This chapter provides five activities and two assessments for training community health workers (CHWs) in concepts and skills for preventing and resolving workplace conflict.

Conflict in the workplace is common and inevitable. CHWs are likely to witness and experience conflict with clients and coworkers. The ability to professionally and respectfully work to resolve conflict is essential for a successful career. This guide corresponds to, and is meant to be used with, Chapter 13, “Conflict Resolution Skills,” of Foundations for Community Health Workers, Second Edition.
Training CHWs in conflict resolution skills typically unfolds over the course of the CHW Certificate Program at City College of San Francisco (CCSF). It always begins by promoting self-reflection about past experiences, values, beliefs, and responses to and with conflict. Through case studies, videos, and role plays, we gradually provide learners with opportunities to discuss and practice key concepts and skills. The content in this chapter is designed to be covered in three to five classes or training sessions.

This guide is meant to be used when teaching or training Chapter 13 of Foundations for Community Health Workers, Second Edition. The step-by-step learning activities presented here are just a sample from our curriculum and do not include all training activities that we facilitate over the course of a nine-month CHW certification process. We recommend reading Chapter 13 in Foundations, since the textbook provides more material about conflict resolution, as well as a deeper explanation of concepts related to activities in this guide.

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<br>©November 2015. Tim Berthold, Community Health Worker Certificate Program, City College of San Francisco.
## ACTIVITY 13.3: SWITCHING THE FRAME FOR VIEWING CONFLICT (50 MINUTES)
This activity provides learners with an opportunity to practice nonjudgmental reflection on conflict scenarios. Learners work in small groups to guide and support each other in this activity. Small group activity and large group discussion

*Includes:*
- Learner Handout 13.3 A: Switching the Frame

- Identify and discuss benefits of a nonjudgmental stance and communication in conflict situations.
- Practice nonjudgmental summary descriptions of conflict.

## ACTIVITY 13.4: DEVELOPING CONFLICT SCENARIOS (50 MINUTES)
This activity provides learners with an opportunity to develop written conflict scenarios, and to analyze possible causes and consequences of, and strategies for, conflict resolution.

*Small and large group discussion*

*Includes:*
- Learner Handout 13.4 A: Guidelines for Developing a Conflict Scenario
- Learner Handout 13.4 B: Conflict Scenario Discussion Questions

- Develop a conflict scenario based on an authentic life experience.
- Analyze conflict scenarios to discuss possible causes and consequences and how to apply key concepts and skills for conflict resolution.

## ACTIVITY 13.5: DEVELOPING A COMMON FRAMEWORK FOR CONFLICT RESOLUTION (80–90 MINUTES)
This activity provides learners with an opportunity to identify and put into practice concepts and skills for developing a common framework for conflict resolution.

*Role play practice and small and large group discussion*

*Includes:*
- Learner Handout 13.5 A: Worksheet: Developing a Common Framework for Conflict Resolution

- Discuss elements of the common framework for conflict resolution.
- Practice key elements for establishing a common framework.

## TRAINING WITH VIDEOS FROM CHAPTER 13 OF FOUNDATIONS
Chapter 13 of the textbook includes two videos of a CHW working with a client that show key concepts and skills for conflict resolution and one interview with CCSF faculty.
## Conflict Resolution Skills

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ACTIVITIES

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Activity 13.1

**Review of Key Concepts for Conflict Resolution**

This activity engages learners in the review of key concepts related to conflict resolution, including common sources and consequences of workplace conflict, and different styles of responding to conflict.

### Introduction

Frame this as an opportunity to talk about key concepts of conflict resolution, based on prior experience and training, readings from Chapter 13, and other sources. The goal is for learners to reflect on, analyze, and confidently discuss, in their own words, key concepts related to conflict and conflict resolution.

Start by sharing several key messages to frame the discussion about conflict, such as the following:

- Conflict is common, natural, and inevitable in the workplace and in life. Conflict happens all the time in small, and sometimes not so small, ways.
- Learning how to prevent and respectfully resolve conflict is an essential skill for your success as a CHW. Without this skill, you risk a wide range of potentially negative consequences, including the loss of your job.
- Conflict is a subject many of us have negative associations with. Yet conflict can also be highly productive and positive, helping to strengthen relationships, provide creative solutions to problems, reduce stress, enhance motivation, and improve the quality of programs and services for clients and communities.
- Conflict presents us with a challenge and an opportunity to bring our best selves to the situation, including our patience and positive intentions, and our intelligence and creativity for seeking a resolution that honors and values all people involved in the conflict.
Review of Key Concepts for Conflict Resolution (continued)

- The good news is that conflict resolution skills can be taught.
- A key ingredient for enhancing our skills for preventing and resolving conflict is self-reflection: our ability to reflect on past experiences with conflict, styles of responding to conflict, and our own values and beliefs.

2 Large Group Discussion
Facilitate discussion among learners by posing a series of questions, such as these:

- Have you ever witnessed or been involved in a conflict in a workplace?
  - In your experience, is workplace conflict a common or a rare occurrence?
  - How do you feel when you witness or are involved in conflict at work?
- What are some common sources of workplace conflict among coworkers?
  - Please see Chapter 13 as a reference. Common sources of workplace conflict include conflicting values, disagreements over roles and responsibilities, insufficient resources, intercultural misunderstandings, and perceived threats to one’s identity.
- What are some of the reasons why clients may become involved in conflict?
  - How might a client’s life and health challenges influence conflict?
    - Please see Chapter 13 as a reference. Common sources of conflict for clients include conflicts over resources, conflicts over psychological needs, and conflicts involving values and identity.
- What are some of the potential consequences of workplace conflict?
  - In what ways can conflict be destructive?
    - Please see Chapter 13 as a reference. Conflict can be destructive; for example, it can deepen differences in values, polarize groups so that cooperation is reduced, and result in bias or discrimination.
  - In what ways can conflict be constructive?
    - Please see Chapter 13 as a reference. Conflict can be constructive when it creates possibilities for positive change and transformation, reduces stress, and results in better-quality services for clients.
  - Does it surprise you when you consider the positive impacts or consequences of conflict?

