

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

**Purpose and Goal:** Provide law enforcement line supervisors with the knowledge to identify conflict, and the skills sets and tools necessary to manage conflict at the onset of problem in order to create a healthier work environment.

**DAY 1**

**Topic:** Introduction and Orientation to Conflict Management

**Goal:** To provide students with definition of conflict management and an understanding of the importance of supervision and management to possess and utilize the skills.

**I. INTRODUCTION AND ORIENTATION**

**(1 hour)**

A. Instructors and Course Facilitators

1. Background

- a. Introduction of Conflict Course Facilitators
- b. Qualifications / Education
- c. Years of service in Public Sector
- d. Conflict Management Experience

B. Student Introductions

1. Students Introduction and Background

- a. Identify Experience
- b. Division of Assignment
- c. Total Military and Law Enforcement Experience

C. Conflict Resolution Awareness

1. Review Class Awareness of Conflict Management

D. Orientation

1. Facility overview
2. Provide information about the facility
3. Address cellular phone use
4. Provide students with contact information

E. Opening Remarks from Law Enforcement Representative

**II. OVERVIEW OF COURSE OBJECTIVES**

**Interpersonal IV. (a,b,c,d,e,f,g)**

**(1 hour)**

A. Definition of Conflict

**IV. (b,e)**

1. The outcome of unresolved conflicts when hardened, intensified, or formalized.
  - a. Conflict may arise in the communication between officer/citizen/staff
  - b. Dealing with difficult / dominate people aspect of conflict

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- B. **ASK:** What is the Department's motto? **IV. (a)**
1. Instructor scribe response on board
- C. **ASK:** What is the opposite of protect and to serve?
- D. Purpose driven organizations - Upside Down Triangle Explanation  
(Exercise designed to reflect on the purpose of profession, articulation - communication is used in exercise with the purpose of interpersonal reflection.) **IV. (a,b)**
1. **ASK:** What does it look like when an organization is right side up?
  2. **ASK:** What does it look like when an organization is upside down?
  3. **ASK:** How do you view your organization at this point in time?
  4. **ASK:** How do we make our organization right side up when it is not
- E. Explain conflict is predictable **IV. (c,e,f)**
1. Listening skills to predict conflict
  2. Conflict Resolution skill sets are constructive when dealing with difficult / dominate people
  3. Conflict Resolution skill sets are a form of persuasion, rational
- F. Three conflict communication barriers: **IV. (c,d,f)**
1. We don't know how to resolve conflict
    - a. Listening skills, communication elements, persuasion to resolve conflict through communication
  2. We know how but just don't feel like it or are too demoralized to do it **IV. (d)**
    - a. Use of empathy, influence, resolution to communicate
  3. We know how, but are too busy **IV. (f)**
    - a. Appeal via ethics, personal
- G. Define the levels of conflict where dispute resolution skills are most effective for a law enforcement agency: (Where communication skills are the crux to effectively managing the conflict.) **IV. (b,d,g)**
1. Peer to peer conflict where employees are not able to resolve it
    - a. Officer to staff
  2. Up or down the chain of command prior to any discriminatory acts
    - a. Officer to command
  3. Provide an explanation between EEO and minimal workplace conflicts in which dispute resolution skills are generally effective
    - a. An example where the utilization of communication elements such as listening, asking, redirecting were essential to diffusing the conflict.
  4. Provide an explanation when Equal Employment Opportunity (EEO) conflicts transition to the litigation arena
    - a. Inappropriate communication in the form of words, touch

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- H. **ASK:** Identify the various times when an intervention could have occurred to prevent a conflict from escalating into litigation? By whom?
- I. **LEARNING ACTIVITY: DISCUSSION -- Autopsy of a workplace conflict** **IV.(a)**
1. **Procedure:** Large Group Activity
- a. Instructor provides overview of a workplace incident that started out as minor misconduct and ended up in litigation.
  - b. Instructor outlines case on board.
  - c. Instructor **ASKS** the following and writes answers on board
    - 1) **ASK:** At what time could a supervisor have intervened early to prevent escalation?
    - 2) **ASK:** Who could have intervened other than the immediate supervisor?
    - 3) **Discussion:** How are you going to intervene in similar workplace conflicts?
  - d. The Instructor will continue the discussion and review key components of a conflict management and dispute resolution skills

**Topic:** The X Card Conversation and Y Card Conversations: Competing or cooperating in conflict.

**Goal:** To provide students with the ability to be intentional when one chooses between competition and cooperation in conflict.

