



ORGANISATION
DEVELOPMENT
RESOURCES

CREATING COLLABORATION FROM CONFLICT



Facilitator Guide

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Create Collaboration from Conflict

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Workshop Records

The following records where and when this workshop has been delivered. You may wish to talk with a facilitator who has already delivered the workshop to gain ideas and recommendations.

Facilitator	Telephone	Company / Group	Date
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1.0 Facilitator Information

About this Facilitator's Guide

This Facilitator's Guide is designed to assist in facilitating ODR's Creating Conflict from Collaboration workshop and is to be used in conjunction with the Learner Guide and PowerPoint Presentation. This guide can also be used to gain ideas for informing other individuals on a one-to-one basis on how to facilitate the workshops to gain the best learning outcomes for participants. An on-line forum has been provided for this workshop to enable participants and facilitators to discuss topics and communicate ideas.

Considerable effort has been made to provide facilitators with useful and practical information to promote learning and success in the delivery of this workshop. The Facilitator's Guide has been designed to enable the delivery of the workshop in a wide variety of settings. The Guide provides specific materials and experiential exercises for delivering the workshop. Moreover, it also includes some general facilitation tips and discussion questions that are intended to assist facilitators in gaining participation.

The Facilitator's Guide includes the following sections :

- **Use of the Facilitator's Guide** - a brief description of how best to use the Guide.
- **Workshop Facilitation** - considerations to assist in preparation, design and delivery of the workshop.
- **Workshop Session Plan** - specific information for delivery of the workshop including a proposed agenda, detailed lesson plan and suggested skills enhancement activities.
- **Workshop evaluation** - key elements for evaluation of the workshop. A sample evaluation form is enclosed, which you can use to assess the effectiveness of your delivery for the learning needs of participants.
- **Workshop Handouts** - a set of sample handout materials is also provided for the workshop.
- **Workshop Visual Aids** - visual aids such as the PowerPoint presentation, may be included to supplement the presentation materials for the workshop.

2.0 Use of the Facilitator's Guide

This section briefly describes how best to use the Facilitator's Guide for delivering workshops. It is designed around the corresponding Learner Guide. It is assumed that a workshop presentation regarding this workshop will be delivered in a classroom or training-room setting.

The Guide also offers facilitators useful ideas, guidance and advice in supporting their efforts to deliver the workshop. In addition to the exemplars and tips supplied in the guide, facilitators are encouraged to add their own ideas to the material. You should feel free to customise and personalise the information in this guide to match your facilitation style, experiences and preferences.

Consequently, facilitators may wish to consider the following items to help in personalising the Guide :

- **Record useful ideas or comments.** For future reference or workshops, feel free to note useful comments or questions that arose in the workshop, as well as recording interesting explanations for topics.
- **Prepare for the next time around.** Make copies of additional materials and examples that were used in the workshop and insert them in the Guide for future reference.
- **Mark up the Facilitation's Guide.** Mark or highlight points that are important to remember during presentation of the workshop.
- **Record stories or examples.** Note anecdotes about classroom situations or personal experiences encountered during presentation of the workshop. Look for things that you or your colleagues can draw upon during the workshop to make it more interesting and relevant.
- **Share experiences in delivering the workshop with others.** Share experiences about the delivery of the workshop or that of workshop participants using these materials, so that other facilitators can grow through each other's learning experience. Use the on-line forum to create discussions and to share ideas.
- **Humour assist delivery.** Relax and have some fun in presenting this material. In general, people will learn more in a positive and enjoyable learning environment.

Preparation

An essential step in delivering an effective workshop is to be fully prepared. Be sure to gather all the materials to be covered and distributed in the workshop. Organise them and know where to find the specific sections of the material and associated documents. Since no one is expected to have all the answers to questions about this subject, become familiar with additional resources where participants may find suitable responses, such as reference materials, on-line help and potential contacts that may be able to provide assistance in this field. Try to do your preparatory work well before the workshop so that you feel ready and do not have to rush in making final preparations for delivery of the workshop.

If you are to deliver this workshop on a regular basis, consider preparing a complete package of materials for each of the participants. This package may include handouts and may contain additional information about other workshops supporting and aligned to this one.

As noted previously, you are encouraged to add your own visual aids or supporting resource material to the Facilitator Guide. For example, you may want to gather information and recent news articles, industry newsletters or journal articles. You can use these materials to stimulate discussion during the workshop, to design additional skill enhancement activities, or to provide more materials upon request to workshop participants.

