

Effective Conflict Resolution in the Workplace

Facilitator's Guide

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FACILITATOR'S GUIDE

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Workshop Time: 2 Hours

Materials needed:

- Flip chart, markers
- Facilitator & Participant guide

Prepare before teaching:

- Participant workbooks (1 per participant)
- Prepare flip charts for discussion questions and activities

Training Model: D.C.A.P.T

Discovery: Most people learn better from their own experiences. When your participants are able to reflect on things they have experienced or understand their minds are much more open to the learning process.

Concept: This step is used to ensure your participants understand the overall concept of the subject matter. Avoid jumping right into educating the audience on the actual application or the “how to.” This can be accomplished by connecting your discovery exercise to an overview explanation of the subject matter, thereby creating an “Ah Ha” for the audience. With this done, your audience is now ready to LEARN the subject.

Application: This is the easy part, when you actually train the audience on your subject matter. Your goal in this step is audience participation. Get the participants involved in the training by asking them questions and letting their answers guide you. This gives you a guideline as to their knowledge of the subject, and allows much of the training content to come from them. It helps you avoid covering information already common and avoids the “telling” syndrome.

Practice: Once you have completed the actual training, use a variety of exercises that allow participants to demonstrate they have actually learned the topic. This step is often overlooked, but it is critical in understanding how effective the training was. After all, retention is the goal of any training session, and you want this new knowledge to be remembered and used.

Test: Every training session should be followed up with a knowledge check. This could be verbal, written, or even as part of a formal working review. The investment made in training needs to be secured by the ongoing ability to execute the training subject matter.

Commented [GA1]: LT Tool: DCAPT Training Model

↓ The purpose of a training model is to act as a guide or “checklist” to help with the preparation for the learning environment and to support the learning transfer back to the workplace.

↓ The model outlined below (D C A P T) can be used as to develop training curriculum that encompasses facilitation methods, activities, and establishing a learning environment that will support learning transfer.

Instructional Intent when developing this lesson:

When creating this module, I wanted to approach it at a different angle. In many cases, the training that we've been delivering at my workplace is very informational in context and offers little to no practice. As we've learned throughout this semester, it is essential to incorporate various techniques to ensure LT. As we know, “Telling Ain't Training” (ASTD). This assignment was a great opportunity to develop new material that incorporates the various methods, tools, theories, and techniques we've explored this semester.

My intent for this training session is for learners to leave the workshop:

↓ With the awareness of where they are as it relates to their conflict management style and to have assessed the changes they may need to make.

↓ To leave confident that they can adapt the six-step method to resolve conflict that may arise in the future in the workplace

↓ To change employee's schema on how they interpret workplace conflict. It is helpful to assist participants in the theoretical steps to resolve conflict, but when we can alter the mindset to view conflict as an opportunity for good (building stronger workplace relationships, improving processes etc.), then they will be less apprehensive to engage in conflict resolution.

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Agenda

Show Slide 2:

Learning Objectives

At the close of this session, you will:

- Complete conflict resolution assessment and synthesis results.
- Explore the "WIIFM" of conflict resolution.
- Observe workplace conflict case study and evaluate outcome.
- Practice pre-selected workplace scenario through coached role-play.
- Adapt the six step method to resolve conflict back to your workplace.

Revisiting Conflict Activity

Discovery



Show Slide 3:

Introduction (Ask): Have you ever feel stressed and overly anxious about a workplace conflict?

Say: Close your eyes and think of a past, recent, or current situation in which you experienced conflict at work? Identify how this conflict had a significant effect on your job satisfaction or performance.

Purpose of Activity

- Allow participants an opportunity to explore and revisit a past, recent, or current workplace conflict.
- Enables participants to revisit those feelings and tap into how the conflict affects job satisfaction and performance.

Debrief Questions:

- Ask participants to share only how the conflict affected their job satisfaction/performance.
- They do not need to provide the details of the conflict to maintain confidentiality.

(Use flipchart to record participant's responses)

- _____
- _____
- _____

Commented [GA2]: LT Tool: Experiential Learning Transfer from Past to Present (Sousa)

This activity links a past experience from the participants that helps to add sense of relevancy, purpose, and meaning to the new learning they are being prepared for.

