

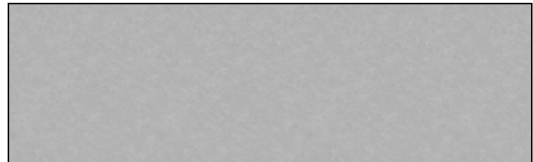


Managing Conflict in the PA Department

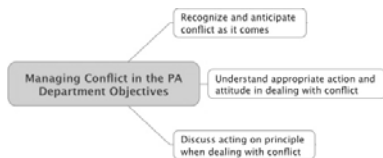
Randy D. Danielsen, Ph.D, PA-C
Arizona School of Health Sciences
A.T. Still University

Task #1

- Take 3 minutes and jot down in the space below a conflict you recently had-it can be school, personal, family....
- No one will look at this-----



Managing Conflict Objectives



ANTICIPATION

- Early Warning Signs of Conflict (Interpersonal)
 - Reduced participation
 - Changes in “volunteer” patterns
 - Emergence of “hardliners”
 - Email “gone wild”



ANTICIPATION

- Early Warning Signs of Conflict (Interpersonal)
 - Rumors
 - Changes in physical presence
 - Lack of consultation
 - Last one to know
 - Ignored by others



ANTICIPATION

- Early Warning Signs of Conflict (Structural)
 - High turnover
 - Group conflicts
 - “Mutiny”, “End Runs”
 - “Emotional Outbursts”
 - Pre-meetings
 - Increased abstentions



ANTICIPATION

- Look back at your “conflict incident”
 - What were the early warning signs for you?
 - What made you know you had conflict?

CULTURE

- ❖ Institutional/Clinic
 - ❖ Determine the way conflict is approached-In what way does the culture of the institution or clinic influence the conflict?
 - ❖ Words (CME v. CEU; Field work v. clinical rotations)
 - ❖ Ideas
 - ❖ Values/Attitudes
 - ❖ Norms of Behavior
 - ❖ Attitudes

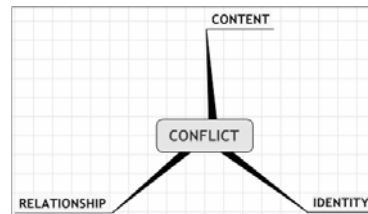


CULTURE

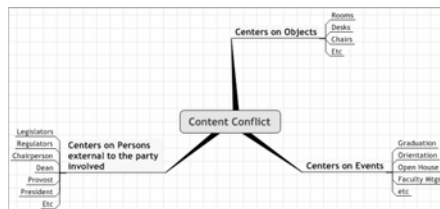
- ❖ Institutional/Clinic
 - ❖ Determine the way conflict is approached
 - ❖ Different cultures between Groups
 - ❖ Words
 - ❖ Ideas
 - ❖ Values
 - ❖ Norms of Behavior
 - ❖ Attitudes
 - ❖ Customs



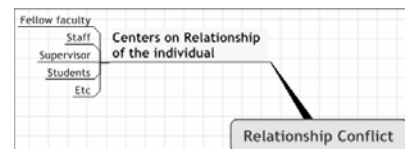
3 Types of Conflict



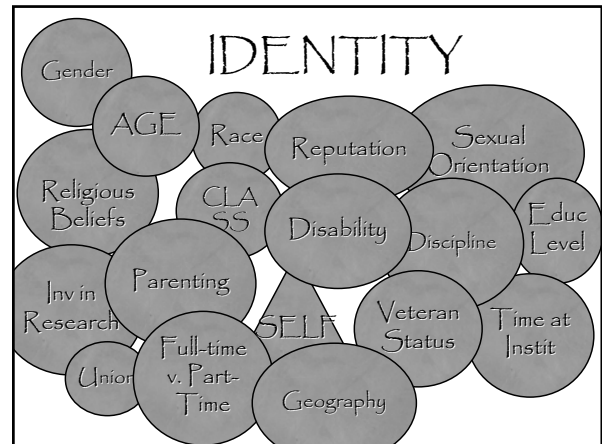
Content Conflict



Relationship Conflict



Identity Conflict



IDENTITY

- ❖ In what ways might identities of the people involved contribute to the conflict?
- ❖ In what ways might the conflict be content focused?
- ❖ In what ways might it be relationship focused?

PERCEPTION

- ❖ Selective Exposure
 - ❖ Info that other's don't have/Special Information
- ❖ Selective Attention
 - ❖ What you see/How might your perception be different?
 - ❖ How you might be perceived?
- ❖ Selective retention

PERCEPTION

- In what ways might your perception of the conflict be different than others in your institution or clinic?
- In what ways might you find out the different perceptions of the conflict?
- In what ways might that information help you understand the conflict?