The following considerations will assist you in preparing to deliver the workshop:

- ◊ **Become familiar with your materials.** Take the time to ensure that you are comfortable with the workshop materials in this Guide before delivering your first workshop. In this way, you will be in a much better position to present a useful and engaging workshop.
- ◊ **Try out and experiment with the documents and electronic files.** Before showing others how to use the printed and on-line version (where applicable) trial them yourself. For example, try searching for information and accessing different portions of the documents. This will also help you with determining the appropriate flow and pacing of the workshop sessions.
- ◊ **Consider suitable examples or situations that are likely to be relevant to workshop participants.** It is important to consider such examples so that you can provide information that relates directly to the needs of the participants. In this way, the workshop materials become much more interesting to the participants because you are able to engage them in a meaningful way and link new concepts to their needs.

Tips and Techniques: Organising your facilitation material

One handy method for organizing and storing facilitation materials involves the following procedures :

- ◊ Use a three-ring binder to organize and store the facilitation notes, previous lesson learnings and sample handouts.
- ◊ Insert page protectors into the binder behind the guide for ease of access during delivery.

Workshop Logistics

This Guide is designed on a modular basis, so that it can be delivered in a variety of settings and formats. For example, the workshop can be delivered as a comprehensive training session or a series of short 2 hour sessions. The workshop should be taught in a suitable training venue with all the necessary equipment for presenting the visual aids and for demonstrating the documents and materials.

As the facilitator it is your responsibility to ensure that all logistical arrangements are made for the workshop. If you plan to use equipment such as an overhead projector, ensure it is in the room before the workshop and is in working condition prior to each workshop. Assume nothing and always double check.

The ideal workshop will be **10 – 15 participants**.

Typically, the workshop meeting room will be set up with sufficient space for participants to comfortably interact and engage with each other. Arrange seating in the room preferably in a U-shape or circle to promote participation and discussion. Avoid rows of chairs in a lecture or classroom format. If you are planning small group discussions during the workshop think through, in advance, how you will structure these groups.

Refreshment breaks can be scheduled during the natural breaks in the workshop or alternatively at completion of in-depth exploration of learning content so that participants can integrate the learning during the break. Arrange for refreshments to be brought in, or ensure that participants understand that they should get their own and return quickly to the room. When the schedule is tight, extended breaks will seriously compromise delivery of the workshop.

The **Learner Guide** is essential reading for all workshop participants so a copy should be provided and if possible far in advance of the workshop as possible. Be prepared for some of the participants to be unfamiliar with the Learner Guide in advance of the workshop even when they have received ample time.

It is recognised that not all employers may have computer projection systems or a fully equipped computer resource and training centre. Consequently, the workshop is also designed to be delivered in a relatively “low tech” format by using an overhead projector and transparencies, or if necessary, by only having to rely on a set of handouts for participants.

As noted previously, no matter what equipment is used to deliver the workshop, it is strongly recommended that you practice several dry runs in using this equipment and delivering the presentation without participants. This is essential in becoming familiar with the timing of the workshop, as well as getting familiar with the visual aids and equipment to be used.

3.0 Workshop Delivery

This section provides some suggestions and tips for enhancing delivery of the workshop. These general suggestions and tips can be readily adapted to facilitation of other types of workshops or training sessions. Even with this Facilitator's Guide and a thorough understanding of the material, facilitators should have good communication and interpersonal skills to effectively deliver workshops. Facilitators should be well-versed in adult and vocational education and training procedures.

Review relevant examples and discussion questions and other resources so that the material is fresh in your mind. Gather your material and organise them so that you can quickly find overhead, reference notes, or supplementary items during the workshop.

Several other key considerations for delivery of any type of workshop include identifying the participant's expectations, effectively engaging the participants and using interesting ways to allow the participants to learn about application of the concepts and information provided.

Tips and Techniques: Getting to Know Your Workshop Content

The more you know about your workshop content, the easier you can break down the information and explain it on a very basic level for those who may feel challenged in understanding key concepts or terminology.

It is also very helpful to practice explaining concepts or key ideas regarding your subject in different ways. For example, to cater for the differing learning styles of your participants. You can then tailor the presentation to better suit their various learning requirements, comprehension and language skills level. In addition, you should feel free to develop your own learning activities or exercises to cater for a variety of participants.

One of your main goals as a facilitator in delivering a workshop is to recognize and take advantage of "teachable moments" and "aha experiences" that can arise during a workshop. Watch out for and take advantage of such moments.

Adult Learning

One of the key principles to remember in delivering any type of workshop or training program is that adults will be much more interested in a topic for which they can see a direct and concrete relationship to their job-related or other needs. Consequently, try to focus your efforts in facilitation of the workshop toward establishing linkages between the material at hand and the needs and interests of the participants.