⚡ This introduction activity adapts the principles of Experiential Learning. Dewey believed that learning as a lifelong process involves applying and adapting previous experience to new situations. What a learners have learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow (Merriam & Bierema, 2014, p.105).

⚡ This activity calls for learners to reflect on a past conflict experience and to tap into those feelings. As the training evolves and unfolds, learners will be able to adapt that previous learning experience to the new foundations covered in the training.

LT Tool: Wlodkowski's 4 Integrated Levels of Adult Motivation (Merriam & Bierema, 2014, p.156).

1. Establish inclusion – this activity helps to create an environment that promotes community learning. This is because everyone sees that at some point they have each been in a situation where conflict may have been so detrimental that it impacted their job satisfaction and even performance. The facilitator also includes themselves in this feeling because it will build trust, ease anxiety, and build rapport between learners and facilitator.

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What is Conflict?

Concept

Show Slide 4:

Definition of Conflict: A conflict is a struggle between individuals who perceive incompatible goals and/or there is interference from others in achieving their goals.

Say:

- Conflict originates from a trigger of a difference and results in strong feelings, a deep personal and relational need is at the core of the problem. Sometimes the need is to feel safe, respected, valued, closeness or intimacy.
- Conflict in the workplace is a fact of life. The fact is that that conflict exists in every aspect of life.

Group Discussion Question

Show Slide 5:

Say: The purpose of the activity is to explore the WIIFM, this is where we are exploring the “what’s in it for me?”

Here we will explore all the positive benefits we obtain in successfully resolving conflict.

Ask: Why it is important to understand how to effectively resolve a conflict?

(Use flipchart to record participant's responses)

- _____
- _____
- _____

Say:

- When not handled correctly, conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work.
- Conflict is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth.
- Conflict is our opportunity for positive change.

Commented [GA3]: LT Tool: Social Dialogue and Elaboration

It is essential for participants to understand – early on – during a training why the topic is relevant to them. Exploring the element of “What’s In It For Me” WIIFM, lets learners discover this relevancy on their own. It is by far more powerful for learners to explore this through social dialogue and elaboration, than to have the facilitator tell them (Kaiser, et al.). This activity fosters an environment that may provide multiple perspectives and solutions to the importance of understanding how to resolve workplace conflict effectively.

LT Tool: Wlodkowski’s 4 Integrated Levels of Adult Motivation

3. Enhance meaning through engaging experiences – ensure learner’s believe that their goals and interests will be met by the content of the training.

Commented [GA4]: LT Tool: Schema

Schema is the thought of how individuals categorize information. This activity involves the concept of Schema, because for most individuals (with little experience with workplace conflict), they are unable to see the benefits of workplace conflict. This activity reveals the multitude of benefits that can evolve from an effective conflict resolution. Thus, this changes the perception participants have on workplace conflict and begin to no longer avoid it. Moving forward, participants will feel confident and encouraged to resolve conflict.

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Self-Assessment for Conflict Management



Show Slide 6:

Activity:

- Allow participants 10-15 minutes to complete the assessment and complete the scoring key.
- Participants may have feelings of feeling unsettled, so allow them time to review their results privately.
- Encourage participants to keep their results private.

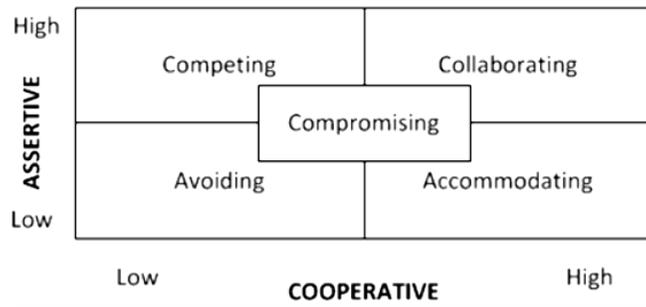
Scoring Key for Conflict Management Questionnaire Activity Directions:

- Answer all 15 questions by circling the number that indicates how well these statements describe you.
- Write the scores circled for each item on the appropriate line below (statement numbers are in brackets), and add up each scale.
- Higher scores indicate that you are stronger on that specific conflict management style.