**III. The X Card: Competition** **Interpersonal IV. (a,c,d,e,f,g)** **(2 hour)**

- A. Understanding the difference between competing and cooperating in conflict: (Defusing, responding, empathy, resolution communication elements) **IV. (d)**
- 1. Managing expectations **IV. (c,d)**
    - a. Listening skills for awareness of expectations
    - b. Asking, paraphrasing to manage expectations
  - 2. Managing mixed motives **IV. (c,d,f)**
    - a. Listening to learn motives
    - b. Communicating what you hear by paraphrasing and asking questions where applicable
    - c. Leveraging persuasion skills to appeal to rational
  - 3. Managing your own emotions **IV. (g)**
    - a. Maintaining the communication in the conflict appropriate assuring no improper words or actions are used during the conflict
- B. Uncertainty in decision making:
- 1. Managing mixed motives **IV.(c,d,f)**
    - a. With uncertainty in the decision making process of conflict, listening to what the other party is communicating before interrupting, asking questions, paraphrasing what you heard, and exhibiting empathy are some critical elements. Persuasion that appeals to the rational of the individual also critical to a more confident decision.
  - 2. Managing conflict within self

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

3. Avoid managing conflict from habit **IV.(d)**
  - a. Consistently using communication elements versus standard language deters the management of conflict from habit. This includes asking the other questions, checking in through paraphrasing to assure on course.
4. Use various models consciously **IV.(c,d,g)**
  - a. Listening skills that are active naturally lead you to be present, conscious so the utilization of communication elements such as observing, body language is engaged. This consciousness also assures inappropriate communication, such as insulting the other party through distance, or improper words is mitigated.
5. Replace “instinctive, etc” response with “strategic” response **IV. (c,d,e,f,g)**
  - a. Listening skills, the application of the lessons of communication elements such as deflecting, and understanding how to leverage persuasion to appeal to the other – lends to a strategic response. This type of response is far more thoughtful and is more likely to assure inappropriate communication pitfalls do not occur.

**C. LEARNING ACTIVITY: PRISONER’S DILEMMA**

**IV.(a)**

1. **Procedure:** Large Group Activity
  - a. Instructor provides overview of roles students will play
  - b. Each student will be playing the role of partners in prison for a crime they supposedly committed with a second prisoner
  - c. Instructor provides information:
    - 1) Prisoners are separately made aware that there is not enough evidence to hold them without one rolling over on the other
    - 2) Students are instructed this is not the ethics portion of the class but to exclusively minimize exposure to risk
    - 3) Possible outcomes are:
      - i. If both sit tight and do not talk they would get 2
      - ii. If one sits tight and the other does not (defects) the sit tight gets life and the defector is set free
      - iii. If both defect each gets 20 years.
  - d. Instructor **ASKS** who sits tight and who defects asking for students explanation as to why they chose their position
  - e. The Instructor will continue the discussion and explain that the mathematically correct (game theory) answer is to defect
    - 1) Best case you are set free
    - 2) Worst case you get 20 years and avoid life
  - f. The instructor then asks what additional information would have potentially changed the outcome to illustrate decision making in the face of uncertainty

**D. Uncertainty in decision making**

1. The goal is to be intentional when one responds to conflict **IV. (c,d)**
  - a. Listening skill sets and communication elements such as empathy are purposeful – supporting the goal of having intent when responding to conflict.
2. **Discuss:**
  - a. When do I trust
  - b. When do I allow myself to become vulnerable
  - c. What are the motives

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

3. Gathering additional information will assist you in resolving conflict
4. Instructor provides example of selling a vehicle
  - a. Choosing a price before knowing you have a buyer
  - b. Choosing a price after you know you have a buyer who really wants the vehicle
  - c. Discuss how emotions play into decision making
  - d. Point out the differences between the decision-making process of the students
  - e. Explain how emotions impact conflict
  - f. Explain how assumptions can impact conflict

