comprised of **50%** participation (case preps, case debriefs, and needs assessment) and **50%** exams (including Skillsetters) and written/video assignments assignments, since the emphasis in this course is on EXPERIMENTING in trying new skills with others in class. If you attend Day 1, 90% of classes, and the final exam, prepare all the cases and complete all the Assignments, along with all of the activities and Role Plays, even unskillfully, you will receive at least a B. If you are absent more than 4 hours or are disruptive to other's learning in class or in Role Plays (for example, from being absent and letting down your team), you may earn a C or lower.

Hitotsubashi University ICS limits A's to 30%. **ATTENDANCE & PARTICIPATION COMPRISE 50%** of your grade.

- **PARTICIPATION & ATTENDANCE** (50% of grade): Participation is defined here as showing up in class and practicing facilitating with a working microphone and camera on. Since Session 1 is so important for setting up teams, **40% of your ATTENDANCE GRADE (20% of your total grade) IS AWARDED FOR SHOWING UP IN SESSION 1**. Please plan to join with your video ON, to count as participation, because this course relies on your full presence and participation, to maximize the learning experience for the group---here, learning is a group sport. You will learn the most by participating/ experimenting/ failing and trying again. Students who hang back and just watch make noticeably less progress and hold back the rest of the team. To improve, you need to speak and facilitate, make mistakes, and reflect and learn from them.
  - **SUPPORTING EACH OTHER**---The goal of conflict transformation is to connect. The goal of GNAM is to connect. You will receive points for collaborating and supporting your colleagues because this supports connection. Research shows that people do better in classes where they have friends and a collaborative attitude. Everyone in this course has different language levels and years of related work experience, so we will start off each facilitation by asking the facilitator what they would like to focus on in that facilitation. All levels of ability are welcome, we support each person where they are. You are graded on your improvement and your willingness to try the evidence-based skills in the course, not being the best in the class. And, after the class, you are encouraged to adapt this toolbox of skills to your own needs, culture, and personality.
  - **DAY 1 ASSESSMENT**: You will be assessed twice: Day 1 (Pass/ Fail) and Final Exam (graded with a Letter Grade). On Day 1, your Assessment grade will be Pass/ Fail, based on SHOWING UP, and **40% of your PARTICIPATION GRADE IS AWARDED FOR SHOWING UP IN SESSION 1 & PARTICIPATING IN THE ASSESSMENT**.
  - **ROLE PLAYS**---in order for people to practice, everyone needs to prepare and act in their role, which entails knowing your role and making an effort to act realistically in in-class Role Plays. You will be graded on the following basis:



- 1) **Disputants:** Be a Difficult Disputant, yet do respond when the Mgr does something skillful. Grading of Disputant Role Playing is Pass/ Fail, based on realism, effort and preparation. If you prepare and make an effort to act realistically and to respond when the Mgr does something skillful, you Pass.
- 2) **CASE PREPARATION:** Preparation enhances your participation in Role Plays, so please read the short case in advance. As a disputant, you will be graded down for not preparing or for acting unrealistically. Disputants will be graded on their preparation in role plays.
- 3) **Mgrs/ Facilitators:** Try the evidence-based skills introduced in class. You will be graded Pass/Fail on your effort and willingness to try a new technique, not on your actual performance. Grading is Pass/ Fail for Effort and Focus on the Daily Goal, because we only improve by making mistakes and learning from those mistakes.

- **MID-TERM EXAM** (10% of grade):

- **Mid-Term Exam:** The Mid-Term offers an opportunity for review and reflection. It is in debrief and reflection where much of the learning happens. So, grading is Pass/Fail based on your **reflections and learnings**, NOT your performance in that day's Role Play and exercises.

- **FINAL EXAM** (30% of grade):

- **FINAL EXAM ROLE PLAY:** This is the only graded Role Play in class. A grading Rubric will be provided in advance, that includes each of the skills covered in class.
- **REFLECTION/ WRITE-UP OF YOUR FINAL ROLE PLAY.** Graded with a Letter Grade, based on insight and thoughtfulness. If you were unable to resolve the conflict in your Final Role Play, but you made an effort to use all the skills taught in class, and you carefully thought through what went wrong, you could still get a good grade on your Final Reflection paper on the basis of your thoughtfulness and insight.

