

## **Practical Steps for Managing Confrontation Facilitator Guide**

### **What will the course participants learn?**

- How to prepare for confrontation.
- Six steps to manage emotions.
- Methods to maintain two-way communications.

### **Support Materials**

1. Each participant in the course will need a copy of the student materials.
2. As the facilitator, you will need to print this facilitator's guide to use during the course.
3. Support materials can be found online at:  
[www.businesstrainingexperts.com/tljmaterials/](http://www.businesstrainingexperts.com/tljmaterials/)


### **The Course Length**

The course video is 20 minutes long. The course should last approximately one hour. The times listed below are for reference purposes, your time for each section may be shorter or longer depending on your group.

### **Do I have to be an expert in the material?**

You do not need to be an expert. You are the facilitator for this course, you don't need to know the material. Philip Van Hooser MBA, CSP, CPAE is the expert and the materials provided will have the answers. If someone asks a question that is not included in this guide, open the question up to the group. Most of the time, someone will have an answer. You are leading the group, not teaching the course. It is your responsibility to keep the discussion on track and to manage the clock so the class finishes on time.

### **Group Participation**

When the  icon appears in this facilitator's guide, this will be a section of the course that will involve group participation. This facilitator's guide has the answers to all of the questions that will be posed to the group. The participant's student materials do not have the answers.

## Pre Discussion Questions (5 minutes)

Hand each participant their copy of the student materials.

This course starts out with a series of pre discussion questions to get participants thinking about what they are going to be learning. It helps turn the focus to learning.

Before viewing the video presentation start the training course by asking the participants the four questions below. Call upon the person to your left first, going in a consistent circular pattern so students can recognize when they will be called upon.

Feel free to have a quick discussion around each question. After the initial participant answers, you may ask if any others in the group have additional ideas. If the participant you are calling upon does not immediately have an answer, quickly open the question to the group. You don't want to make anyone feel uncomfortable.

Suggested answers are included to help get the discussion started. The participant's student materials do not have suggested answers. Your group may have different answers. There are no right or wrong answers for this section of the course.



1. What are the negative outcomes often associated with human confrontation?
  - **Employee** – Stress, Anger, Absenteeism, Poor Teamwork, Angry Outbursts, Manipulation of Others, The Silent Treatment.
  - **Company** – Lost Productivity, Low Morale, Increased Turnover.
2. As a result of the possible outcomes, how do most people handle confrontations?
  - Avoid it hoping it will go away.
  - Some personalities look for confrontations to show who is the boss or who is in control even if they are not the supervisor...they are looking for control/power.
  - Many are not prepared for confrontation and are afraid of it.
  - People look for people to pick sides.

3. What is the most important thing to remember in preparing for a confrontation?
  - Know the facts.
  - Remain calm.
  - Do not look for someone to blame.
  
4. Why do people procrastinate when confrontations are necessary?
  - Do not like confrontations
  - Are not sure of themselves or their facts.
  - Do not want to look like the 'bad guy'.
  - Want everyone to like them and confrontations may make people choose sides or not like them anymore.
  - Afraid to disagree even with the facts.

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## Video Presentation and Note Taking Guide (20 Minutes)

The next section of this course includes a video presentation and note taking guide.

Remind the students to take notes while they are watching the video presentation and that they will be asked to share their answers.

Start the video presentation ensuring the volume is loud enough for everyone in the room to hear.

After the video is finished playing, continue calling upon the participants where you left off. Have them read the full sentence or idea to help reinforce the key learning objectives.

A completed student note taking guide is copied below for your convenience. The underlined words are the answers.



### A BRIEF REVIEW

**Conflict:** A mental struggle resulting from incompatible or opposing needs or desires.

**Confrontation:** A person to person interaction, often involving a clashing of ideas or attitudes.

### PRACTICAL STEPS FOR MANAGING CONFRONTATIONS

1. Prepare yourself in advance.  
Prepare yourself physically, professionally and logistically.
2. Handle problems in a timely manner.  
**DO NOT** procrastinate.
3. Go behind closed doors whenever possible.
4. Allow others time to vent.
5. Zero in on the problem, not the person.
6. Get them involved.

## Post Discussion Questions (5 minutes)

The next section of this training course is post discussion questions. These open-ended questions will help students transfer new knowledge and skills to their workplace, tying in what they learned to their specific job. Have a discussion around each question. This will allow participants to learn from others in the group.

Call upon the next student from where you left off previously. After the initial participant answers, you may ask if any others in the group have additional ideas. If the participant you are calling upon does not immediately have an answer, open the question to the group.

Suggested answers are included to help get the discussion started. Your group may have different answers. There are no right or wrong answers for this section of the course.



