



Constructively Engaging with Conflict

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Learning Objectives

1. Begin transforming concept of conflict from defensive to problem solving
2. Learn about tools & practice strategies to prepare/engage with conflict
3. Develop & expand your understanding of Conflict Mode preferences



Didactic Recap

- 1) Definition of conflict
- 2) Why address conflict
- 3) Principles of constructive engagement in conflict
- 4) Types of conflict
- 5) Ladder of inference
- 6) Introducing conflict modes



[HTTPS://VIMEO.COM/374314778](https://vimeo.com/374314778)

Sand in the Machine

**PLEASE DO NOT LOOK AT THE QUESTION SHEET UNTIL
AFTER YOU HAVE HEARD THE STORY**

Answer the Questions on The Handout Provided

- ▶ Work with your group to determine your group's final answers
- ▶ You have 5 minutes

The Sand in the Machine

The supervisor yelled at the new recruit. The young man waited until the supervisor was gone and poured sand into the machine, smiling at his sister who worked there. Later that month, the boss discovered the problem and fired him. The woman felt bad and quit in protest.

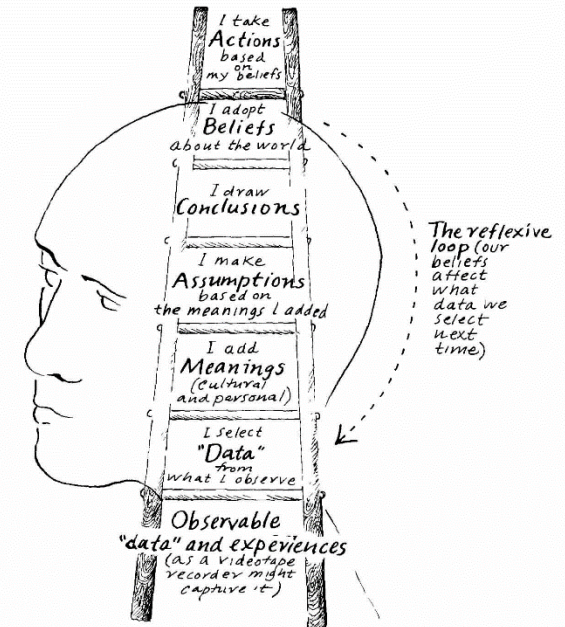
Determine if each statement is true, false, or unknown.

	Self			Group		
	True	False	Unknown	True	False	Unknown
1. After being yelled at, the young man poured something into the machine.						
2. Two men are involved in this story.						
3. If the supervisor had not yelled at the young man, he might not have ruined the machine.						
4. It took the supervisor a month to realize the new recruit had ruined the machine.						
5. Sand was put in the machine.						
6. One man yelled at another, the new recruit poured sand in a machine; someone was fired.						
7. The supervisor fired the new recruit.						
8. The new recruit was a man.						
9. The new recruit got revenge on the supervisor, but the supervisor retaliated in the end.						
10. The young man's sister quit.						
11. The new recruit waited until the boss was gone before pouring sand in the machine.						
12. When the supervisor found that sand had been poured in the machine, he fired the young man.						

How Do We Approach Conflict?

STORIES WE TELL OURSELVES

- ▶ Influenced by cognitive bias:
 - Fundamental attribution error
(aka correspondence bias or attribution effect)
 - Ladder of inference



CHASING UNICORNS by Vicki Jacoby



Thomas-Kilmann Conflict Mode Instrument (TKI)

UTILIZE MODES IN APPROACHES TO CONFLICT

- ▶ 5 modes
- ▶ Assess an individual's behavior in conflict situations
- ▶ No preferred mode:
 - Understand the +/- of one's preferred mode
 - Building skills for different conflict modes can be useful

Thomas-Kilmann Conflict Mode Instrument

PROFILE AND INTERPRETIVE REPORT



Kenneth W. Thomas and Ralph H. Kilmann

Why Do We Tend to Primarily Use 1 or 2 Modes?

- ▶ Background/upbringing
- ▶ Environment
- ▶ Job responsibilities/position
- ▶ Communication skills
- ▶ Social skills/demeanor
- ▶ Past experience – what has/hasn't worked
- ▶ Cultural norms
- ▶ **Habit vs. conscious choice/decision**

TKI Report Structure

- ▶ Page 1: Cover Page
- ▶ Pages 2-3: Description & Definitions of 5 Conflict-Handling Modes
- ▶ Page 4: Your TKI Profile
- ▶ Page 5: Interpreting Your Scores
- ▶ Pages 6-11: Feedback on Your Conflict-Handling Modes (as indicated by TKI scores) beginning with your most frequently used mode
 - Examples of uses for each of the 5 modes
 - Style description
 - Style contributions
 - Questions to prompt reflection on whether you may be over – or under-using each mode

Small Group Discussions (15 minutes)

LIKE GROUPS BY DOMINANT TKI STYLE

Discussion Prompts:

- 1) What were your initial insights about your conflict mode?
- 2) How well do your TKI results resonate with how you approach teamwork & conflict?
- 3) Have you or would you like to try to shift the frequency with which you use any of these modes?

Please be prepared to share some takeaways and/or questions with the larger group

Team Numbers (Room #) By Site

Team & Room #	Team Name	Team & Room #	Team Name
1	South Central Foundation #1 (Shaw, Williams, Woodbury, Freeman)	11	U of Alaska Anchorage HS
2	South Central Foundation #2 (Avey, Shane, Schaeffer, LaBrie, Mills)	12	SCH – Research Institute #2 (Yi-Frazier, Shipman, Barton, Hurtado, Comiskey, Junkins, O'Donnel, O'Daffer)
3	UW Global WACH-GUT #1 (Goodman, Schaefer, Galagan, Means, Morozoff, Roll, Pearman)	13	UW, Oregon State & Grand Valley
4	UW Global WACH-Gut #2 (Shumays, Atlas, Pavlinac, Sherry, Yoshioka, Diakhate, Carreon, McGrath, Tesgaye, Ara)	14	WSU Institute for Research & Ed.
5	Montana State #1 (McCrary, Ma, Sridhar)	15	Idaho State U – Center for HS
6	UW Medicine-Urology	16	Harborview Injury & Prevention
7	Boise State –Institute for the Study	17	UW Family Medicine
8	SCH – Research Institute #1 (Goosey, Gonzalez, Olsen, Guzman, Zoarski, Mendoza, Colburn)	18	SCH Pediatrics
9	UW Center for AIDS Research	19	U of Alaska Fairbanks Center
10	Montana State #2 (Miles, Schure, Downey, Becker, Johnson)		

Team-Based TKI Discussions

- **Share:** Your most- & least-used TKI modes & any key insights or questions from the small group discussions.
- **Consider:**
 - How well balanced is your group in the use of different modes?
 - What benefits could come from the group profile you see here?
 - Are there any pitfalls to this particular group profile?
 - How do you think your PSI results interplay with your TKI results individually and/or within your team?
 - What adjustments might your team want to make going forward in how support each other in your work together?

Debrief

- ▶ What went well during this session?
- ▶ What could have gone better?
- ▶ What's one thing you will take away?

Team Time Plan for Today

- ▶ Continue discussing conflict modes &/or social styles
- ▶ Revisit your discussion of challenges from earlier this week & identify
 - ▶ Which sessions have been relevant to that challenge
 - ▶ Any outstanding team science questions &/or resource needs (please feel free to reach out to facilitators to discuss)