

2006 In-Service Lesson Plan
Dr. Mary Zinkin
Communication and Conflict

- I. Opening - Introduction: 15 minutes
 - a. State my qualifications and experience
 - i. Consultant practice in conflict resolution over 20 years
 - ii. Created own Ph.D. in Conflict Resolution
 - iii. Co-Founded Masters Program in Conflict Resolution at PSU
 - iv. Train Hillsboro Police Department for 10 years, full 32-hour mediation training entire department, sworn/nonsworn
 - v. Volunteer member of Use of Force and Performance Review Board, received training from PPB and have done ride-alongs
 - vi. Read/been trained by Gilmartin, Grossman, Artwohl, Blum, deBecker, Lewinski
 - vii. Personal story of being shot
 - b. Go around room so officers can introduce themselves to me – name, work they do/precinct, how long with Bureau

- II. Review Objectives: 5 minutes
 - a. More understanding of own conflict attitudes and behaviors – affect how use yourself as “tool” on street
 - b. More ability to recognize assumptions/perceptions
 - i. When need to act on without checking out first
 - ii. When better to check out before act on
 - iii. Acknowledge job demands ability in both...difficult judgment calls

- III. State Assumptions: 5 minutes
 - a. All know a lot, and all have things to learn
 - b. Conflict not inherently good/bad...how it's dealt with determines whether positive or negative
 - c. Avoidance is most common response to conflict and yet can lead to it becoming bigger problem. The more we learn about how to deal with it, the more it can become a positive experience in our lives – lead to healthier relationships and communities.

- IV. Conflict Attitude Questionnaire Activity – handout – 25 minutes
 - a. Complete individually – 30 questions – not about right/wrong – understand more how affected by experiences with conflict
 - b. Discuss in pairs – explore differences to learn from
 - c. Discuss as group – check out assumptions of how group answers –
 - i. Establish room for differences without judgment – different family background, gender, interpretations of questions, personalities, successes/failures in conflict resolution in past
 - ii. Discuss importance of all that is needed to resolve conflict
 1. Logic/Reason/Clarity/Decision Making (stereotypically male)

2. Feelings/Process/Understanding (stereotypically female)
 3. Communication Skills – willingness to assert, listen
 4. Create environment to engage in conflict when gut reaction is to avoid the stress of it
- V. Present Conflict Behavior Model – Thomas Kilmann 1976 – handout – 20 minutes
- a. Discuss five options – Avoid, Accommodate, Control, Compromise, Collaboration
 - b. Clarify not one best way to resolve conflict – depends on situation, relationship, timing, power, goals, long-term consequences.
 - c. Define difference between compromise and collaboration by discussing briefly interests/positions. Confront basic assumption in conflict that there it's always about scarce resources. Use orange example.
- VI. Story Exercise – handout – 30 minutes
- a. Give directions to read, answer statements.
 - b. Divide into groups to obtain consensus
 - c. Give answers and then list scores for group in comparison to individuals
 - d. Discuss importance of learning about own assumptions, ability to learn from others perceptions, sometimes question mark is best answer particularly in conflict resolution so can be a learning experience rather than a battle. Challenging when there are “right answers”. Also comment on process of reaching group consensus – if people gave in to reach agreement, argued forcefully for their answer, etc.
- VII. Closing – 5 minutes
- a. Thank everyone for participation.
 - b. State appreciation and gratitude for work they do, choice they've made to take risks to protect others.

Materials

Three handouts
Flip chart/pens
White Board

Additional Resources

List on white board:

Gilmartin – Emotional Survival for Law Enforcement
Grossman – On Killing
Artwohl - Deadly Force Encounters
Blum - Force Under Pressure: How Cops Live and Why They Die
deBecker – Gift of Fear