- **SKILLSETTERS ARE A MAJOR PART OF YOUR MID-TERM & FINAL EXAMS**

- Skillsetter is an online tool that allows you to record (and re-record) your response to common conflict scenarios, providing you with a chance to practice the skills and see how you come across, as well as check your response against a rubric. We have created customized videos for this course for use on Skillsetter, and you can learn more about Skillsetter here: <https://www.skillsetter.com/how-it-works>. Other than coaches, no one else can see your Skillsetter videos, except you. Your video responses are graded Pass/Fail, based on completion and represent a major part of your mid-term and final exam grade.



- **CASE WRITE-UP & VIDEO ASSIGNMENT** (10% of grade):
  - **CASE WRITE-UP TO SHARE IN WRITTEN FORM AND VIA VIDEO.** In this part of the assignment, you are asked to write up a conflict you have experienced at work or elsewhere in your life, disguising all names and identifying information. The purpose of this assignment is to apply the thinking in this course to your own conflicts and to step into a new perspective. Your Case write-up will be graded on the basis of clarity of writing and realism.

## **CASE-WRITE-UP: INSTRUCTIONS & SAMPLE**

Please write up a conflict you have experienced, either as a disputant, a manager who had to (or wanted to) intervene, or an observer that you can SHARE in class in triads, using the CASE WRITE-UP FORM below. Please email your completed CASE WRITE-UP FORM to Tish Robinson at [probinson@ics.hub.hit-u.ac.jp](mailto:probinson@ics.hub.hit-u.ac.jp).

Please choose a conflict that has meaning for YOU in which to apply the skills in this session, because our brains love stories, and stories of conflicts that upset us give insight into who we are in a way that mere concepts never could.

**NOTE:** If you are having trouble thinking up a conflict, start with a negative emotion that **you** have felt recently in a relationship (at school, work, or home) and **HIGHLIGHT** or circle that emotion below:

Stressed, Irritated, Annoyed, Frustrated, Bored, Unchallenged, Anxious, Afraid,  
Humiliated,  
Unappreciated, Unacknowledged, Disrespected, Unheard, or other negative emotion.

Considering that emotion, think back to an interpersonal conflict you have experienced, observed, or considered in the past several months that you would like to improve, “redo” or facilitate, and in which the relationship is ongoing, inevitable/necessary (e.g. your mean neighbor or team mate), or valuable to you in some way. The conflict may have the conflict involved dis-respect, territory, status, competence, identity, or some other personal loss.

***Please DISGUISE any identifying information (names, nationalities, company names, etc.) to maintain everyone’s confidentiality.***

## CASE WRITE-UP FORM

“Sample Case Write-Ups” are provided following this form.

<b>CASE WRITE-UP FORM</b>		
<b>TITLE OF YOUR CASE:</b>		
<b>CAST OF CHARACTERS</b>  In 50-100 words, please introduce the characters and describe their relationship to each other.	<b>Disputant A</b>	<b>Disputant B</b>
<b>WHAT HAPPENED?</b> <b>DESCRIBE THE DISAGREEMENT, MISUNDERSTANDING, OR CONFLICT</b>  In 100-300 words, please describe the situation, <u>disguising</u> any identifying information (Names, Company Names, Nationalities, etc.). Please take as much space as you need to answer (not limited to space below).		
<b>ONE CRITICAL INTERACTION</b>  Now recall an emotionally charged conversation or interaction (or lack of interaction) that characterized the essence of this situation, misunderstanding or conflict.	A: B: A: B: A: B::	
<b>WHO BRINGS THE CONFLICT TO FACILITATION, if the issue were to come to facilitation?</b>	A or B?	
<b>DISPUTANTS'S GOALS FOR THE CONVERSATION</b>  <i>***Imagine that the Disputants take this issue to a manager to facilitate (because they probably did NOT take it to facilitation in the original occurrence).***</i>  “What do you want to leave here with today?”	<b>A's GOAL:</b>	<b>B's GOAL:</b>