Thomas-Kilmann Conflict Mode Instrument

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

The Thomas Kilmann Conflict Mode Instrument is a model for handling conflict:



Commented [GA5]: **LT Tool: Wlodkowski's 4 Integrated Levels of Adult Motivation** (Merriam & Bierema, 2014, p.157).
2. Promoting positive learner attitude – present lessons and activity at a reasonable pace and create a learning environment that is safe from humiliation. Assessments can cause participants to feel very unsettled. Especially when the results reveal qualities about themselves they may not had been aware of, nor want to accept. Here nurturing and coaching participants through these feelings is critical.

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Conflict Mode Instrument

Show Slide 7:

Say: This model organizes five conflict management styles based on two dimensions: assertiveness and cooperativeness.

1. Accommodating – This is when you cooperate to a high-degree, and it may be at your own expense, and actually work against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party.
2. Avoiding - This is when you simply avoid the issue. You aren't helping the other party reach their goals, and you aren't assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly. It's also very effective when the atmosphere is emotionally charged and you need to create some space. Sometimes issues will resolve themselves, but —hope is not a strategy, and in general, avoiding is not a good long term strategy.
3. Collaborating – This is where you partner or pair up with the other party to achieve both of your goals. This is how you break free of the —win-lose paradigm and seek the —win-win. This can be effective for complex scenarios where you need to find a novel solution. This can also mean re-framing the challenge to create a bigger space and room for everybody's ideas. The downside is that it requires a high-degree of trust and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all the ideas.
4. Competing – This is the —win-lose approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach.
5. Compromising – This is the —lose-lose scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals. The trap is to fall into compromising as an easy way out, when collaborating would produce a better solution.

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Debrief



Show Slide 8:

Ask: Participants to answer the following questions:

- Reflect on your assessment results. Would you like to make any changes to your response to conflict?
 - If so, list three aspects of your own conflict management behavior that you would like to change, eliminate, or improve.
 - Reflect on any unsettled feelings that we can come back to later in the workshop.

Purpose of Activity:

- Allow participants an opportunity to purposefully reflect on the results of their assessment.
- Disclose and resolve any unsettled feelings.

Can we Avoid Conflict?

Show Slide 9:

"Conflict is inevitable, but combat is optional"

-Max Lucado

- How you respond to and resolve conflict will limit or enable your success.
- Embrace conflict as a source of growth and transformation.

Say: Conflict is simply inevitable, and is going to happen. In our personal and professional lives. *How* you respond to and resolve conflict will limit or enable your success. By embracing conflict as a part of life, you can make the most of each situation and use it as a learning opportunity or a leadership opportunity. You can also use it as an opportunity to transform the situation into something better.

Commented [GA6]: LT Tool: Purposeful Reflection

↓ Purposeful Reflection is a tool that helps the learner stay engaged with the topic and to start laying roots for meaningful transfer by creating relevance to the learner (Kaiser, Kaminski & Foley, 2013).
↓ This assessment works well with purposeful reflection, because it is not a general reflection. Rather, the learner takes time to reflect on where they are as it relates conflict management styles based on two dimensions: assertiveness and cooperativeness.

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Understanding Conflict in the Workplace

Show Slide 10:

Say: Here are some tools to understand conflict, to learn from your own conflict patterns, and to empower you to make more effective choices when you are finding or facing conflict:

1. Goals – conflict can happen as a result of conflicting goals or priorities. It can also happen when there is a lack of shared goals.
2. Personality conflicts – these are a common cause of conflict. Sometimes there is no chemistry, or you haven't figured out an effective way to collaborate with someone.
3. Scarce resources – this can happen when you're competing over scarce resources.
4. Styles – you're thinking style or communication style might conflict with somebody else's. The good thing is that conflicts in styles are easy to adapt to when you know how.
5. Values – the challenge here is that values are core. Adapting with styles is one thing, but dealing with conflicting values is another. That's why a particular business, group, or culture may not be opposites

Most Common forms of Workplace Conflict

Show Slide 11:

Ask: Participants, what do you believe might be the top four types of workplace conflicts?