**E. LEARNING ACTIVITY: GAME THEORY- WIN AS MUCH AS YOU CAN**

**IV. (a)**

**1. Procedure: Small Group Activity**

- a. Instructor breaks students into teams of four
- b. Instructors advise students that the name of the game is WIN AS MUCH AS YOU CAN
- c. Instructor hands out scoring worksheet and describes how to score each round
- d. Each student is given a card with “X” on one side and “Y” on the other which they will choose which side to reveal upon prompting by instructor
- e. Reveal and score the ten rounds (rapid play)
- f. Instructor scores each individual score on the board and then each team’s score
- g. Debrief:
  - 1) Use the competing v. cooperative model
  - 2) How did each interpret “win all that you can”
    - i. As an individual score or
    - ii. As a team score
    - iii. What information would you need up front to better understand the game
- h. Using game theory in conflict means:
  - 1) Start out cooperative (Y)
  - 2) If other party is competing (X) retaliate in kind, not over reaction
  - 3) You must be willing to forgive the party and return to cooperation being clear of your strategy

**F. Compare and Contrast X conversations v. the Y conversations Review: Game theory: Axelrod’s Game Theory Negotiate cooperatively**

1. When retaliated against, retaliate in kind **IV.(e)**
  - a. Dealing with difficult / dominate people might require action in conflict. In game theory, the step should not exceed the initial act by the other.
2. Forgive if you need to preserve the relationship **IV. (d)**
  - a. The communication element of resolution encourages the preservation of the relationship, this involves forgiveness.
3. Return to cooperation **IV.(f)**
  - a. Cooperation often occurs with the use of persuasion, such as in the appealing to the practical.
4. Be clear and consistent with others and yourself about your strategy – Use communication elements to assure response is on par with what the other

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

communicated, and leading to resolution.

**IV. (d)**

- a. X conversation = competitive
- b. Win lose-zero sum gain
- c. Suppresses empathy
- d. Assumptions of injurious intent
- e. Creates defend-attack spirals
- f. Irritators

G. **LEARNING ACTIVITY:** Law enforcement Irritators -- Irritators get in the way of resolution (X card moves) **IV. (a)**

1. **Procedure:** Large Group Activity

- a. **ASK:** What are irritating phrases commonly used in your organization
  - 1) Examples to get group started
    - i. "As I said before"
    - ii. "Not what I wanted, I'll know it when I see it"
    - iii. "Obviously..."
    - iv. Eye rolling
    - v. Texting
  - 2) List all that students say
- b. Obtain reasons why they are so irritating

H. The Y Card Conversation

*(The Y Card uses listening skills, communication elements, deals with difficult/dominate people, and persuades when needed with the goal of cooperativeness)* **IV. (c,d,e,f)**

1. Y conversation = cooperative

- a. Preserves the concept of team
- b. Interest based
- c. Creates value
- d. Cultivates empathy
- e. Assumption of innocent intent
- f. Self-regulation and de-escalation

I. Interest identification helps to resolve conflict, the "whys" behind the conflict

*(Listening to the other enables interest identification so that communication elements can further support navigation to a point of resolution in the communication where both parties are satisfied. This skill set is critical in dealing with difficult/dominating people. And, interest identification is a critical component of persuasion to appeal to the right points of interest the other is communicating.)* **IV. (c,d,e,f)**

1. Interests are fundamental needs, principles and values

- a. Identify what each party needs
- b. Identify what each party values

2. Decision makers and disputants apply a collaborative process in an effort to discover a solution that is mutually acceptable and compatible with their interests

3. Interests are: soft on people and hard on the problem

4. Interests avoid the "bottom line"

5. When identifying interest parties share information

6. Interest identification builds trust

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

J. Interest Identification

1. Traditional vs. Interest based resolution
2. Distributive vs. Integrative
3. Competitive vs. Cooperative
4. Tell Orange Story
5. Debrief
  - a. Win/Win
  - b. What are Interests: One word statements of needs and values
  - c. How to elicit interests (What about questions as opposed to Why questions.)
  - d. The interests trick: interests are always positive: negative words are often strategies designed to try and meet lower level interest. Example: revenge.
6. Interest Arena: interests are fundamental needs, apply collaborative process to

K. **LEARNING ACTIVITY: DEVELOPING INTERESTS**

**IV. (a)**

1. **Procedure:** Small Group Activity
2. Instructor breaks students into teams of four
3. Ask half of the teams to identify the interests of Dennis Rodman during the conflict with team management
4. Ask half of the teams to identify the interests of Phil Jackson or Pat Riley during same conflict
5. Debrief to elicit, interest identification, the interest trick (always positive), and what to do when you have two interest lists (working with common ground and follow up questions).