WHAT DO YOU IMAGINE IS THE ESSENCE OF EACH DISPUTANT'S CONCERN: ( <b>WHAT</b> IS IMPORTANT ABOUT THIS ISSUE TO EACH OF THEM?)	A's MAIN CONCERN:	B's MAIN CONCERN:
<b>WHO</b> DO YOU IMAGINE THE DISPUTANTS ARE IN THIS SITUATION: How they might answer the question: "Tell me about yourself/ your job/ your team/ your relationship...."  THEIR RELATIONSHIP TO EACH OTHER, THEIR ROLES, CONTEXT, EXTENUATING CIRCUMSTANCES, ETC.?	A's RESPONSE:	B's RESPONSE:
<b>HOW</b> DO YOU IMAGINE EACH DISPUTANT FEELS OR WAS IMPACTED BY THE ISSUE.		
EACH DISPUTANT'S " <b>WHY?</b> ": <ul style="list-style-type: none"> <li>• WHAT CAUSED EACH DISPUTANT TO BEHAVE AS THEY DID.</li> <li>• OR: WHAT CAUSED EACH OF THEM TO BE IMPACTED THE WAY THEY WERE.</li> <li>• OR: WHAT IS IMPORTANT ABOUT THIS ISSUE TO EACH DISPUTANT, IN TERMS OF THEIR IDENTITY OR UNDERLYING NEEDS, WANTS, OR VALUES.</li> </ul>		

CASE SAMPLE WRITE-UP #1		
CASE TITLE: THE “WASTE OF TIME” WORK ASSIGNMENT		
Who brought the issue to facilitation: A		
	A: Andy	B: Boon
WHAT HAPPENED?	<p>Andy is a member of Bun’s team. Team Leader Boon assigned Andy to put all the documents and videos on a platform which being phased out. Andy really did NOT want to do it, in part because Andy was NOT familiar with the platform, while other team members were. Andy felt it was a huge learning curve for a one-time use in their project and thought Team Leader Boon assigned it to them because Team Leader Boon doesn’t favor Andy as much as the other team members, who appear to be Bun’s friends. Andy thought a more fair assignment would have been to assign this task to a team member who actually was familiar with the platform. Subordinate Andy felt it was a political decision. By the way, Andy has been passed over for several promotions, despite being almost the same age as Bun.</p> <p>Andy brings the topic for facilitation.</p>	
SAMPLE DIALOG THAT CAPTURES THE ESSENCE OF THE DISPUTE	<p>Dialogue Clip from a Conversation after the Task assignment:  <b>Andy:</b> Why did you assign me to put all the documents and videos on that platform?  <b>Boon:</b> I thought it would be a good experience for you to learn this platform!  <b>Andy:</b> But, we’re phasing it out, and there are people who know it much better than I do!  <b>Boon:</b> But I want them to do other things.</p>	
DISPUTANTS’ GOALS FOR THE CONVERSATION	<b>ANDY’S GOAL:</b> I want to be taken off this assignment and put on a more useful assignment.	<b>BUN’S GOAL:</b> I just want to get the job done.
ESSENCE OF EACH DISPUTANT’S CONCERN	<b>ESSENCE OF ANDY’S CONCERN:</b> I don’t feel I am being treated fairly relative to other team members.	<b>ESSENCE OF BUN’S CONCERN:</b> I’m just trying to get this task completed.
WHAT BROUGHT YOU TO FACILITATION	<b>WHAT BROUGHT ANDY:</b> I felt Boon was acting in his/her own interests, and not considering the costs and benefits to me of this assignment: which is <u>all</u> costs and <u>no</u> benefits!	<b>WHAT BROUGHT BOON:</b> I don’t why I’m here. I’m just doing my job.
ASKING EACH DISPUTANT TO “TELL ME ABOUT YOURSELF”	<b>ANDY:</b> I’m wondering if this punishment for speaking up last week about our inefficient delivery process--- instead of grouping deliveries by destination, we make hundreds of extra trips each week to	<b>BOON:</b> I just want to get along and please my own boss. Andy is always trying to change things around here! We’ve always