3 Small Group Discussion
Assign learners to small groups of two or three, and explain that they will be discussing a series of questions about conflict based on their reading. Pass out copies of the small group discussion questions (included at the end of this activity) to all learners, and review it briefly, clarifying information as needed.
Review of Key Concepts for Conflict Resolution (continued)

Provide learners with approximately 10 minutes for the discussion. Circulate among small groups, clarifying information as needed.

4 Individual Reflection
When the small groups have completed their discussion, pass out a copy of the “That’s Me!” handout (included at the end of this activity) to each learner. Ask them to work independently to complete the activity, reflecting on their own experiences, values, and responses to conflict. They will not be asked to turn in their responses. They will have an opportunity to talk about what they learned from this activity, if they want to, during the large group discussion.

Provide learners with about 5 minutes to complete the “That’s Me!” activity form.

5 Large Group Discussion
Explain that you will ask questions to guide a discussion among all learners. Emphasize that there is no expectation for learners to share any specific information from their small group discussion or their individual reflection. They may share whatever they wish in response to questions such as these:

- What are some of the factors that influence your conflict styles?
- Do you use more than one type of style (avoiding, accommodating, competing, compromising, collaborating) in responding to conflict?
- What factors influence the type of style you use to guide your response?
- What is your opinion about the value of compromise?
- Why is compromise important in the workplace?
- What was it like to complete the “That’s Me!” activity? Was it useful in highlighting information about your own experience and values?
- Did you learn anything that you are comfortable sharing with the large group?

6 Reinforcement
Thank learners for their willingness to reflect on their own experiences, values, and responses to conflict and to discuss them with others.

Take a few minutes to reinforce key messages and concepts highlighted by learners, from Chapter 13 and other sources. Key messages to reinforce may include some of the following:

- You are highly likely to experience conflict in the workplace—both during your internships, and as a volunteer or employee.
- Learning about some of the common sources and consequences of conflict is important for both prevention and resolution.
Review of Key Concepts for Conflict Resolution (continued)

- Conflict can be destructive or constructive.
- Self-knowledge about conflict—your past experiences, common responses, values, and beliefs—is a key ingredient to enhancing skills for conflict resolution.
- Most of us incorporate one or more of the conflict styles—avoiding, accommodating, competing, compromising, and collaborating—in our response to conflict. Different styles may be preferable in different situations. Sometimes it is wise to avoid conflict, and in other situations it makes better sense to seek a compromise. The ability to draw on different styles can also be a strength that allows you to adapt to different types of conflict scenarios.
- The next time you find yourself in a conflict—at work, school, or in your private life—make it an opportunity to learn more about yourself. Notice your thoughts, emotions, and responses. And, if you can, try to apply one or more of the concepts and skills from your CHW training. Over time, see if you can enhance your ability, and your confidence, to respond to conflict in ways that assist you in resolving it and that protect you and the other parties who may be involved.
- We can all enhance our skills for preventing and responding to conflict. Our patterns from the past don’t have to define our future.
1. **INFLUENCES ON YOUR APPROACH TO CONFLICT**

Please review the following diagram of factors that may influence your approach to conflict.

![Factors influencing approach to conflict diagram](image)

Which of these factors have most influenced the way that you approach or respond to conflict?

2. **PERSONAL CONFLICT STYLES**

Review the list of common conflict styles from Chapter 13 and discuss the following questions. Common conflict styles include avoiding, accommodating, competing, compromising, and collaborating.

1. What are the pros and cons of each of these styles?
2. Can you identify situations where it might be valuable to use these different styles?
3. What problems can arise from using each style?
4. What do you think is your dominant style?
5. What is your own experience with compromise?
   - What gets in the way of your ability to compromise?
   - What assists you with compromising or seeking a win/win solution to a conflict?
Please review the following statements and check the ones that apply to you.

THAT’S ME!

- I actively participate in conflict when it arises.
- I avoid conflicts and controversy at all costs.
- I always believe there is a middle ground.
- I feel very uncomfortable with conflict.
- I feel skilled at handling most conflict.
- I like to assist others when they are in conflict.
- Open discussion is the best way to address problems.
- I lose my cool when I experience conflict.
- I have to win at all costs when I am in conflict.
- I feel depressed or anxious when I am experiencing a conflict.
- It is better to keep friendships than get involved in a conflict.
- I’m afraid the other person will be mad at me, so I avoid conflict.
- I work for what I believe in.
- I enjoy coming up with new, creative solutions to conflicts.
- I had negative experiences with conflicts in the past and try to avoid them at all costs.
- I will give up some of my interests in order to win other more important interests.
- I take the lead in resolving conflicts.
Self Reflection about Conflict

This activity provides learners with an opportunity to reflect on the causes and consequences of a video conflict scenario and to reflect on their individual responses to the scenario. Learners work in small groups to guide and support each other in this activity.

1 Introduction

Explain that this activity is an opportunity to reflect on the topic of workplace conflict using a video role play scenario. Learners will also be asked to reflect on their own experiences, responses, and beliefs about conflict.

Take a few moments to discuss the benefits of authentic self-reflection. You may wish to emphasize concepts such as the following:

- Much of the work in learning skills for effective conflict resolution involves self-reflection about our own experiences, feelings, and patterns in dealing with conflict (for example, avoidance, aggression, blame), and our own strengths and challenges.
- Self-reflection is also essential in order to develop some insight into our individual triggers for anger and other strong emotions often at play when conflict happens. Awareness of what comes up for you when conflict arises is the first step in learning to manage your response in order to respond effectively to conflict. When we are not caught up in reactive emotions, we can be prepared to create effective strategies and solutions to resolve conflict.

Facilitate a brief brainstorming discussion among learners by posing the following questions:

- What are your thoughts about the value of self-reflection for enhancing professional skills for conflict resolution?
- What are some examples of common triggers that you might encounter in the workplace that may provoke anger or facilitate a potential conflict?
Self Reflection about Conflict (continued)

2 Video of a Conflict between Two CHWs

Set up and show the following short video role play of a conflict between two CHWs, Cindy and Stephanie: “Conflict Between Two CHWs: Role Play, Foundations” (1:37) (http://youtu.be/8wHwNAnhCiY). Ask learners to pay attention to their responses to each of the characters and the situation depicted in the video. Encourage them to take a few notes about their reactions as they watch and listen.