1. Interdependence conflicts – a person relies on someone else's cooperation/input in order for them to get their job done, i.e., working with another manager on a quarterly report.
2. Difference in style – People all have different ways of completing a job. i.e., some people prefer to take their time to research, while others would prefer to immediately get started and jump to brain storming or doing.
3. Difference in leadership – Managers have different ways of leading a staff, and this can cause confusion for employees. i.e., a staff may be completing a task in the format provided by Manager A. However, Manager B dislikes this method.

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4. Personality clashes – at times conflict can be fueled by emotion, or perceptions about somebody else's motives and character. Some examples are arrogance, irritability and short temperaments, and procrastination. i.e., Manager A with many years of experience in the organization may not want to collaborate with new Manager B because they feel a level of prestige.

Examples of Workplace Conflicts

Show Slide 12:

Say: Here are some of the most common types of workplace conflicts:

- Unclear job expectations.
- Being told what to do rather than asked.
- Unclear vision or mission.

Successful Outcomes

Show Slide 13:

Say: By resolving conflict successfully, you can solve many of the problems that have surfaced, as well as getting benefits that you might not expect at first. Some successful outcomes are:

- Increased understanding and awareness:
 - Provides an insight into how parties can achieve their own goals without undermining those of other people.
- Increased group consistency:
 - When conflict is resolved effectively, the parties can develop a stronger mutual respect for one another, and develop a stronger working relationship.
- Improved self-knowledge:
 - Conflict can assist individuals in examining their own goals. This help to understand the things that are most important to them. Hence, sharpening focus and increasing effectiveness.

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Successful Conflict Resolution

Show Slide 14:

Say: Relies on your ability to:

- Manage stress while remaining focused.
- Control your emotions and behaviors.
- Pay attention to the feelings and viewpoints being expressed.
- Be aware of and respectful of the differences of opinions.

Six Steps to Successfully Resolving Conflicts

Application

Show Slide 15:

Say: Now that we have explored what conflict it, the most common types of workplace conflict, and positive successful outcomes, we're ready to apply real strategies to resolve our own conflicts as they arise in the workplace.

Using these six steps, you can successfully resolve conflict.

Step 1: State the purpose for the meeting

Step 2: Share information

Step 3: Agree on the issue

Step 4: Brainstorm possible solutions

Step 5: Negotiate specific solutions

Step 6: Review solutions, and set a follow-up / next steps date

Step 1: State the purpose for meeting

Show Slide 16:

- Understand that conflict is a mutual issue, which can best be resolved through discussion and negotiation.
- Emphasize that you are presenting your perception of the problem.
- Use active listening to ensure you hear and understand the other person's perception.

Person A and B both mutually need to:

- Agree there is a conflict needing resolution.
- Agree to the purpose for the meeting.
- Agree to meet and discuss at a specific time and place.

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Step 2: Share information

Show Slide 17:

- Persons A and B both provide their perception of the issue.
- Actively listen to ensure you understand the other person's position and paraphrase back.
- Work to understand his/her motivations and goals, and how your actions may be affecting these.
- State the conflict in objective terms is it:
 - Affecting work performance?
 - Interrupting the delivery of service?
 - Interfering with decision-making?

Step 3: Agree on the issue

Show Slide 18:

- Parties need to agree on the issue before moving on to finding solutions
- Problem statement from Employee A or B:
 - "I think we can agree that we need to submit our projects on time. Last month, we both missed our deadlines. This caused us to be unprepared for the staff meeting."
- Both employees must agree to the issue in order to proceed to Step 4.

Step 4: Brainstorm possible solutions

Show Slide 19:

- Be open to all ideas, including ones you've never considered before
- Both parties must compromise and be flexible with their needs and wants
- Stay on task when brainstorming:
 - Avoid rushing to solutions
 - Avoid passing judgment
 - No idea should be negated by the other party

Step 5: Negotiate a solution

Show Slide 20:

Say: Narrow down brainstorming ideas by:

- Identifying which solutions are feasible
- Looking at parts of each solution as well as the whole Choose options from different solutions to agree to one "Chinese menu"
- Agreeing upon the best solution based on both your needs
 - "What can I live with?"
 - "What can I give on?"

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Step 6: Hold a follow-up meeting

Show Slide 21:

- Set a date and time to meet for follow-up.
- Discuss the outcomes and determine any “start,” “stop,” and/or “continue” items
- Determine if a different solution needs to be used, or if there are additional solutions.
- If so, return to Step 4 – Brainstorming.

