
Learning Activity 12-1. Introductions

OBJECTIVES

The objectives of this learning activity are to

- become comfortable in the learning environment by meeting others in the class
- share concerns about conflict management.

MATERIALS

- none

TIME

- 15 minutes

INSTRUCTIONS

1. Explain that this is an opportunity to meet everyone.
2. Invite attendees to find a partner whom they don't know well.
3. Explain that they will be in charge of introducing this person to the rest of the group.
4. They will have three minutes to talk to each other and find out each others' names, titles, and something about conflict management that the other person is concerned about. For example, what do they want to know more about? What problems or fears do they have about conflict?
5. Each pair will come forward and introduce their partners and discuss their conflict management concerns.
6. List their names on a flipchart page with their concerns. Ask if anyone else shares any of these concerns with the pairs.
7. Explain to the learners that they are not alone in the concerns, and that you will try to address their issues during the course of the workshop.
8. Post the page so you can use it as a reminder throughout the session and can even add additional items or questions that learners bring up during the course of the workshop. If you do not discuss their concerns in any of the sections of the class, you can add them to the Putting It All Together section at the end of the session.

Learning Activity 12-2. Self-Assessment

OBJECTIVES

The objective of this learning activity is to

- help participants assess their areas of strength and potential in the development of their conflict management skills.

MATERIALS


For this activity, you will need

- Assessment 12-1: Self-Assessment
- pencils.

TIME

- 20 minutes

INSTRUCTIONS

1.  Distribute **assessment 12-1**. Explain that this is an opportunity for participants to assess their conflict management skills and the areas they can focus on developing in this session.
2. Remind them that they do not have to share their responses, so they should be completely honest in the assessment.
3. Give the learners time to complete the assessment.
4. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Would you like to focus on developing any areas?
- Did the assessment make you aware of any areas of conflict management that you hadn't considered?

Learning Activity 12-3. An Overview of Conflict

OBJECTIVES

The objective of this learning activity is to

- identify the ways conflict can benefit the workplace.

MATERIALS


For this activity, you will need

- PowerPoint slides 12-7 and 12-8.

TIME

- 35 minutes

INSTRUCTIONS

1.  Show **slide 12-7**, which presents the idea of an overview of conflict. Divide the class into four groups. Their first task is to brainstorm in their groups on the benefits of conflict in the workplace. They will only have five minutes to come up with good points about conflict. (You can add the incentive of a prize for the group that comes up with the most ideas.)
2. Allow the group with the most ideas to present their list. Then the other groups will add the items that the first group did not have.
3. Explain to the learners that although we usually think of conflict as a negative experience, it has proved to be a positive force in our workplaces. To ensure that conflict is a positive experience, it's necessary to learn to manage it effectively by creating guidelines and methods to ensure that conflict is productive and non-intimidating to the members of the workforce.
4. To ensure that our conflict experiences are positive, the learners will have the opportunity to think about the difference between good and bad conflict management.
5. Assign the topic of good conflict management to two of the groups. Their task is to determine guidelines and recommendations for managing conflict effectively. You can get them started by giving them the first idea of addressing conflict in a timely manner. The other two groups will have the topic of bad conflict management. Their task is to discover how we can manage conflict poorly. Tell them to think of "how we can mess this up" as their theme. What do we do that makes conflict a negative influence in the workplace? You can get them started by mentioning the idea of avoiding conflict. By ignoring the problem and allowing it to continue, we create bigger conflicts than if we addressed the smaller issue at the onset.
6. Call time after 15 minutes and ask each group to read their ideas.
7. You will use this to lead into the discussion items in the debriefing, using **slides 12-7 and 12-8** to summarize the discussion.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What would be the challenge of having a group that agrees without ever having any conflict?
- How can you use the principles from the good conflict management groups to bring up potential problems without creating negative feelings among team members?
- Do you see areas for improvement in your teams?

Learning Activity 12-4. 10 Questions About Conflict

OBJECTIVES

The objective of this learning activity is to

- have the participants give thought to a conflict situation and prepare some target questions. This activity will help reveal a person's major concerns about a situation.

MATERIALS

For this activity, you will need

- paper and pen for each participant.