3 Small Group Discussion

Assign learners to small groups of three or four participants and distribute copies of the discussion questions (included at the end of this activity). Review the discussion questions with all learners.

Ask each small group to assign one group member to be a note-taker and reporter. The task for the small groups is to discuss the questions provided and, as they do so, the note-taker will write down brief highlights to be shared in the larger group.

Circulate among small groups, observing their discussions and responding to questions as appropriate.

4 Large Group Discussion

Ask the note-takers from each group to lead a report back, sharing key ideas in response to the discussion questions. To manage time and participation, ask one small group to start by sharing their responses to the first discussion question. Ask the large group if they have anything to add. Then ask a representative from a different small group to share their responses to the second discussion question, and so on.

Ask follow-up questions and provide feedback along the way, as necessary. For example, it may be helpful to point out (if learners don’t do it themselves), that both Cindy and Stephanie are dedicated CHWs who care about their jobs and the clients they work with. Some of what is at stake for both CHWs is their professionalism (how they are perceived and valued by others for the work that they do).

5 Reinforcement

This is an opportunity to synthesize and reinforce important concepts from Chapter 13. Possible messages to reinforce may include the following:

- **Self-awareness.** A key part of your growth as a CHW is to keep enhancing your ability to reflect and understand your own experiences, responses, values, and beliefs, and to figure out how they impact your ability to negotiate conflict with others, whether you are directly involved or not. Some of these responses, values, and beliefs will be
Self Reflection about Conflict (continued)

great assets or resources for you, and others may get in your way as you try to manage conflict. If you first embrace self-reflection and self-awareness, you can use what you learn to reinforce what is useful for resolving conflict and work to change or fine tune what isn’t.

- **Sources of conflict.** It is useful to understand, particularly in the workplace, some of the common sources of conflict, such as disagreements about roles and responsibility, delegation of power and authority, or conflicting values. Understanding these can give you clues about where possible challenges and solutions may lie.

- **Consequences.** A lot may be at stake when you are engaged in a workplace conflict. Conflict may affect you, your coworkers, and your agency, as well as, most importantly, the clients and the community you serve. Stop and consider how the conflict may affect all of these parties, and what the stake is—for you and for others—in seeking resolution.

- **Interconnectedness.** Conflicts may be generated or contributed to by many different parties and may affect many different parties as well (coworkers and clients, an agency and the community). Regardless of your role, strive to recognize and understand this interconnectedness and the ways that you may contribute to the problem, as well as how you can take action to ensure you create a lasting and sustainable resolution.
1. What feelings (emotions or physical sensations) came up for you as you watched the video conflict scenario? Was there anything in particular that triggered your reactions (something that brought up uncomfortable or perhaps familiar feelings)?

2. Which character in the video conflict did you most relate to, or who were you drawn to and why?

3. Which character did you want to distance yourself from, and why?

4. As a third party (someone not directly involved), how would you describe the issue in this conflict without any opinion, judgment, or blame for the characters involved?

5. What do you think may be the source or sources of this conflict between Cindy and Stephanie? What is at stake for these characters in their workplace?

6. What may be some of the consequences for Cindy and Stephanie if the conflict is unresolved?

7. If you were asked to step in and talk with Cindy and Stephanie, what would be your first move?
Switching the Frame for Viewing Conflict

This activity provides learners with an opportunity to practice nonjudgmental reflection on conflict scenarios. Learners work in small groups to guide and support each other in this activity.

1 Introduction

Explain that learners will be working in small groups to practice “switching the frame” to create nonjudgmental descriptions of sample difficult scenarios that may lead to conflict.

2 Small Group Activity

Assign learners to small groups of three to five participants and distribute the switching the frame worksheet (included at the end of this activity). Explain that their task is to review the examples of conflict scenarios provided on the worksheet and to create alternative nonjudgmental brief descriptions.

Select one of the worksheet scenarios and practice developing an alternative description with the large group. After the alternative description—free from assumptions and judgment—has been developed, ask learners to talk about how the ability to switch the frame in this way could be beneficial to preventing or resolving conflict.

Once you have completed one example as a large group, ask learners to complete the rest of the assignment in their small groups. Ask each group to assign one member as note-taker and reporter. As the groups create the new descriptions, the note-takers write them down, along with any brief highlights of the discussion that will later be shared in the larger group. Encourage learners to add their own statements to the list, those that imply judgment, and to change them as well to reflect a neutral stance.

Circulate among small groups observing their work and responding to questions as appropriate.
Switching the Frame for Viewing Conflict  (continued)

3 Large Group Discussion
Review the worksheet with learners, asking each small group to share their alternative description for each conflict statement. Write these on the board, and ask the group to assess the extent to which judgment and blame have been successfully removed from the revised alternatives.

If one of the alternative descriptions developed by a small group still reveals assumptions or judgment, ask learners to try to revise this statement further, working to develop a description that is free of judgment or blame.

Ask learners to share general comments or feedback about the small group activity, and facilitate discussion by posing questions such as these:

⦁ Did these scenarios elicit any strong reactions or emotions from you?
⦁ Could you see yourself in any of these people or situations? Were they familiar to you?
⦁ What was challenging about changing these to nonjudgmental descriptions?
⦁ What is the value of learning to describe situations of conflict without judgment?
⦁ Does describing a situation in more neutral and less judgmental language shift the way that you may view the situation?

4 Reinforcement
This is an opportunity to synthesize and reinforce key concepts from this activity, from Chapter 13, and from other resources. Here are several key concepts you may wish to use:

⦁ When you hear about a situation, you may think that you have an objective option, but it may be different when you take the time to really describe it from a neutral stance in a way that does not confer blame, fault, prejudice, or judgment.

⦁ Switching the frame from more judgmental statements or perspectives to a neutral and descriptive stance can aid in preventing the escalation of conflicts and in resolving them. Making this switch alone may encourage a more empathetic perspective of the situation and other parties, facilitating more respectful language and discussion.