Ground Rules for the Discussion

Show Slide 22:

Say: Remain calm and focused on the issue:

- Express feelings in words, not actions.
 - i.e., try not to overact to situations. By remaining calm, it will be more likely that others will consider your viewpoint. Telling someone how you feel directly and honestly is a powerful way of communicating.
- Be specific about the situation.
 - i.e., vague complaints are hard to understand or correct. Be specific and provide details about the situation.
- Deal with one issue at a time.
 - i.e., avoid introducing additional topics until the each is resolved.

Practice

Conflict Resolution Role-play Observation



Show Slide 23:

Say:

- Observe the conflict role-play between the two facilitators
- Determine if the six step method was used?
- What worked/didn't work?

Commented [GA7]: LT Tool: Repetition from Multiple Aspects

↓ The method of revisiting information at different points in time helps the brain reinforce the learning. As we know, repetition of counting, dance, and many activities strengthen the neural pathway connections by the continuous repetition.

↓ By role-playing and allowing learners to observe, the second activity supports the repetition from multiple aspects because it is reinforcing the same learning, through a different angle.

↓ In this situation, the learner can first view (safely) a correct example of effective conflict resolution, and then build the confidence to repeat the learning. This helps the learner strengthen the neural pathway and gain mastery through the continued repetition.

Commented [GA8]: LT Tool: Scaffolding

↓ “Scaffolding is a process in which students are given support until they can apply new skills and strategies independently” (Martha, 2002). Ensures that the learning environment, instructional plan, supporting resources, and instructional delivery are structured in a manner that supports the learner; this is a learner-centric approach.

Scaffolding works with this activity because the learning begins with a task the learners can do, and that is to observe the role-play. From there, the tasks becomes more complex because the learners now need to demonstrate the skills observed, while having the presence of the MKO.

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It is Your Turn! Group Role-play Activity

Test



Show Slide 24:

Say: Now it is your turn to practice.

- Using the pre-selected workplace conflict scenarios you have, role-play the issue.
- Adapt the six-step method to resolve conflict.
- Facilitators will coach through the discussion.

Debrief Role-Play

Show Slide 25:

Ask:

- What worked/didn't work?
- Did the six step method work for you?
- Did you notice that the changes you wanted to make to your conflict management style come into play when attempting to resolve conflict?

Debrief - Journal



Show Slide 26:

Ask:

- In your journal:
 - Reflect on your feelings with the outcome of this role-play
 - How will you return to the workplace to handle this existing conflict?
 - Do you feel prepared to handle this discussion?
- If you're still unsettled, do you have a person you can discuss this with?
- A third-party mediator from HR may be the next step if two parties cannot come to a consensus, and that is okay.

Commented [GA9]: LT Tool: Problem-Based Learning

With PBL, the facilitator assists the learners to develop a course of action that helps in resolving an existing problem. In this activity, learners that enroll in the workshop are required to bring to the learning environment a scenario of a past, recent, or existing problem to role-play applying the six-step method.

The learners are experimenting with various solutions that will help them return to the work environment prepared to resolve conflict successfully. This approach is unique, because rather than simply providing a scenario to the participants that has no relevance to their real lives, they are working through a true problem, with the support of the facilitation.

LT Tool: Scaffolding

"Scaffolding is a process in which students are given support until they can apply new skills and strategies independently" (Martha, 2002). Ensures that the learning environment, instructional plan, supporting resources, and instructional delivery are structured in a manner that supports the learner; this is a learner-centric approach.

Scaffolding works with this activity because the learning begins with a task the learners can do, and that is to observe the role-play. From there, the tasks becomes more complex because the learners now need to demonstrate the skills observed, while having the presence of the MKO.

LT Tool: Lev Vygotsky's Scaffolding and MKO

The facilitator's role is to support and coach as the More Knowledgeable Other (MKO). Lev Vygotsky, MKO refers to someone who has a better understanding or a higher ability level than the learner. In this case, the facilitator is the MKO and plays a significant role in the development of the learning by providing instruction and modeling behavior during the learning process.