TIME

- 30 minutes

INSTRUCTIONS

1. Ask each participant to take a few minutes to think about a conflict that he or she is dealing with right now.
2. Have participants write 10 questions they would like to ask the person with whom they are in conflict.
3. If there is enough time, ask everyone to write 10 questions the other person might like to ask them.
4. Discuss the activity, using the following questions.

DISCUSSION QUESTIONS FOR DEBRIEFING

1. What did this activity reveal to you?
2. What prevents you from asking these questions of the other person?
3. Can you find an appropriate way to ask these questions?

Learning Activity 12-5. Personalities in Conflict

OBJECTIVES

The objective of this activity is to

- begin to assess the learners' individual behavioral styles.

MATERIALS



For this activity, you will need

- Training Instrument 12-1: Quick n' Dirty DISC Assessment
- PowerPoint slides 12-11 through 12-20
- flipchart and marker.


TIME

- 30 minutes

INSTRUCTIONS








1.   Show **slide 12-11** and introduce the assessment by explaining the items on the slide. Reinforce that a personality assessment does not score intelligence or assess good or bad personalities. In fact, the participants will discover that they have traits of all the personality types. Distribute **training instrument 12-1**.
2. Ask participants to circle all the words on both pages that they feel apply to them.
3. Note that a higher number of words circled in a quadrant suggests that they exhibit more of this type of behavior, but this is not scientific. Ask people to notice the quadrant with the most circles, as well as any quadrants with none.
4. Explain to the participants that sometimes a good way to jumpstart understanding oneself is through assessments. DISC (Dominance, Influence, Steadiness, and Compliance) assessments measure how a person behaves and how others would describe his or her behavior.
5. This assessment is a nonscientific shortcut to help people think about their own differences. It is highly recommended that you license and use the full DISC profiles or any personality instrument that you are comfortable with from a distributor to get adequate depth of understanding. There are many different companies that distribute such assessments.

DISCUSSION QUESTIONS FOR DEBRIEFING

-  Present **slide 12-12** and begin to explain the *D*, *I*, *S*, and *C* behaviors, using the explanation below. The shading on this slide indicates how it might look for a person who has had his or her full profile done.
 - *D* indicates Dominance. Note that the words under the *D* and above the energy line grow in their sense of urgency. *D* behavior tries to complete tasks as quickly as possible. The two key words for *D* are Urgent and Task.
 - *I* indicates Influence. Note that the words above the energy line for *I* indicate more focus on influencing people through people skills, whereas the words below the line influence through facts. *I* behavior will try to influence people as quickly as possible. The two key words for *I* are Urgent and People.
 - *S* indicates Steadiness. Note that the words above the line for *S* indicate a focus on people, but with much more care and diligence than an *I*. *S* likes things to stay steady and for everyone to be happy. The two key words for *S* are Diligent and People.
 - *C* indicates Compliance. Note that the words above the energy line for *C* indicate a focus on detailed tasks, moving toward perfection. *C* likes to complete tasks perfectly and doesn't like to be rushed. The two key words for *C* are Diligent and Task.
- Emphasize that as you go farther above the middle line shown in the slide, the behavior becomes more active; as you go farther below the line, the behavior becomes more passive. The learners' quadrants could have one or a few circles that are close to the line. These behaviors are called situational; they may be adopted depending on circumstances, but are not necessarily preferences.

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Learning Activity 12-5. Personalities in Conflict, *continued*

- The point of showing the participants these slides is to help them see how different people are and how diverse communication and conflict management techniques must be to meet the needs of all people. It also helps people understand the source of conflict.
-  Present **slide 12-13**, and explain that now you'd like them to get an idea of how to communicate with people who have other personality traits and to represent their traits to others in the room.
-  Next, discuss the information on **slide 12-14**, and determine whether anyone in the room has Dominance characteristics. Ask those who have some of these characteristics for their input on effective ways to work with them in conflict situations.
-  Show the participants **slide 12-15**, discuss the information on the slide, and determine whether anyone in the room has Influence characteristics. Ask those who have some of these characteristics for their input on effective ways to work with them in conflict situations.
-  Next, discuss the information on **slide 12-16**, and determine whether anyone in the room has Steadiness characteristics. Ask those who have some of these characteristics for their input on effective ways to work with them in conflict situations.
-  Present **slide 12-17**, discuss the information, and ask those in the room with Compliance characteristics for their input on effective ways to work with them in conflict situations.
-  Show **slide 12-18** and discuss how all the information you've reviewed on the basic personality traits could help manage conflict more effectively.
 - Note that all of us can be difficult in times of conflict. In these cases, different behaviors (such as aggressive tendencies) may appear.
-  Show **slides 12-19 and 12-20** and discuss these methods for working with difficult behaviors during times of conflict.