⦁ Each of us would probably appreciate having coworkers or supervisors who describe or consider our actions and decisions without adding in their own assumptions or judgments. Try to provide this same consideration to them!

⦁ The skill of being able to talk about and describe situations of conflict from a more neutral stance or position involves disentangling intent from impact. When we describe a situation, we may unconsciously use language that implies judgment or blame, thus having a negative impact on another person. Practicing the neutral stance can assist us in
Switching the Frame for Viewing Conflict  *(continued)*

- avoiding the challenge of having to disentangle our intentions from the impact that our statements have had on others.

- Try this concept out in your day-to-day life. Try to note if and when you may be making statements that imply judgment or blame. What is the impact of these statements? How could you switch your frame and use more neutral and descriptive language? How does switching the language you use assist you in switching the nature of the interaction with the other person or persons?
Learner Handout 13.3 A: Switching the Frame

Activity 13.3

Please review the following brief descriptions of conflict scenarios. For each scenario, write an alternative description that removes language that may be opinion, evaluation, or judgment.

1. That client comes in late all the time! She thinks her time is more valuable than everyone else's. Are we supposed to just drop what we are doing when she decides to come into the clinic?

2. My supervisor really has it out for me, always only concerned about the f——g numbers. She never tells me what I am doing right!

3. Those two homeless clients really got into it in the waiting room yesterday afternoon, arguing about some stupid bag of dirty clothes. It was so gross—the waiting room smelled so bad, everyone was rolling their eyes and trying not to gag!
Learner Handout 13.3 A: Switching the Frame (continued)

4. The client comes in, yet again, with the same problem. How can I be expected to help him if he can't help himself?

5. My coworker is such a lazy slob! I hate sharing a desk with someone who doesn't respect me or their work!

6. My supervisor thinks she's a d——d therapist or something. I told her what happened and what Gail did to me, and she said, “What was your part in all this?” Why does she need to take Gail's side? Why can't she accept what I'm telling her for once!

7. Write your own statement here:
Developing Conflict Scenarios

This activity provides learners with an opportunity to write sample conflict scenarios that are specific to their lives and professional experience. Learners will reflect on the causes and consequences of these conflict scenarios and how they could apply concepts for conflict resolution. Learners work in small groups to guide and support each other in this activity.

1 Introduction

Explain that this training activity is an opportunity for learners to develop their own conflict scenarios based on their own life experiences. These conflict scenarios can be used to facilitate further learning through group discussion or future role play opportunities. While developing the conflict scenarios, learners will be asked to reflect on some of the sources and consequences of conflict, and to consider how to apply key skills for conflict resolution.

2 Small Group Activity—Creating Conflict Scenarios

Assign learners to small groups of three to five participants and distribute the guidelines for writing a conflict scenario (included at the end this activity). Review the worksheet with the large group, including the guidelines for writing their own scenarios and the two examples of conflict scenarios.

Provide small groups with approximately 15 minutes to develop their own conflict scenarios. Let them know that the scenario they develop will be the basis for further reflection and practice for the rest of this activity.

Activity 13.4

50 MINUTES

MATERIALS NEEDED

- Copies of “Learner Handout 13.4 A: Guidelines for Writing Conflict Scenarios” (included at the end of this activity)
- Copies of “Learner Handout 13.4 B: Conflict Scenario Discussion Questions” (included at the end of this activity)

TRAINER PREPARATION

- Review Chapter 13.

LEARNER PREPARATION

- Ask learners to review Chapter 13.

LEARNING OUTCOMES

After this activity, learners will be able to:

- Develop a conflict scenario based on an authentic life experience.
- Analyze conflict scenarios to discuss possible causes and consequences, and explore how to apply key concepts and skills for conflict resolution.
You may wish to caution learners not to write about a current and unresolved conflict in which they are personally involved. For example, you may say something like this:

We encourage you to develop conflict scenarios that are based on your own life experience. But please don’t write about an unresolved conflict in which you are personally involved. This activity will work best if you have a little distance and perspective to reflect on the scenario.

There are risks and benefits to learners using their real-life conflict experiences to create the conflict scenarios for this activity. Benefits include supporting learners’ initiative to develop and reflect on scenarios that are relevant to their lives and professional experiences. Risks may include reigniting a conflict situation if the learners were participants in an unresolved conflict. Paying careful attention to the composition of the learner group can make it easier to achieve a beneficial experience while minimizing the risk.

Circulate among the groups during the activity to offer support and additional guidance, as necessary.

After 3 to 4 minutes have passed, remind groups that they should decide on their scenarios and start to write them up. Remind groups when they have 5 minutes remaining, and encourage them to do their best to finish writing their conflict scenarios.

3 Small Group Discussion
Ask small groups to discuss the conflict scenarios they developed using the discussion questions provided. Ask small groups to select one group member as a note-taker and reporter. During the small group discussion, the note-taker writes down brief key points that will later be shared in the larger group.

Continue to circulate among small groups, offering support, as appropriate, and noting comments and concepts to be shared during the large group discussion.

4 Large Group Discussion
Ask each small group to share a brief summary of their work with all learners. One at a time, ask a representative from each group to share the following:

- The one-sentence description of the conflict scenario
- The sources of the conflict
- Possible consequences
- One example only of how the skills presented in Chapter 13 (moving from certainty to curiosity, and so on) could be helpful if applied to this scenario

As each group presents, leave room for other learners to briefly share their questions and comments. At the same time, however, keep the small group presentations flowing!
Developing Conflict Scenarios (continued)

Ask learners to select one of the conflict scenarios for further discussion. It could be one of the scenarios provided on the worksheet or a scenario developed by one of the small groups. Facilitate further discussion among the large group by posing questions such as the following:

- How could the concept of moving from certainty to curiosity be applied to this scenario? What value do you see to applying this concept in your work and life?
- How could the concept of disentangling intent from impact be applied to this scenario? What value do you see to applying this concept in your work and life?
- How could the concept of distinguishing blame from contribution be applied to this scenario? What value do you see to applying this concept in your work and life?
- How could the use of an apology be applied to this scenario?
  - What have you learned about the value of apology?
  - Have you been offered an apology in a way that was meaningful to you?
  - What gets in the way of providing another with an apology?