The MKO (facilitator) throughout the learning event will continue to apply scaffolding techniques with the goal of removing themselves and allowing the participant the space and capacity to perform independently

The removal of the MKO is gradual, and not abrupt, so that it doesn't cause the learner to lose interest, get frustrated, lose confidence etc.

The scaffolding techniques that are used include: prompting learners through the six-step method, modeling appropriate method, and providing cues, encouraging learner.

Commented [GA10]: LT Tool: Purposeful Reflection

This reflection is essential as the participants apply the six-step method through role-play and with the support of the MKO. This is a very insightful opportunity for the participant to go through the motions of how the activity felt. This reflection may reveal thoughts on the challenges, opportunities, and any unsettle feelings with resolving conflict; more specifically even an existing one.

Journaling is an integral part of learning transfer. Learning Transfer is more likely to occur when participants have the opportunity to reflect on their new learning (Sousa

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Bring It All Back

Show Slide 27:

Say: Now that you've learned about conflict resolution, observed an example, and practiced to resolve a workplace conflict, you're well on your way to taking the necessary action steps in the workplace.

- Action Steps
 - Apply the six step method from the resources provided.
 - Use it to resolve a conflict and apply your knowledge.
 - Let us know how it works out:
 - Email us at PHN-Education@peopleshealth.com
 - Email facilitator at adriane.gonzalez@peopleshealth.com

Thank you!

Commented [GA11]: LT Tool: Wlodkowski's 4 Integrated Levels of Adult Motivation

4. Engendering confidence by helping learners see they have been successful – this step is crucial to the LT process. Throughout the entire learning process, the facilitator has continuously coached and mentored the learners. At the end of the learning, participants need to be reminded that they indeed have been successful in their learning and promote self-efficacy.

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Barriers to Learning Transfer

Even the most thoughtful learning event will still ensure barriers to learning transfer. The following outlines potential barriers to Learning Transfer, and the methods and approaches to handle them. Thomas noted that “barriers to transfer can be encountered (1) before, (2) during, and (3) after the learning experience” (Kaiser et al., 2013, p.8). Therefore, it is imperative to identify the challenges and barriers of this learning transfer assignment.

(Before) Lack of foundational knowledge

Provide participants with pre-reading and an assigned brief e-learning module that introduces the topic and learning objectives. This allows participants with an overview of the topic.

(During) Lack of motivation or confidence during training

Facilitators will continuously assess the learning environment, and gauge if learners are feeling unmotivated, uncomfortable, dis-engaged, or uninterested, and apply facilitation techniques to regain participant focus (coaching, praising, mentoring, encouraging).

(After) - Evaluation and Assessment of Learning Transfer

Leadership training on Conflict Resolution:

Upon training staff on effective conflict resolution in the workplace, leadership teams will be trained on the topic as well. This content will be geared at preparing leaders to:

- Discuss with staff the positive outcomes of conflict
- Facilitate a conflict resolution event as a mediator
- Navigate difficult conversations with employees resisting conflict resolution

Leadership will have been bought into the role they will have to play to help facilitate a healthy work environment and support effective conflict resolution in the workplace. They will do this by not fostering an environment where conflict is avoided and rather create a culture of open discussion and dialogue.

Kirkpatrick level 3 Behavior:

In many cases, facilitator's believe that the job is complete when the training is over; however the work just begins at this stage. Kirkpatrick level three model proposes that the acquisition – in this case learning transfer – of knowledge and skills translates to little actual business value unless we see true behavior changes (Kirkpatrick, 2007). Level three is a method to reinforce new behaviors learned.

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How will Learning Transfer be determined:

Surveys and questionnaires:

At the completion of the Conflict Resolution workshop, supervisors and managers will be contacted by the Training and Development department. They will be asked to complete a survey and questionnaire supervisors and anyone that observes the behavior of employees on the job.

Observations and checklist

Training and development ambassadors will be assigned to each participant. This ambassador will work as a continuous coach and mentor. They will use a checklist of essential conflict resolution behavior assessment to observe the employee on the job.

Interviews and focus groups

Upon the observation sessions, the ambassadors will administer to individuals for an interview, or groups for focus group sessions to assess the level of new behaviors that are being applied on the job. The ambassador's role is to assist in the development of any action plans for follow-up.

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