An option would be to replace these slides with slides for the assessments with which you are most comfortable (for example, Myers-Briggs or Herrmann Brain Dominance Instrument).

Learning Activity 12-6. Resolving Conflict

OBJECTIVES

The objective of this learning activity is to

- practice the skills of conflict resolution by addressing a specific situation and proposing solutions.

MATERIALS







For this activity, you will need

- PowerPoint slides 12-22 through 12-24
- Training Instrument 12-2: Resolving Conflict
- Training Instrument 12-3: Conflict Management Strategies
- flipchart page and marker for each group.

TIME

- 20 minutes

INSTRUCTIONS

1.  Show **slide 12-22**. Discuss each of the bullet points and the importance of addressing them in the order presented.
 It is essential to define the problem to ensure that you are solving the right problem or that you are solving a problem and not just a symptom of a larger issue. Clarify who is involved and what the expected outcome looks like to help create the goal for the interaction. Identify action steps to break the solution into small activities and methods for follow up and evaluation of the solution. If all parties resolve to follow these steps and accept the accountability that goes with them, you will be less likely to have to address this issue again.
2.  As you present **slide 12-23**, reinforce the importance of the three A's in the process of conflict resolution. Solicit learners' input on the consequences if they skip over any of the suggested conflict resolution steps you've discussed.
3. Divide the class into four groups.
4.   Show **slide 12-24** and distribute **training instruments 12-2 and 12-3** to all participants. Assign one of the scenarios on **training instrument 12-2** to each group.
5.  Give the participants 10 minutes to come up with a list of ideas to address this conflict. They'll get some ideas from **training instrument 12-3**. They should create their list on a flipchart page.
6. Each group will present its list and discussion points while the rest of the class makes notes on **training instrument 12-2**.
7. After the exercise, conduct a debriefing discussion, using the following questions.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Do you have any recommendations to add to these lists?
- What do you think are the biggest challenges to resolving workplace conflicts?
- What is something you will use from these lists?

Learning Activity 12-7. Figuring Things Out

OBJECTIVES

The objective of this learning activity is to

- help participants practice using nonjudgmental language when they discuss issues that may be influenced by people's cultures and value systems.

MATERIALS

For this activity, you will need






- PowerPoint slides 12-25 through 12-30
- Training Instrument 12-4: Figuring Things Out.

TIME


- 25 minutes

INSTRUCTIONS


1. Set the scene and explain the exercise. (5 minutes)

-  Distribute a copy of **training instrument 12-4** to each participant.
- Read or paraphrase the information in the first paragraph.
-  Display **slide 12-25** and read the scenario.
-  Display **slide 12-26**.
- Share interpretation #1 with participants and ask the corresponding question. Point out that the assumption that John is a slacker is obvious in the wording of the question. The person asking the question assumes he or she knows the answer.
-  Display **slide 12-27** and share interpretation #2 and the corresponding question. Point out that the questioner is opening the door to a dialogue that may present an answer he or she does not now know.
-  Use **slide 12-28** to explain the steps of the activity.

2. Work in pairs. (10 minutes)

-  Direct participants to form pairs and read each of the six scenarios described in **training instrument 12-4**. They are to suggest possible explanations for each behavior and to devise nonjudgmental questions that would uncover reasons for each behavior. Call time after 10 minutes.

3. Debrief the experience. (10 minutes)

-  Display **slides 12-29 and 12-30** and facilitate a group discussion of the questions presented.
- *An option:* You might have the small groups discuss the questions on **slide 12-30** before the general debriefing. Remember to adjust the time accordingly if you choose this option: Add 10 minutes for the small group discussion before the 10-minute large-group debriefing.

Learning Activity 12-8. Putting It All Together

OBJECTIVES

The objective of this learning activity is to

- create a plan to continue to develop your learners' conflict management skills.