**OPTION** Show the video “The Art of Apology, Faculty Interview, Foundations” (2:51) ([link](http://youtu.be/obtQn3fdGOY)) and ask learners to share their reactions.

5 Reinforcement

Take a few minutes to reinforce key messages and concepts highlighted in this small group activity, including the ideas shared by learners, and draw on concepts from Chapter 13 and other sources. Key messages to reinforce may include the following:

- **Sources.** Become familiar with the common sources of conflict for clients and in the workplace. Understand that the factors that are contributing to conflict can assist in enhancing skills for both prevention and resolution.

- **Consequences.** Always keep in mind the potential consequences of workplace conflict. Try to examine who may be affected by the conflict, including, most importantly, the clients and communities you serve, as well as you, your coworkers, and the program and agency you work for. Conflict can be mild or highly destructive. Possible consequences for you include disciplinary action, the loss of your job, the loss of key relationships, and a diminished professional reputation in the community.

- **Self-reflection.** Learning to enhance your effectiveness in preventing and resolving conflict, like enhancing your skills for cultural humility, requires reflection. It means looking at past experiences and the lessons you were taught, and the ones you learned, about how to view and handle conflict. It means reflecting on your common styles.
of response to conflict now, including your skills for compromise. And, most importantly, it means taking an honest look at your contribution to any current conflict. What did you do and say (or not do and not say) that contributed to the conflict? What can you do to take responsibility for these contributions? And how can you make new contributions that will assist in resolving the conflict?

- **Skills for conflict resolution.** Chapter 13 presents several key skills for preventing and resolving conflict. Study these, and work to apply them in your career as a CHW and in your life. They include the following:
  - Moving from certainty to curiosity
  - Disentangling intent from impact
  - Distinguishing blame from contribution
  - The art of apology
Learner Handout 13.4 A: Guidelines for Developing a Conflict Scenario

Activity 13.4

Take a few moments to think about your experience with conflict, including any experience with conflict in the workplace or at school. Brainstorm ideas for the type of conflict scenario you want to write up. Remember that the goal is to develop a scenario that you think will be useful for CHWs to analyze as part of their training.

Here are some guidelines to keep in mind as you develop your scenario:

- Make it brief with not too much back story.
- Pick a scenario with only two to three people involved.
- Describe the roles of those involved (CHW or other coworker, client, supervisor, and so on).
- Create some brief dialog for the encounter.
- Describe the feelings of those involved.
- Briefly write out your description of the conflict scenario.

CONFLICT SCENARIO EXAMPLES

Scenario 1

Two CHWs work in a busy urban health center. Tasha has lots of experience and was recently promoted to supervise the other CHWs. Carlos has been on the job six months and is still getting comfortable in this new role as a CHW. He is working in the same community where he has lived all his life. Tasha hears through the grapevine that Carlos gave a client a small amount of cash.

Tasha is angry and confronts Carlos by saying, “How could you do this? We have discussed ethical boundaries with clients many times in staff meetings—you have really gone over the line here!”

Carlos feels attacked. He says, rather defensively, “I didn't give a client cash. I shared my lunch with her because she hadn't eaten anything in over 24 hours. Maybe it was a mistake, but I didn't give her money, and I set up a time for her to go to the Big Daddy Food Pantry the next day. But you are always on my case—sometimes it seems like I can't do anything right.”
Scenario 2

Two CHWs are doing outreach to locate clients who have missed clinic appointments. They have a limited amount of time before they are due back at the clinic. They take a short break for lunch but still need to see check on two more clients.

One CHW, John, gets a phone call and spends 15 minutes talking on what seems like personal call. Charles, the other CHW, is getting very anxious and impatient and tries to interrupt John, telling him, “Hey, we need to get going here.” John is angry and responds shaking his head, “Back off—you are not my supervisor, you can go on ahead if you need to. I have a right to actually take my lunch break!”
Activity 13.4

Please do your best to discuss and answer each of the following questions. Record your answers in the space provided on this worksheet or on the back of this page.

1. What was the source or root cause of the conflict (refer back to Chapter 13 for common causes of conflict)?

2. Write a one sentence summary of the perspective of each participant in the conflict.

3. Can we see ourselves in any of this? Do we have empathy for the perspective and experience of any of the participants?

4. What could be the consequences of this kind of conflict in your workplace?

5. How would you apply the following concepts for conflict resolution to this scenario?
   - Moving from certainty to curiosity
   - Disentangling intention from impact
   - Distinguishing blame from contribution
   - The power of apology
Activity 13.5

Developing a Common Framework for Conflict Resolution

This activity provides learners with an opportunity to practice elements of developing a common framework for a conversation about conflict. We sometimes refer to this as the pre-conversation, an essential element for successful conflict resolution. Learners will participate in large group discussion, observe a demonstration, and participate in role plays to practice key elements of the pre-conversation.

1 Introduction

Explain that this activity is an opportunity to discuss, and put into practice, key elements for establishing a common framework for conflict resolution.

Start by providing learners with an opportunity to talk about the risks of rushing to talk about a conflict without taking a step or two back to develop a common framework.

Show the video, “Conflict Between Two CHWs: Role Play, Foundations” (http://youtu.be/8wHwNAnhCiY). Although learners may have seen this video one or more times already, it can be useful for underscoring the importance of the pre-conversation. Ask learners to share their thoughts about the video by asking questions such as these:

- How well did Stephanie and Cindy do in resolving their conflict?
- What is the risk of jumping right into talking about a conflict without backing up to clarify ground rules first?
- How might a pre-conversation to develop a common framework have benefited Stephanie and Cindy?

Materials Needed
- Computer, LCD projector, and Internet access to view online video scenario
- Video: “Conflict Between Two CHWs: Role Play, Foundations” (http://youtu.be/8wHwNAnhCiY)
- Copies of “Learner Handout 13.5 A: Worksheet: Developing a Common Framework for Conflict Resolution” (included at the end of this activity)

Trainer Preparation
- Review Chapter 13.
- Write role play questions (see Step 4) on board or flip chart.