More specifically, develop your discussions and presentation in a manner that answers the following questions:

- How will learning about the material make the participant's job more rewarding and effective?
- How will the material help them to find work solutions or make more informed decisions?
- How can they use the material in an efficient manner?
- What other types of resources and information are available to help participants?

Allow participants the freedom to discover interesting ways to use the material and seek innovative ways to encourage participants to make clear associations with their work. Strive to create a safe and fun environment for them to learn about these. Be sure to link the participant's current career situation and needs to that of the workshop materials as much as possible.

Tips and Techniques: Identifying Participant's Expectations

Determining what participants want to gain or learn from the workshop is a very important aspect of facilitation.

Consequently, right at the start of the workshop find out why participants are there and identify their expectations for the workshop. Then explain how the objectives of the workshop will meet those expectations. Strive to find various ways to link the content of the workshop to that of the participants' expectations.

Responding to Priorities

It is important to understand the nature of the group you are facilitating. The nature of the group will impact upon the learning priorities and therefore, the structure and content of the workshop. You will need to adapt the material in both the Learner Guide and the Facilitator Guide to match the specific learning context of your participants.

The interests and needs of participants will be diverse. It is important therefore to obtain as much information as possible about the participants ahead of time. You will want to know about them as individuals and about their job roles and past experience. You should also learn about development activities in which they are presently involved or with which they may become involved after the workshop.

All of this information will provide you with an understanding of the content areas and issues upon which workshop participants want to focus. Each workshop group will have different priorities and interests. Your job as a facilitator is to design a workshop that responds to these interests and priorities. This information will provide a context for you and will help to anticipate issues and concerns that may arise during the workshop.

Regardless of the advance work done, it is important to review the objectives and process with participants at the beginning of the workshop. No matter how much consultation takes place prior to the workshop, issues and ideas will be sparked during the workshop itself. You should keep a running list of issues for discussion, as they come up during the exercises. Simply write the issues on a sheet of paper or a whiteboard and address them at an appropriate time during the workshop or as part of your wrap-up.

There may be issues raised with which you are not able to respond, either because of a lack of time or knowledge or because it is inappropriate. You can either state that you will obtain the answers and get back to the participant/s or suggest that participants work on the issues and share their findings post-workshop.

Be aware that this workshop assumes participants have at least a basic understanding of language, numeracy and literacy and it is your responsibility to assess for this capability.

Final Tips - The following tips are offered to support you in your role as facilitator:

- Be flexible. Plan your process in advance, but be ready to change or adapt it to meet the needs of the group.
- Don't make the process too complex. You do not want the process to get in the way of learning and discussion. The larger the group, the simpler the process should be and the tools used.
- Don't try to cram too much activity into the time you have. Allow time for meaningful discussion. Often, the sharing of ideas and discussion can contribute a lot of value for participants.
- Gain as much understanding as possible about the group and their objectives in advance of the session (numbers, work done to date, issues and concerns).
- There is a balance to strike between giving people time to express themselves and keeping the process on track.
- Think through the issues or problems that may arise in the facilitated session and know how you will respond prior to delivery.
- Ensure that all participants have a common understanding of the learning objectives, purpose and intended results of the session.
- An introductory exercise is always advisable as it breaks the ice and allows you to develop rapport with the group.
- Effective group facilitation requires trust. Trust is developed when you are genuine in your interest and desire to make the facilitated session beneficial for participants.
- Humour can be an important facilitation for learning. It is a non-threatening way for participants in a group to see issues or acknowledge problems.
- Remember that your job is to keep the process on track and not to dominate discussion or make decisions for the group.
- Ask questions. Appreciative enquiry as a neutral party can help a group think through issues by simply asking questions.
- You must trust that the group will take responsibility for its own learning and problem-solving. Your role is to provide a structure or support for doing this.
- The key skills for facilitation are listening, synthesizing discussion and identifying ways to move the discussion or learning forward.
- If conflict is occurring and / or discussion is getting bogged down or unproductive, acknowledge it, take a time out, then resolve it.
- Ask for evaluative feedback. Learn from your experience.

What is required

In order to effectively facilitate this workshop:

- You must be able to take the information contained in the Learner Guide and use it to assist learners when required.
- You must also be skilled in group facilitation and have a variety of facilitation tools at hand. This is very important as you may have to adapt the agenda and respond to a variety of questions from participants, which will emerge during the course of a session.
- You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the group to this end.