MATERIALS




For this activity, you will need

- PowerPoint slides 12-32 and 12-33.

TIME

- 15 minutes

INSTRUCTIONS

1.  Show **slide 12-32** and note the objectives for the day, and briefly summarize the ways the class addressed those objectives.
2.  Show **slide 12-33** and ask them what happens if they don't immediately use information they get in workshops. (Most of the time they will respond that they'll lose it.)
3. Explain that this is why you'd like them to practice these principles right away so they will retain the valuable insights they've made today.
4.  Go through each item on **slide 12-33**. You can use the items as listed or adjust them to suit your organization's current needs.
5. Ask for their commitment to do these three activities.
6. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What more would you like to know about the conflict management techniques we've discussed here today?
- Which of these techniques do you feel will be a useful addition to the methods you use right now?
- Would you like to discuss any other questions or concerns about conflict management situations?

Training Instrument 12-1. Quick n' Dirty DISC Assessment

OBJECTIVE

Instructions: Circle any words (as many as you want) that sound like descriptions of you.

Dominance, Influences, Steadiness, and Compliance (DISC)
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<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px;">C</div>	<div>Careful</div> <div>Objective, clear</div> <div>High standards</div> <div>Good analyst</div> <div>Detailed</div> <div>Picky</div> <div>Aloof</div> <div>Fearful</div>	<div>Urgent</div> <div>Pioneering</div> <div>Innovative</div> <div>Driven</div> <div>Like challenges</div> <div>Demanding</div> <div>Quick to anger</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px;">D</div>
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px;">S</div>	<div>Steady and sincere</div> <div>Patient</div> <div>Empathic</div> <div>Logical</div> <div>Service oriented</div> <div>Apathetic under stress</div> <div>Passive</div> <div>Resists change</div>	<div>Optimistic</div> <div>Motivator</div> <div>Team player</div> <div>Problem solver</div> <div>Emotionally needy</div> <div>Inattentive</div> <div>Trusting</div> <div>Poor with details</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px;">I</div>

Training Instrument 12-2. Resolving Conflict

CONFLICT PRACTICE SITUATIONS

Class practice situation: Mary comes back from vacation to discover that her silver frame is missing from her desk. She becomes argumentative and goes from desk to desk, searching through her co-workers' drawers, which causes angry outbursts from more than one staff member.

1. Jeff has a habit of staying out for lunch a little too long. You hadn't really noticed because you are out for lunch at the same time, but Don has noticed because he can't leave for his lunch break until Jeff gets back. You walk back into the office to a situation that is close to a fistfight.
2. Cathy and David just can't get along. They work in adjoining cubicles and constantly snipe at each other. You have addressed the problem, but it doesn't seem to have gotten any better. Now, others in the office are starting to feel they have to take sides, and it's creating a hostile atmosphere.
3. Doris might as well open a store in her office. Every time her daughter's third-grade class has something to sell, she's got boxes of them and tries to sell to anyone who gets even close to her door. Now people are avoiding her office. That's really tricky, because it's next to your office.
4. You were promoted to manager of a department you've worked in for years. You have a lot of friends in the department, and now you feel that you can't associate with them in the same way you have in the past. Most of them understand, but a few of them are angry, and you even hear murmurs of "too good for us" and "power changed her."

