UCSF Center for Faculty Educators

From Conflict to Collaboration in the Clinical Setting

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Teach for UCSF Interprofessional Education and Education Leadership Certificate Series

Welcome! We will start @ 9:05AM.
Please do the following:
1) Rename yourself to include your profession and pronoun
2) Today’s google slide link: https://tinyurl.com/UCSFConflict111621
3) Workshop Dashboard: http://tiny.ucsf.edu/UCSFIEPE3

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Objectives

- Describe the major styles of conflict management and situational application of each.

- With awareness of one’s default style, apply appropriate strategies for negotiating conflict within a team as a team leader or member in a health professions education setting.

- Set personal goals for applying the skills learned in this workshop to one's own setting.

Workshop as part of Teach for UCSF Interprofessional Track and Leadership Track

Introductions

- Name/Profession/Pronouns
- Poll #1: Types of learners

- What do you hope to get out of today’s session?

- What comes to mind when you think of “Conflict”?

Google slide https://tinyurl.com/UCSFConflict111621
What about conflict?

- **Definition**: the condition in which people's concerns — the things they care about — appear to be incompatible.

- Conflict is *normal*; it is a fact of life.

- It's a mistake to view conflict as only *negative* since we can choose how to handle it to promote positive outcomes.

- We respond to the conflict process through our choices so that we can manage it constructively.

The Big Six…

[Diagram showing the Big Six: Communication, Trust, Respect, Style, Recognition, Roles]
Conflict management instruments


Conflict Management Styles (TKI)

https://www.usip.org/public-education/students/conflict-styles-assessment
(FREE)
Conflict Management Styles

<table>
<thead>
<tr>
<th>COMPETING</th>
<th>Problem Solver</th>
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</thead>
<tbody>
<tr>
<td>COMPETING</td>
<td>COLLABORATING</td>
</tr>
<tr>
<td>Assertive and cooperative</td>
<td>Assertive and cooperative</td>
</tr>
<tr>
<td>You try to satisfy your own concerns at your teammate’s expense.</td>
<td>You try to find a win-win solution that competently satisfies both your concerns and your teammate’s concerns.</td>
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Compromiser

<table>
<thead>
<tr>
<th>AVOIDING</th>
<th>ACCOMMODATING</th>
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<tbody>
<tr>
<td>Uncooperative and uncooperative</td>
<td>Respective and cooperative</td>
</tr>
<tr>
<td>You ignore the conflict without trying to satisfy your concerns or those of your teammates.</td>
<td>You attempt to satisfy your teammate’s concerns at the expense of your own.</td>
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Key:
TKI
US Institute of Peace

Relationship with Team members

Breakout Activity #1

- Based on your preferred conflict management style, join the breakout room with your preferred style (you can join on your own or ask host to put you in the room).

- Each group will discuss the following and record on google slide (10 min):
  - When and how do you exercise your conflict management style? What specific behaviors do you demonstrate?
  - How does your style impact your team?
  - How does your style work to your advantage?
  - When should you not use your preferred style?

- Large group share out (10 min) – select someone to report out
Team Functioning

- Shaped by the styles of the leader and the team members
- Teams with a strong dominant preference tend to develop a culture based on that mode
- Both benefits and challenges exist with each style -> impact on team effectiveness and dynamic
- Adopt a situational approach

Time for a stretch break
3- Step Framework for Conflict Management

Refer to Handout #1

1. **Cool down** (Emotional self-regulation skills) – Ladder of Inference
   - Who's involved? Consider power and hierarchy
   - What's really going on?
   - What are my goals?
   - Consider positions vs interests

2. **Slow down** (Cognitive skills)
   - Who's involved? Consider power and hierarchy
   - What's really going on?
   - What are my goals?
   - Consider positions vs interests

3. **Engage constructively** (Behavioral skills)
   -当两方的问题和关系都很重要，并且时间允许时，应努力采取协作或问题解决的冲突管理方法。

Step 3 - Engage Constructively: Behavioral Skills for Collaborating

1. Set the right **climate** for raising the issue—consider time and place.
2. Your **manner or style** of communication, both verbally and non-verbally, is the most critical element that will affect the outcome of the conversation.
   - Non-verbal communication is even more important than verbal communication, carrying more than 50% of your message.
3. Identify both parties' **underlying concerns**.
4. State the conflict as a **mutual problem**.
5. Spend as much time **listening** as speaking.
More Behavioral Skills…

6. Be proactive and forward-looking: Your non-threatening and non-defensive manner will facilitate a forward-looking (future-oriented) plan of action.

7. Build on any guiding principles to help you resolve the conflict, such as “respectful relationship” or “patient safety” or build on agreements that emerge during the conversation; for example, “workload balance.”

8. Other skills?

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

--Viktor Frankl

Interprofessional Teams
Conflict around roles and responsibilities, and communication

Interprofessional simulation huddle

• Watch for non-verbal behavior and communication style that maps to their conflict handling styles
• How would you intervene as faculty?
Tips for Addressing DEI issues

- Intentional communication and conflict management skills are especially important when addressing issues of diversity, equity and inclusion.
- Consider ways to recognize and address implicit bias, stereotypes, and microaggressions.
- Apply the 3-step framework:
  1. Emotional self-regulation; take thoughtful risks
  2. Think and reflect on issues of power, identity and privilege, including your own, and how the dynamics contribute to a challenge or conflict
  3. Prepare to engage with both clarity and humility regarding your goals for the conversation

DEI Role Play (Maureen and Kate)

- Maureen is a new Assistant Professor and Kate is her faculty mentor in the Department. Maureen gave a Grand Rounds presentation on her research, feeling a bit nervous as it was her first presentation on her research progress to the entire Departmental faculty, trainees and collaborators.
- In the course of the discussion following the presentation, questions were asked and Kate jumped in to answer some of them, interrupting Maureen. Kate also referenced another UCSF faculty member (white male professor) whose research is somewhat similar to Maureen’s.
- Debrief Take #1 – notice Kate’s responses and what Maureen shares?
- Debrief Take #2 – notice Kate’s responses and what Maureen shares?
Time for a stretch break

Breakout Activity #2

In groups of 4

1. Review the sample cases - select one for your group
2. May use your own with the prompts
3. Each participant chooses a role and work towards managing the conflict using a collaborative/problem solving style
4. Observer to record on google slide
5. Debrief in your own group (10 min) to give feedback to each other
6. Observations can be used for your skills assessment form (on dashboard)
Prompts for your own case…(brief answers)

- Who are the people involved in the conflict
- Setting
- What is the conflict about
- What are each person’s intent vs. impact
- What styles did each person utilize
- How was it originally managed
- What would be a more productive or collaborative way using the 3-step framework? Try that in the role play

Group debrief/discussion

- What did you see?
- Was there a dominate style?
- How did each member respond to styles of the other members?
- How did each team member exercise style flexibility?
- What did the faculty do that was supportive and/or empowering of the team members?
- What was it like to practice collaborative style?
Take away and personal goal

- What is one strategy you learned today that you will adopt or practice in the future?

Questions?

Please feel free to email us at:

Maureen.Brodie@ucsf.edu
Kate.Flynn@ucsf.edu
or Angel.Kuo@ucsf.edu

To practice these skills in a conflict scenario you’ve experienced or anticipate, you are welcome to schedule a 1:1 coaching session with Maureen or Kate.