Learner Preparation
- Assign learners to review Chapter 13 before class.

Learning Outcomes
After this activity, learners will be able to:
- Identify and discuss elements of the common framework for conflict resolution.
- Practice key elements for establishing a common framework.
Developing a Common Framework for Conflict Resolution (continued)

2 Large Group Discussion
Guide learners in reviewing the concept of developing a common framework for conflict resolution. Start by asking learners to share their understanding by posing questions such as these:

- What is the purpose or goal of developing a common framework?
- What are some of the key elements of a common framework? Concepts include these, for example:
  - Expressing a commitment to resolving the conflict
  - Expressing a desire to establish a positive working relationship.

Next, pass out copies of the handout for developing a common framework for conflict resolution (included at the end of this activity) and review it with the large group.

3 Role Play Demonstration
Ask for two volunteers to take on the roles of Stephanie and Cindy and to demonstrate how they might begin to develop a common framework.

   OPTION You can also take on one of the roles for this demonstration.

Stop the role play demonstration after just a few minutes (after giving the volunteers an opportunity to say one or two things to each other that establish a more respectful and collegial tone to the conversation). Debrief by posing questions similar to these:

- What was different about the interaction between Stephanie and Cindy this time?
- In what ways did either party assist with developing a common framework?
- What did you observe that you would want to incorporate into your own work?

4 Work in Pairs—Role Play Practice
Ask learners to find a partner to work with for this role play. For the purposes of this activity, ask learners to choose either the Cindy or the Stephanie role (or to create similar roles) and to do their best to establish a common framework for working through their conflict with the goal of achieving resolution.

Each learner will take turns speaking and listening, demonstrating key elements of the common framework. This is an opportunity for all learners to talk about key concepts using language that is comfortable and authentic for each learner.

Circulate among learners to observe their role play practice and to respond to questions as appropriate.
Developing a Common Framework for Conflict Resolution (continued)

After 5 to 10 minutes, ask learners to stop the role play and to take a few minutes to debrief with each other. Post the following questions on the board or on flip-chart paper for all learners to read:

⦁ Which elements of the common framework did you use during the role play?
⦁ What aspects of the pre-conversation were most difficult?
⦁ What aspects of the common framework seemed most useful in creating a positive encounter?

5 Large Group Discussion
Facilitate a discussion among the large group of learners by posing questions such as these:

⦁ What was it like to try out establishing a common framework?
⦁ Do you think that talking about a common framework would have been helpful to Cindy and Stephanie? And, if so, how?
⦁ How can this approach shift the tone and direction of talking about conflict?
⦁ Would you incorporate aspects of the pre-conversation if you were having a conflict at work? Why or why not?
⦁ What does each party to the conflict need to bring to this pre-conversation in order to establish a common framework?

6 Reinforcement
Take a few minutes to reinforce some of the key messages shared by learners during this activity and from Foundations and other training resources. For example, you might choose to reinforce the following messages or concepts:

⦁ The process and framework or ground rules created before beginning any actual attempt to resolve a conflict is as important as the conflict resolution itself—they are linked together.
⦁ Taking the time to discuss and mutually agree on guidelines for how the conflict resolution process will proceed builds trust and relationships among the involved participants. It can also facilitate a smoother and more efficient resolution to the conflict.
⦁ The pre-conversation can establish and communicate the best intentions of everyone involved and affirm a mutual desire to work together for the benefit of all participants and the larger community (clients, providers, and so on).
Consider the following guidelines for initiating a conversation designed to resolve a conflict:

1. Express your commitment to resolving the conflict.
2. Express your desire to establish a positive working relationship.
3. Acknowledge the value of the other party or parties. Find something positive to say about who they are, the work that they do, and about a time when you worked well together.
4. Identify and acknowledge your common values, such as your commitment to providing quality services to clients or to advocating for social justice.
5. Be prepared to move from certainty to curiosity. Express your desire to listen and learn about their experience and perspective.
6. Negotiate common ground rules for your discussion that use the active listening skills described later on in this chapter. Ground rules may include the following:
   A. Agree not to yell at each other, insult each other, use disrespectful words, or otherwise escalate the conflict.
   B. Use “I” statements and emphasize your own experience rather than your assumptions or judgments about the other party.
   C. Take turns talking and listening to each other’s personal experience of the conflict, using active listening skills. It is amazing how deeply listening, without making judgments, can often transform our understanding of the other party’s intentions and feelings, and of the conflict itself.
7. Work to disentangle impact from intention.
8. Focus the discussion not on assigning blame (discovering who was wrong), but on understanding what contributed to the conflict and on identifying how you can transform your relationship to avoid similar problems in the future.
9. If you mean it, apologize and take responsibility for something you said or did that may have contributed to the conflict or have been hurtful to the other party.
10. If things get heated and it seems as if the conflict might escalate, agree to take a break. Continuing to talk with each other when you are unable to control your emotions and statements may do lasting damage to the relationship, your career, and the important work that you do with clients and communities.
11. After you have talked about what contributed to the conflict, agree to focus on what you can do now to improve the situation and your ability to work well together in the future.
Training with Videos from Chapter 13 of Foundations

In addition to the videos that accompany the activities in this guide, we have developed videos that accompany Chapter 13 of the textbook. We encourage you to use these videos as training resources. The videos highlight key concepts and skills CHWs need for conflict resolution and you may use them to facilitate discussion about these concepts among learners.

At CCSF, we show the videos in our CHW certificate courses. The students feel more free to critique and discuss the video role plays because they are not the actors. As they discuss the role plays, they enhance their ability to analyze and explain key concepts for client-centered practice. We often show these videos right before we ask students to participate in their own role play scenarios and then ask them to demonstrate the same client-centered skills.

All of these videos can be found on the Foundations YouTube channel (www.youtube.com/channel/UCKSB1-LQsSf5Rp24Q9W2Jlw) and are described in the Video Directory included in the appendix of the textbook.