Training Instrument 12-3. Conflict Management Strategies

CONFLICT MANAGEMENT STRATEGIES
Choose your battles. Determine whether this challenge is important enough to warrant intervention.
Set ground rules. Set boundaries to ensure that participants do not resort to personal attacks.
View conflict as an opportunity. Conflict is a sign of differing viewpoints. Those viewpoints prevent workplaces from becoming stagnant and losing their creative edge. Remind the parties involved that conflict is an opportunity to look at innovative and unusual solutions.
Schedule a session. Do not jump into conflict management when parties are in a rush, emotional, don't have all the facts, or under pressure. Schedule the session for a better time.
Do your homework. Get all the facts before you begin a conflict management session.
Meet privately. Follow the adage of "Praise in public, counsel in confidence." Enlist the fewest number of people necessary to reach a solution.
Ask for a preliminary vote. If you are not sure how many people are in disagreement on an issue, take an initial vote to determine the extent of the conflict.
Find areas of agreement. Find areas that parties agree on, and work from there to determine a solution.
Stick to one issue. If other issues come up during a conflict management session, table them.
Ask questions. Use questions to discover whether the challenge is the issue or a symptom of a larger issue.
Listen. Sometimes people just need to vent. Allow them to tell their stories two full times to help remove the emotion and get all the facts. Then, direct the discussion toward a solution.
Ask for solutions. Use the formula of "Don't bring a problem without also bringing a potential solution."
Walk in their shoes. Ask participants to trade sides so that each looks at the issue from the other's point of view.
List pros and cons. List these publicly so the group can review them.
Review precedents. Review similar situations that were resolved satisfactorily for possible solutions.
Say I instead of you. Instead of "You drive me crazy," try "I feel uncomfortable when you..."
Use teamwork language. Use language that removes the concept of one person against another. Put both on the same side against the problem. "What can we do to solve this?"
Collaborate. Define the conflict management session as a problem-solving situation and have all parties work together to solve it.

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Training Instrument 12-3. Conflict Management Strategies, *continued*

Brainstorm. Use a creative, no-judging session in which all ideas are thrown in for consideration.
Compromise. Look for what each party will and won't give up and find the middle ground.
Seek alternatives. If one side has a solution and the other side has a differing solution, use those two solutions to create a third alternative solution.
Take a break. When emotions become involved or the conflict escalates, it's a good idea to step away from the discussion and regain perspective.
Enlist an objective negotiator. When all parties have a vested interest in the outcome and have reached an impasse, bring in an outside negotiator to assist in the process.
Assert authority. Sometimes the only answer is to say, "Do it."
Follow up. Ensure that you have follow-up procedures built into your plan so that a challenge doesn't have to be addressed again.

Training Instrument 12-4. Figuring Things Out

It's easy to interpret situations based on the way we see things through our own lenses; then we assume that our interpretations are correct. We must remember, however, that people's behaviors are most often inherently logical, even if we can't understand the logic behind them.

Scenario:

John, a team member, goes home exactly at 5:00 p.m. each evening. Everyone else stays longer, and a couple of team members work until 7:00 p.m. Some of you are upset with John and feel that he's not pulling his weight on the team.

Interpretation #1: John is a slacker.

Question: John, why aren't you willing to stay and help us out? We're getting tired of doing your work and we have lives outside this office, too!

Interpretation #2: John has a logical reason for his behavior and you don't know that reason.

Question: John, we seem to work at different times. Can we talk about that?

Instructions: Working with a partner, read each of the six scenarios described below. Try to come up with possible reasons for the behaviors expressed and take turns devising nonjudgmental questions. Write the questions in the spaces provided.

1. Maggie is a new employee and frequently expresses her disapproval of company procedures and policies. Maggie's motto appears to be "If it ain't broke, let's break it." Her constant calls for change are driving you crazy.
2. Louis reports to you. You are frustrated because when he expresses a problem, he seldom brings a solution. You would like him to have more initiative.

Training Instrument 12-4. Figuring Things Out, *continued*

3. Edward is such a stickler for detail! Just yesterday he sent back a report you had prepared, arguing that the typeface you used didn't match the specifications of the company's image manual. You feel you don't have time for such petty stuff.

4. You were pleased with the way you presented the team report to management. Right after the presentation, however, Julia approached you in great distress. She felt her contributions to the team had been ignored. You don't understand Julia. Wasn't it supposed to be a team effort? Why can't she put her ego aside?

5. Jason is really quiet. He hardly ever speaks up during a meeting, and you know he has some killer ideas. You feel he is lackadaisical and doesn't contribute enough to the team. Is he afraid to speak his mind?

6. Come up with your own situation. Can you think of a time in which a team member's behavior seemed completely illogical? Could culture or values have had anything to do with it?

Assessment 12-1. Self-Assessment

1 = Never	2 = Seldom	3 = Sometimes	4 = Often	5 = Most of the Time
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Next to each behavior listed below, circle the number that indicates how frequently you act or respond in these ways.