BACKSTORY



- ❖ History behind the situation
 - ❖ of characters
 - ❖ Objects
 - ❖ Elements of the story or conflict
- ❖ "The past is never dead, it's not even past"

Requiem for a Nun (1951)

BACKSTORY

What do we need to know about the players (both individual and institutional) in order to better understand the conflict?



POWER

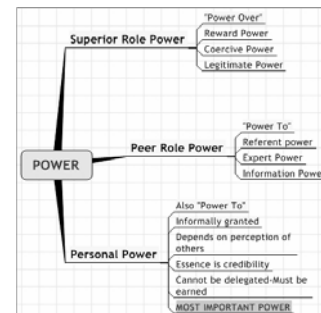
- “There is no particular virtue in being impotent or ineffective. In order to be effective, we need to be powerful. There is no way around it.”

(Roy Oswald, Alban Institute)

POWER

- “Power Corrupts but Absolute Power is Kinda Neat” (on back of T-Shirt)
- Power is.....
- I feel powerful when....
- I feel powerless when.....

3 Kinds of POWER



REFRAMING POWER

- Not just “Power Over”
 - Ability to control & influence others
- Need “Power Within”
 - Internal, Infinite source of power
- Need “Power With”
 - Working together for a common goal common good

YOUR POWER

- The more power you have, the more likely you can manage your conflicts
- In what ways do you already have power?
- In what ways might you gain additional power
 - hint: listening is an enormous power

EMOTION

- Can divert attention from the substantive matter
- Can damage a relationship
- Can be used to exploit you
- Can also be a great asset
- And can be a danger.....

Antecedent Conditions

- What are the antecedent conditions in relation to your current conflict?
- In what ways might interactions from the past influence the current conflict?

DIFFICULT PEOPLE

- . HOSTILE AGGRESSIVES
- . COMPLAINERS
- . CLAMS
- . SUPER AGREEABLES
- . THE NEGATIVIST
- . THE EXPERT KNOW-IT-ALL
- . THE INDECISIVES

HOSTILE AGGRESIVES

- . SHERMAN TANKS
- . SNIPERS
- . EXPLODERS

COMPLAINERS

- . WHINERS
- . AND BUTS

- . CLAMS
- . SUPER AGREEABLES
- . THE NEGATIVIST
- . EXPERT KNOW-IT-ALLS
- . INDECISIVES

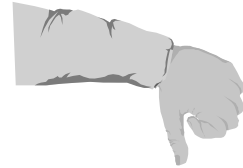
SHERMAN TANKS

- GET THEM ALONE
- CONFRONT THEM BY STANDING UP TO THEM
- USE "I" MESSAGES
- USE THEIR NAME REPEATEDLY



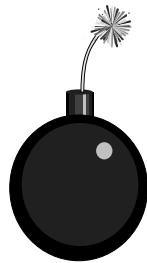
SNIPERS

- REMOVE THEIR CAMOUFLAGE
- ESTABLISH STEADY EYE CONTACT
- CONFRONT THEM BY GETTING CLARIFICATION



EXPLODERS

- LET THEM RUN DOWN UNTIL THEY ARE TALKED OUT
- AGAIN USE EYE CONTACT
- GET THE FACTS
- OFFER CONCRETE HELP



COMPLAINERS

- USE ACTIVE LISTENING INCLUDING PARAPHRASING
- ASK WHAT THEY WANT TO ACCOMPLISH
- BEGIN JOINT PROBLEM-SOLVING
- OFFER CONCRETE HELP



CLAMS

- USE OPEN ENDED QUESTIONS AND SILENCE
- ASK THEM TO RUN A MOVIE IN THEIR MIND & HAVE THEM DESCRIBE IT TO YOU
- LET THEM KNOW YOU WILL BE FOLLOWING UP



SUPER AGREEABLES

- CALL ON BEHAVIOR WHEN NOT PRODUCING
- ACCEPT THEM BUT NOT BEHAVIOR
- CREATE "WIN-WIN" SOLUTIONS



THE NEGATIVIST

- DON'T BE SUCKED INTO THEIR NEGATIVITY
- SHOW ALTERNATIVES & DISCUSS THOROUGHLY SO THEY "OWN" DECISION
- HAVE THEM EXAMINE "WORST CASE" SCENARIOS



EXPERT KNOW-IT-ALL - BULLDOZER

- LOOK AT ALTERNATIVES BUT DON'T QUESTION THEIR EXPERTISE
- TAKE EXPERTISE & PARAPHRASE IT
- ASK QUESTIONS
- DO YOUR HOMEWORK



THE INDECISIVES

- FIND OUT WHAT'S ON THEIR MIND
- GET POSSIBILITIES & EXAMINE IMPLICATIONS
- DON'T PRESSURE TOO MUCH
- GIVE PERSONAL SUPPORT AFTER A DECISION IS MADE



NEXT STEP



- Understand appropriate action and attitude in dealing with conflict.