Videos for Chapter 13 show a CHW working with a client on the following topic:

- Responding to anger, counter and demo role plays

When we show video demonstrations of CHWs working with clients, we tend to use the plus/delta (+/Δ) framework to guide discussions. Very briefly, the +/-Δ framework (described in greater detail in “Training Techniques”) asks learners to identify and discuss positive examples of CHW practice in role plays or videos as well as suggest areas for improvement. The delta symbol (Δ) represents change. For example, you may pose the following types of questions to generate discussion:

- What happened in this role play?
- What did the CHW do well in terms of supporting this client (+)?
- What could the CHW have done differently to better support the client (Δ)?

Another video is an interview with CCSF faculty on the following concept, explained in Chapter 13:

- The art of apology

The video interview can be used to facilitate discussion, as well, by posing questions such as these:

- What were the central messages conveyed in this interview?
- How might these concepts be helpful to your work as a CHW?
- What additional information do you want to highlight about this topic?
We have included a selection of assessments that cover important skills for this chapter. There is not an assessment for every activity or for every learning outcome in this chapter. We encourage you to adapt these or add any other assessments from your own resources.

ASSESSMENT 13.1: Reflective Writing Assignment

- Learners are asked to write a paper featuring self-reflection about conflict and conflict resolution based on material from Chapter 13.

ASSESSMENT 13.2: Quiz

- This ten-question quiz addresses key content from Chapter 13 and includes true/false, matching, multiple-choice, and short-answer questions.
Assessment 13.1  Reflective Writing Assignment

Please reflect on and write about your own style of managing conflict, referring to Chapter 13. This assignment is due ________ and is worth ____ points. Clearly type or print your full name at the top of the assignment.

Please reread Chapter 13 and complete the “That’s Me!” checklist. Write a brief paper (no more than two single-spaced pages) based on your responses to the following questions. The goal here is to reflect honestly on where you stand today in terms of your thoughts, values, and responses to conflict.

Your paper should address the following three numbered topics. The bulleted points are intended to be questions that may assist you in your thinking. You are not required to respond to every bullet.

1. Which statements from the “That’s Me!” checklist reflect your strengths for managing conflict?

Additional prompts that may aid you in your writing:
- What strengths or resources do you bring to preventing, responding to, or resolving conflicts?
- What experiences have you had where you have drawn on these strengths?
- Where did you learn to enhance these strengths? Are there specific people, resources, training, or experiences that helped you develop these strengths?

2. Which statements from the “That’s Me!” checklist reflect your challenges for managing conflict?

Additional prompts that may aid you in your writing:
- In what types of situations have you noticed these challenges?
- How do these challenges impact the way that you approach conflict or potential conflict or relationships with others in general?
- What factors have influenced your personal challenges (for example, are there specific people or events that contributed to the development of these challenges)?

3. What next steps might you take to enhance your knowledge and skills for preventing or resolving conflict?

Additional prompts that may aid you in your writing:
- What steps would you like to take to enhance your knowledge or skills for preventing and resolving conflict?
- Are there concepts or resources addressed in Chapter 13 (or elsewhere in the Foundations textbook) that might benefit your development in this area?
- What other resources would be helpful to you?
Reflective Writing Assignment (continued)

Please keep our grading or assessment rubric in mind as you write. For example, we are looking for you to respond directly and clearly to the questions asked, to demonstrate the ability to reflect on your own life experiences, and to link your reflection to key concepts and skills from the CHW training program.

STANDARD RUBRIC FOR ASSESSING OR GRADING REFLECTIVE WRITING ASSIGNMENTS

These assignments ask learners to reflect on their own life experiences and identities as they write about a specific public health topic or CHW competency area. We grade these assignments based on six different performance categories and possible scores ranging from 0 to 20 points each. For us, a passing grade is generally 70 percent of possible points. Acceptable performance may vary from trainer to trainer. We are including our version of a grading rubric, but feel free to customize this rubric as you wish.

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<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1. Responsiveness to assignment</td>
<td><strong>EMERGING</strong> Less than 70% Paper does not respond to the questions and topics posed in the assignment.</td>
<td>___/15</td>
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<td></td>
<td><strong>SATISFACTORY</strong> 70–89% Paper is partially responsive to the assignment.</td>
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<td></td>
<td><strong>PROFICIENT</strong> 90–100% Paper clearly addresses the main questions and topics presented in the assignment.</td>
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<td>2. Connections to key CHW and public health concepts and skills (such as client-centered practice)</td>
<td>Paper makes no connections to key training concepts and skills.</td>
<td>___/20</td>
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<td></td>
<td>Paper makes limited or vague connections to key training concepts and skills.</td>
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<td></td>
<td>Paper provides clear and relevant connections to key training concepts and skills.</td>
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<td>3. Clarity</td>
<td>Paper is poorly organized and the ideas presented are difficult to follow or understand.</td>
<td>___/15</td>
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<td>Greater clarity of organization or writing would strengthen this assignment to the level of proficiency.</td>
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<td>Paper is well organized, clearly written, and easy to follow.</td>
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### Reflective Writing Assignment (continued)

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<th>CATEGORY</th>
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| 4. Use of evidence to support analysis and the ideas presented | **EMERGING**  
Less than 70%  
Paper does not present any evidence to support arguments or ideas, fails to properly cite the ideas of others, or plagiarizes. |  
Paper shows an incomplete or unclear connection between evidence and the writer's point of view, ideas, and arguments. |  
Paper clearly presents evidence (including personal observations) to support the learner's point of view, ideas, and arguments. | ____/15 |
| 5. Self-reflection | Paper fails to reflect on learner's own life experiences, study, or CHW practice. | Paper shows limited self-reflection or application of insights to the work of CHWs. | Paper demonstrates reflection on personal experiences, cultural identity, values, and application to the work of CHWs. | ____/20 |
| 6. Originality | Paper closely repeats ideas from class or training, textbook, or assigned readings. | Paper reframes ideas or analysis from class or training. | Paper presents an original analysis of the ideas of others or original ideas and perspectives. | ____/15 |
| **Total points** |  |  |  | ____/100 |

Grading guidelines for reflective writing assignments are as follows: Passing = 70 points or above.