	provide "Just In Time" Service! Boon doesn't like it that I speak up, even though I am usually proven right each time! Maybe Boon is mad and punishing me!	done it this way, and it worked fine! It's better not to rock the boat. Just get along to get along!
<b>HOW EACH WAS IMPACTED BY THE ISSUE</b>	<b>ANDY's FEELINGS:</b> I feel used. Mis-used, actually! I have skills to bring to this project, but instead Boon is giving me useless tasks and trying to make me look bad, by assigning me to something I know nothing about.	<b>BUN's FEELINGS:</b> I have my hands full! Nobody appreciates how hard my job is!
<b>WHY EACH DISPUTANT BEHAVED AS THEY DID AND/OR WHY THEY WERE IMPACTED AS YOU WERE</b>	<b>WHY ANDY WAS IMPACTED THE WAY S/HE WAS:</b> I'm offended and hurt that my skills and contribution are never recognized, and that my time is not valued---as evidenced in having me spend my valuable time learning this useless platform that we're just about to phase out. And I feel I have been passed over for various promotions, in favor of Boon and Bun's friends. Boon and I have been here the same number of years, and yet I never get promoted, while Boon has been promoted twice!	<b>SECRETLY: WHY BOON ACTED THE WAY S/HE DID:</b> I assigned the key tasks to the other team members because we are already aligned in our thinking, and there's less learning curve to get things done. Andy is just so different, it's difficult working with Andy!

CASE SAMPLE WRITE-UP #2		
CASE TITLE: THE BUDGET CUT DECISION PROCESS		
	A	B
<b>WHAT HAPPENED?</b>	<p>A and B started out as peers on a team in a major food products company. B was just promoted to department head, and now A is B's direct report. In a special COVID emergency budget allocation meeting, B did not include A in the meeting, and determined A's budget allocation without consulting or including A.</p> <p>A brings the issue for facilitation.</p> <p>Dialogue clip from a conversation after the meeting:  <b>A:</b> B, I just heard through the grapevine that you're cutting my budget by 25%. Why didn't you consult me first or include me in the budget meeting?  <b>B:</b> You have plenty to do with the marketing project. Besides, we don't need that much marketing. It's the easiest thing to cut.  <b>A:</b> What do you mean? Marketing is critical to increasing revenue!</p>	
<b>WHAT BROUGHT YOU EACH TO FACILITATION?</b>	<b>WHAT BROUGHT A:</b> B is sabotaging my marketing team's performance. B knows nothing about how much money we need to get the job done. It's a total betrayal!	<b>WHAT BROUGHT B:</b> I don't know. I was just doing my job. A is too sensitive.
<b>WHO ARE EACH OF YOU IN THIS SITUATION?</b>	<b>A VIEW:</b> We started out as peers. I thought we were friends, but it feels like B thinks that now they're the boss, they don't need to consider the rest of the team any more.	<b>B VIEW:</b> A thinks that since we were peers and team mates before, that s/he (A) can get special treatment. I didn't tell A in advance, because I was afraid that they'd gang up on me and make me reduce their budget cut.
<b>HOW YOU WERE IMPACTED BY THE ISSUE? HOW DID YOU FEEL?</b>	<b>A's FEELINGS:</b> I can't believe it! Due to B's cutting the budget without telling us, we no longer have sufficient funds to undertake the marketing needed for this project. B totally undermined me and my team, so there's no way we can hit our target now!	<b>B's FEELINGS:</b> Sorry, but business is business. I felt responsible. I had to make a leadership decision.
<b>WHY DID YOU BEHAVE AS YOU DID? WHY WERE</b>	<b>WHY YOU WERE IMPACTED THE WAY YOU WERE:</b>	<b>WHY YOU ACTED THE WAY YOU DID:</b> I have to be fair, so I cut everybody's budget, albeit different amounts.

<p><b>YOU IMPACTED AS YOU WERE? WHY IS THIS ISSUE IMPORTANT TO YOU?</b></p>	<p>The fair way to run budget cutting meetings is to include everyone's whose budget will be cut.</p>	
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