1. What is the difference between a 'good' confrontation and a 'bad' one?
  - Good, focus on the problem.
  - Bad, focus on the person.
  - Constructive = good.
  - Motivational = good.
  - Professional = good.
  - Vent = good.
2. What practical benefits are there to allow individuals time to vent?
  - People by nature are emotional beings give them some time and privacy.
  - Go into a separate room and help them vent.
  - If and when necessary listen to what they are venting about.

3. Why is it usually better to take confrontational situations behind closed doors?
  - The emotional response is in direct relationship to the number of people that make up an audience.
  - The more people that are witnessing the confrontation, the more emotion is built into that confrontation. The less people, the less emotion.
  - People get very upset, and often over react.
  - ‘Remove yourself from the audience; give both people the opportunity to control the emotions.
  - Everyone around will be hurt by emotional outbursts.
  
4. What kinds of things should an individual do to prepare himself/herself for confrontation?
  - Allow some time for emotions to cool down.
  - Take time to think about what you are going to say and time to practice it.
  - Take time to think about what you hope to accomplish.
  - Think about how you want to be viewed after the confrontation.

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## Role Play Exercise (10 minutes)

Next, the students participating in this course will complete a short role play (practice) exercise which will help them to remember the skills when they return to the workplace.

Read through each step after the appropriate time has passed.

You may need to adjust the number of people in each group to fit your class size.



1. Take thirty seconds to break the group into partners. Number each student from 1 to 4, and have them get into their partner groups.
2. Think of a situation with a co-worker with whom you have had an unpleasant, possibly unproductive confrontation.
3. Describe the situation in detail to your partner. Make sure you describe both your perspective and your co-worker's perspective.
4. With your partner realistically playing the role of your co-worker, relive the experience this time using the confrontation management suggestions contained in this course. Be creative and imaginative.
5. Evaluate what seems to work and what doesn't. Make note of both for future reference.
6. Switch roles and let your partner have the benefit of the experience as well.

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## Quiz (10 minutes)

The next section of this course is a short quiz that will help each student check their comprehension of the course material.

Give each student four minutes to complete the quiz. Watch the group, when everyone is finished, or after four minutes, start calling upon the participants. Ask each student to read the question and the correct answer.

If you are running short on time, you may be better off reading the question yourself, asking the participant for the correct answer.

The correct answers below have an asterisk (\*) after them.



1. Is it possible to have conflict without confrontation?
  - a) Yes\*
  - b) No
  
2. It is always better to procrastinate.
  - a) True
  - b) False\*
  
3. Get the people \_\_\_\_\_.
  - a) motivated
  - b) involved\*
  - c) isolated
  - d) irritated
  
4. A conflict is a person to person interaction, often involving a clashing of ideas or attitudes.
  - a) True
  - b) False\*
  
5. Focus in on the \_\_\_\_\_, not the \_\_\_\_\_.
  - a) person, conversation
  - b) person, problem
  - c) conversation, person
  - d) problem, person\*

6. The best place to handle confrontation is:
  - a) Behind closed doors\*
  - b) In public
  
7. How you interact in a confrontation will affect your professional reputation.
  - a) True\*
  - b) False
  
8. Prepare yourself in advance:
  - a) Logistically
  - b) Physically
  - c) Professionally
  - d) All of the above\*
  
9. You should allow others time to vent.
  - a) True\*
  - b) False
  
10. What time of day is best to confront an individual?
  - a) Morning
  - b) Lunchtime
  - c) Afternoon\*

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## Personal Action Plan (10 minutes)

The final step in this course is to have each student complete their personal action plan. This will help them focus on key ideas that they can immediately apply to their position at your organization.

Each student should complete their personal action plan individually. It is OK for them to review their notes and materials from this course to help them answer the questions.

Read each question out loud, giving students thirty seconds to a minute to answer each question. Watch the group and adjust your pace accordingly.

Depending on your organization, you may or may not want to discuss each student's answers



Student Name: \_\_\_\_\_ Student Manager Name: \_\_\_\_\_

1. What is the single most valuable idea you learned from this session?
2. How are you going to specifically apply this idea in your organization?
3. When will you implement what you learned?
4. What benefits do you anticipate resulting from your actions? (Include financial benefits like time savings and direct money savings.)
5. What challenges may you run into while trying to use this idea? How will you avoid or overcome these challenges?
6. What resources (people, equipment, tools, etc.) will you need to complete the implementation of this idea?

7. What follow-up dates, if any, must be added to your calendar?
  
8. When will you and your manager meet to discuss the implementation of this idea and review the progress?

Signature of student: \_\_\_\_\_

Date: \_\_\_\_\_

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