Letter grades as follows: A = 90–100 points; B = 80–89 points; C = 70–79 points; D = 60–69 points; F = below 60 points.
Your name: ________________________________
Date: ________________________________

Please do your best to answer each of the following questions, drawing on information provided in trainings and from Chapter 13. This quiz is worth ____ points.

1. Please identify at least three ways in which conflict can be constructive (positive).

2. Which of the following is a common source of workplace conflict (please choose one)?
   A. Insufficient resources
   B. Disagreements over roles and responsibilities
   C. Conflicting values
   D. Poor communication
   E. Cultural misunderstanding
   F. All of the above

3. Which of the following describes a conflict for a client about resources (please choose one)?
   A. A community agency runs out of funds to provide clients with public transportation passes and one client blames another for taking the last pass.
   B. A CHW calls a client by their first name and the client states they are feeling “disrespected.”
   C. A homeless client refuses to wait in a closed room in the clinic to see the provider.
   D. A client yells at a CHW for using the wrong pronoun to address them in public.

4. Match the following conflict styles to their description:
   1. ___ Sacrificing or allowing another to have their way
   2. ___ Finding solutions that satisfy everyone by working with all people involved
   3. ___ Ignoring the conflict situation
   4. ___ Finding a solution that partially meets all concerned
   5. ___ Trying hard to get one’s way at the expense of others
   A. Avoiding
   B. Accommodating
   C. Competing
   D. Compromising
   E. Collaborating
Quiz  (continued)

5. True or False. Cultural background, identity, and values can significantly influence the way that people view and respond to conflict.
   A. True
   B. False

6. In your own words, describe the key elements of the concept of “moving from certainty to curiosity” and briefly state why it can be useful in conflict resolution.

7. In your own words, describe the key elements of the concept “disentangling intent from impact” and give an example of how putting this into practice affected the outcome of a conflict for you, or alternately, how it might have aided you in a conflict in which you were involved.

8. True or False. Each of the common personal styles of handling conflict—avoiding, accommodating, competing, collaborating, and compromising—can be a valuable way of responding to some conflict situations.
   A. True
   B. False

9. Name at least three guidelines for establishing a common framework for resolving conflict.

10. Please identify at least two things that CHWs can do to handle anger professionally.
Quiz Answer Key

Acceptable answers may vary from trainer to trainer. We are including our version of what the correct answer may be to these questions, but feel free to adjust this answer key to fit your unique situation.

Determine how much this quiz will be worth, and how many points you wish to assign to each question. For example, this quiz could be worth 100 points, with each question worth up to 10 points. A score of 7/10 for any question indicates a satisfactory answer, and a score of 9 or 10 indicates an outstanding answer.

1. Please identify at least three ways in which conflict can be constructive (positive).

   *Please see Chapter 13. Possible answers may include boosts new understandings of self, others, and working relationships; enhances working relationships and the cohesiveness of work teams; results in better-quality services for clients and communities.*

2. Common sources of workplace conflict include (please choose one):
   
   A. Insufficient resources
   B. Disagreements over roles and responsibilities
   C. Conflicting values
   D. Poor communication
   E. Cultural misunderstanding
   F. All of the above

   *Option F is correct. All of the answers represent common sources of workplace conflict.*

3. Which of the following describes a conflict for a client about resources (please choose one)?
   
   A. A community agency runs out of funds to provide clients with public transportation passes and one client blames another for taking the last pass.
   B. A CHW calls a client by their first name and the client states they are feeling “disrespected.”
   C. A homeless client refuses to wait in a closed room in the clinic to see the provider.
   D. A client yells at a CHW for using the wrong pronoun to address them in public.

   *Option A is correct. Please refer to Chapter 13 for more information.*
4. Match the following conflict styles to their description:
   1. B
   2. E
   3. A
   4. D
   5. C

   Please refer to Chapter 13.

5. True or False. Cultural background, identity, and values can significantly influence the way that people view and respond to conflict.
   A. True
   B. False

   The answer is A.

6. In your own words, describe the key elements of the concept of “moving from certainty to curiosity” and briefly state why it can be useful in conflict resolution.

   Please refer to Chapter 13. Any answer that describes the concept is acceptable. These answers may highlight that moving from certainty to curiosity means trying not to make assumptions about the conflict or the behavior or intentions of others. We can demonstrate curiosity by asking questions to learn about the perspective of others. By inquiring about the experience of the other party, and by listening to what they have to say, we can learn information that is valuable to resolving the conflict.

7. In your own words, describe the key elements of the concept “disentangling intent from impact” and give an example of how putting this into practice affected the outcome of a conflict for you, or alternately, how it might have aided you in a conflict in which you were involved.

   Please refer to Chapter 13. Any answer that describes the concept is acceptable, such as: disentangling intent from impact means not making assumptions about what other people intended to do, and understanding that even when people do things with good intentions, their actions may still have a negative impact or harm for another person. An example could be a situation in which the learner does not make assumptions about a coworker’s intentions when they say something that is irritating or that feels hurtful. Instead, the learner will try to work with their colleague to avoid similar problems in the future.
Quiz Answer Key (continued)

8. True or False. Each of the common personal styles of handling conflict—avoiding, accommodating, competing, collaborating, and compromising—can be a valuable way of responding to some conflict situations.
   A. True
   B. False

The correct answer is A. Each of these personal conflict styles can be helpful in responding to some types of conflicts.

9. Name at least three guidelines for establishing a common framework for resolving conflict.

   Possible answers are addressed in Chapter 13 and may include, for example, expressing your desire to resolve the conflict; acknowledging the value of the other party in the conflict; identifying shared common values; negotiating ground rules to guide your discussion about the conflict.

10. Please identify at least two things that CHWs can do to handle anger professionally.

    Some of the tips for handling anger professionally, from Chapter 13, include these:
    - Be aware of what triggers anger.
    - Stop or take time away from the conflict to calm down.
    - Think or reflect on the nature of the conflict and the consequences of taking action when angry.
    - Choose behaviors that are safe and do not escalate the conflict.
    - Understand or try to view the situation from the perspective of the other party or parties.
    - Take action to reduce the potential for harm.