CONFLICT RESOLUTION

- Organizing Questions (before you walk in...)
 - Are there more than 2 parties?
 - Are the parties monolithic?
 - Are there linkage effects?
 - Is there more than one issue?
 - Is ratification required?
 - Are threats possible?
 - Are negotiations public or private?
 - Is there a time constraint?

Conflict Modes (Thomas Kilman)

WHEN TO AVOID	WHEN TO ACCOMMODATE	WHEN TO COMPROMISE	WHEN TO COMPETE	WHEN TO COLLABORATE
TOO EMOTIONAL	WANT TO MAINTAIN SUPPORT	TO APPEAR FAIR	WHEN IT IS REALLY IMPORTANT	WHEN LEARNING IS IMPORTANT
NEED INFO	MOVING TO A LARGER GOAL	WHEN GOALS ARE MOST IMPORTANT	WHEN IT IS ETHICAL	TO GET A WIN-WIN
WHEN IT'S PETTY	PICK YOUR BATTLE	TO ACHIEVE TEMPORARY SETTLEMENT	WHEN QUICK ACTIONS NEEDED	FOR TEAM BUILDING
WHEN LEGAL IS THREATENED	RECIPROcity YOU OWE ME	TO ARRIVE AT EXPEDIENT SOLUTION	TO PROTECT A PERSON OR GROUP	WHEN YOU NEED BUY-IN FROM ALL STAKE HOLDERS
TIMING IMPORTANT	RECOGNITION	TO RESOLVE TIME ISSUE	ON ISSUE VITAL TO WELFARE	TO EXPLORE NEW PERMANENT SOLUTION
RISK OUTWEIGHS GAIN	WHEN TRIVIAL-NOT IMPORTANT		WHEN SOMEONE IS WRONG	TO GAIN COMMITMENT
WHEN ALL PLAYERS ARE NOT PRESENT	WHEN YOU ARE WRONG			REQUIRES PARTICIPATION
	WHEN HARMONY IS IMPORTANT			
	MAY NEED TO JUSTIFY			

NEGOTIATING WITH DIFFICULT PEOPLE

- STEP 1: DON'T REACT
 - Go to the balcony
- STEP 2: DISARM THEM
 - Step to their side
- STEP 3: CHANGE THE GAME
 - Don't reject....reframe
- STEP 4: MAKE IT EASY TO SAY YES
 - Build them a golden bridge
- STEP 5: MAKE IT HARD TO SAY NO
 - Bring them to their senses-not their knees

Conflict Negotiation

- 1ST PERSON/3RD PERSON RULE

CONFLICT NEGOTIATION SKILLS

- 1. Don't bargain over position since it often:
 - Endangers ongoing relationships
 - Becomes difficult when more than two parties are involved
 - Places all parties in a win/lose situation

CONFLICT NEGOTIATION SKILLS

- 2. Separate the people from the problem
 - Recognize the individual
 - Look for perceptions (actively listen, empathize)
 - Don't impute your feelings or concerns to others
 - Avoid person attacks

CONFLICT NEGOTIATION SKILLS

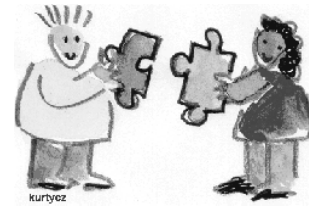
- 3. Focus on interests
 - Behind each position lies both differing and compatible interests
 - Identify interests (explore why's and why not's)
 - Look forward-not back
 - Be hard on the problem, be soft on the people

CONFLICT NEGOTIATION SKILLS

- 4. Invent options
 - Avoid premature judgments, examine your assumptions
 - Be creative
 - Look for mutual benefits (not win/lose)
 - Find additional resources, remove obstacles

CONFLICT NEGOTIATION SKILLS

- 5. Use objective criteria
 - Find fair standards, fair procedures
 - Establish common purpose, desired end results
 - Yield to principle-not pressure



- QUESTIONS?
- COMMENTS?