Learning Outcomes

At completion of the workshop participants will have learned to:

- Identify and assess the factors that contribute to conflict situations
- Managing emerging emotions in self and others
- Uncover hidden resentments, passive aggressive behaviour and sabotage
- Use assertiveness and immediacy to effectively manage conflicts when they arise
- Conflict prevention, early recognition and intervention
- Manage challenging behaviours including the habits of blaming, accusation, defensiveness and rationalisation
- Repair damaged relationships
- Negotiate mutually agreeable solutions to difficult problems and challenging behaviours
- Use transformative confrontation approaches to gain collaboration

Facilitator Checklist

The following checklist is recommended to ensure all the required resources are at hand for successful delivery of the workshop.

Resources:

- Facilitator Guide
- PowerPoint Presentation
- Workshop Activities
- Outcomes Identification Exercise
- Any additional materials you have prepared for the workshop

Handouts:

- Responding to Unfair Tactics
- Managing Unwillingness to Resolve Conflict
- Workshop Evaluation Form

On-line Resources (if applicable):

- On-line Workshop Evaluation
- On-line Workshop Forum



4.0 Workshop Session Plan

To assist facilitators in delivery of the workshop, a detailed session plan follows. This Session plan is the basis for the curriculum and skills enhancement activities for the workshop. The session plan includes the following information:

- **Timing** – proposed duration or timing of the various portions of the workshops.
- **Workshop Activities** – suggested primary facilitation and skills enhancement activities, along with supporting key comments for delivery of the workshop.
- **Resources** – facilitation devices (otherwise known as instructional aids), supplies and materials for respective portions of the workshop.



Workshop Options

The interests of participants and the time that is available will determine the content areas that are explored in a particular workshop and the depth of this exploration. **The recommended minimum time for each workshop is one day.** Less time than this will make it very difficult to explore the concepts and enact transfer of training methodologies so important to adult learning.

There is enough material in this workshop to conduct a three to five day workshop. However, experience suggests that the majority of people will find it difficult to attend a workshop any longer than two days.

Regardless of the length of the workshop, every workshop should consist of the following parts;

1. an introduction
2. a review of the purpose, learning objectives and participant expectations
3. a series of topic overviews and exercises
4. identification of issues, discussion of those issues, and
5. a close out consisting of the development of next steps and completion of the session evaluation.

Time	Track	Resource
8.30 – 8.45	<p>Welcomes</p> <p>Introductions – Facilitator background and experience.</p> <p>Participant expectations – List on flip chart or white board.</p>	
8.45 – 8.50	<p>During the workshop...</p> <ul style="list-style-type: none"> ○ Participate! Contribute to the discussion, if you are participating in the workshop version of this program. ○ Do the exercises described in the learner guide. Your facilitator will lead you through them during the program. ○ If you are taking part in this program, share your questions or comments with the workshop facilitator and your colleagues. ○ Take notes. Jot down ideas on how you can apply today's information to your own workplace or personal goals. <p>After the workshop...</p> <ul style="list-style-type: none"> ○ Practice the post-workshop exercises described in the learner guide. ○ Share your ideas and experiences by posting or responding to discussions on the on-line forum provided for this workshop. 	<p>1. Introduction & welcomes</p> <p>First things first</p> <ul style="list-style-type: none"> ○ Housekeeping (changes) ○ Breaks ○ Toilets ○ Phones ○ Fire Evacuation Procedures 

Time	Track	Resource
8.50 – 9.00	<p>Interpersonal conflict is normal, essential and a manageable part of organisational life. Given the range of diversity, change and team based approaches in Australian workplaces, conflicts are inevitable. When people with differing approaches and backgrounds work together, misunderstandings and disagreements are to be expected. Some conflict is the lifeblood of vibrant, progressive, stimulating organisations. It sparks creatively, stimulates innovation and encourages personal improvement.</p> <p>Conflict is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns. Within this simple definition there are several important understandings that emerge:</p> <p>Facilitate generation of ideas around the question <i>“What behaviours indicate that people are experiencing conflict?”</i></p>	<p>Section 1: Conflict (14)</p> <p>CONFLICT: A disagreement through which the parties involved perceive a threat to their needs, interests or concerns</p> <p>Two primary reasons for conflict</p> <ol style="list-style-type: none"> 1. We have different interests 2. We have the same interests which are in conflict
9.00 – 9.10	<p>Generate ideas about the types of conflict that lead to:</p> <ul style="list-style-type: none"> ○ higher performance ○ lower performance ○ negative outcomes ○ positive outcomes 	<p>Figure 1: Relationship between level of conflict & organizational outcomes (14)</p> 