UNDERSTANDING AND ADDRESSING CONFLICT

- | | | | | | |
|---|---|---|---|---|---|
| 1. I recognize the difference between good and bad conflict. | 1 | 2 | 3 | 4 | 5 |
| 2. I avoid procrastination by immediately addressing conflict situations. | 1 | 2 | 3 | 4 | 5 |
| 3. I actively pursue mutually beneficial outcomes. | 1 | 2 | 3 | 4 | 5 |
| 4. I understand the difference between assertive and aggressive. | 1 | 2 | 3 | 4 | 5 |
| 5. I enter into conflict negotiations with an open mind. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

MANAGING CONFLICT

- | | | | | | |
|---|---|---|---|---|---|
| 6. I seek to determine the source of the conflict by looking beyond symptoms and uncovering the root problem. | 1 | 2 | 3 | 4 | 5 |
| 7. I solicit input from all parties involved before I make decisions. | 1 | 2 | 3 | 4 | 5 |
| 8. I seek to maintain a positive environment for conflict resolution. | 1 | 2 | 3 | 4 | 5 |
| 9. I use fair and consistent guidelines for conflict negotiations. | 1 | 2 | 3 | 4 | 5 |
| 10. I remain calm in difficult situations. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

ATTITUDES TOWARD CONFLICT

- | | | | | | |
|--|---|---|---|---|---|
| 11. I view conflict as an opportunity to improve and grow. | 1 | 2 | 3 | 4 | 5 |
| 12. I accept that, if managed properly, conflict promotes a healthy exchange of ideas and opinions. | 1 | 2 | 3 | 4 | 5 |
| 13. I appreciate the different personality types and traits that are represented on my team. | 1 | 2 | 3 | 4 | 5 |
| 14. I understand my personal biases and put them aside to think objectively about the situation at hand. | 1 | 2 | 3 | 4 | 5 |
| 15. I work to ensure that others are not hesitant to approach me for help with conflict or difficult situations. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

OPPORTUNITIES

- | | | | | | |
|--|---|---|---|---|---|
| 16. I address conflict challenges with a positive outlook and consider goals, ethics, and values. | 1 | 2 | 3 | 4 | 5 |
| 17. I recognize the benefits of diverse thinking for my team. | 1 | 2 | 3 | 4 | 5 |
| 18. I do not make inappropriate comments or use foul language. | 1 | 2 | 3 | 4 | 5 |
| 19. I welcome ideas and suggestions for improvement from others at all levels of the organization. | 1 | 2 | 3 | 4 | 5 |
| 20. I take the time to review and document lessons learned from conflict management situations. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

Survey TOTAL_____

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Assessment 12-1. Self-Assessment, *continued*

Review each section to determine the areas in which you would like to make improvements. As you go through today's session, think of the ideas you hear that will allow you to be more effective in those areas. List those ideas in the spaces provided.

UNDERSTANDING AND ADDRESSING CONFLICT

MANAGING CONFLICT

ATTITUDES TOWARD CONFLICT

OPPORTUNITIES

Assessment 12-2. Program Evaluation

Name (optional):

Course:

Date:

Company:

Instructor:

Time:

Instructions: Answer the questions below. For questions 1 through 10, circle the appropriate number, using the following scale:

1 = Definitely No; 2 = No; 3 = Not Sure/Not Applicable; 4 = Yes; 5 = Definitely Yes

- | | |
|--|-------------------|
| 1. Did you enjoy this workshop? | 1 2 3 4 5 |
| 2. Did you obtain the information that you needed? | 1 2 3 4 5 |
| 3. Will the handouts be valuable as job aids? | 1 2 3 4 5 |
| 4. Do you feel that the information from this workshop will help improve your conflict management skills? | 1 2 3 4 5 |
| 5. Would you like to attend an advanced course on this topic? | 1 2 3 4 5 |
| 6. Did the instructor know the subject matter? | 1 2 3 4 5 |
| 7. Was the pacing of the class comfortable for you? | 1 2 3 4 5 |
| 8. Were questions answered completely and clearly? | 1 2 3 4 5 |
| 9. Did the instructor's presentation style keep your attention and interest in the subject matter? | 1 2 3 4 5 |
| 10. Would you recommend this program to others? | 1 2 3 4 5 |
| 11. What would you have liked to see more of in this program? | |
| 12. What would you have liked to see less of in this program? | |
| 13. What is one thing you learned in this program that you will be able to put into practice in the workplace? | |