L. **EXERCISE: COMPUTEC ROLE PLAY**

**IV. (a)**

1. **Procedure:** Small group activity
  - a. Assign roles of Bank and Computec Company
  - b. Advise their role is to attempt to negotiate an agreement to the conflict of overcharges for training.
  - c. Debrief in large group identifying all of the possible resolutions identified by students. Main learning point, the temptation to gravitate toward distributive rather than interest based solutions.

**LUNCH**

**Topic:** Individual conflict management modes

**Goal:** To provide students with the ability to identify their strength and weaknesses when involved in conflict.

**IV. INDIVIDUAL CONFLICT MODES**

**Interpersonal IV. (a,b,c,d,e,f)**

**(4 hours)**

- A. Conflict dimensions –Each individual in conflict situations behaves in certain dimensions. Understanding these dimensions can assist an individual in better resolving conflict.  
*(Depending on the type of encounter the particular interpersonal communication consists of various relational elements that impact the communication.)*

**IV.(b)**
- B. Two dimensions of behavior during conflict are described as:

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

*(The two main dimensions of conflict I serve to exhibit at worst what the spectrum of dealing with difficult/dominate people may consist of – and at best highlights the strength of those interpersonal relationship components that exist in any given relationship, whether it is officer to staff or citizen.)*

**IV. (e)**

1. Assertiveness – the extent to which the individual attempts to satisfy his/her own concerns
2. Cooperativeness – the extent to which the individual attempts to satisfy the other person's concerns

C. The two dimensions of behavior can be used to define five methods of dealing with conflict

1. Competing
2. Collaborating
3. Compromising
4. Avoiding
5. Accommodating

D. **LEARNING ACTIVITY: THOMAS-KILMANN CONFLICT MODE SELF-ASSESSMENT IV.(a)**

1. **Procedure:** Individual activity

- a. Instructor will provide each student with a Thomas-Kilmann Conflict Mode Instrument
- b. Instructor will provide instructions. Ask students to answer all questions in one context (at home, up the chain, down the chain, at work, etc.)
  - 1) The students will answer the 20-question instrument
- c. Instructor explains scoring
- d. Instructor debriefs by interpreting scores
- e. Debrief the five modes:
  - 1) Competing – is assertive and uncooperative, a power-oriented mode
  - 2) Collaborating – is both assertive and cooperative
  - 3) Compromising – is intermediate in both assertiveness and cooperativeness
  - 4) Avoiding – is unassertive and uncooperative
  - 5) Accommodating – is unassertive and cooperative – the opposite of competing
- f. Debrief interpreting scores
  - 1) There are no right or wrong answers
  - 2) Each mode represents a set of useful skills
  - 3) One is capable of using all five conflict-handling modes
  - 4) Most people are one or two modes more readily than others
  - 5) One can learn to use other modes

E. Understanding most effective use of each of the five modes:

*(Each of these five modes aims at managing a conflict and are as fluid as the conflict. They all engage the relationship- officer to officer etc, rely on listening skills, and utilize all communication elements. Awareness and utility of these skills sets and tools empowers the management of the conflict including dealing with difficult/dominate people. As vital, is the awareness that these modes can be used to appeal to the other through various modes.)*

**IV. (b,c,d,e,f)**



**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

1. Competing
    - a. When quick, decisive action is vital
    - b. On important issues where unpopular courses of action need implementing
    - c. On issue vital to agency welfare
    - d. When you need to protect yourself from people who take advantage of non-competitive behavior
  2. Collaborating
    - a. When you need to find an integrative solution and the concerns of all parties are too important to be compromised
    - b. When your objective is to learn
    - c. When you want to merge insights from people with different perspectives
    - d. When you need to work through hard feelings that have been interfering with a relationship
  3. Compromising
    - a. When goals are moderately important but not worth the potential disruption with using more assertive modes
    - b. When two opponents with equal power are strongly committed to mutually exclusive goals
    - c. When you want to achieve a temporary settlement of a complex issue
    - d. When you need to arrive at an expedient solution under time pressure
    - e. As a backup mode when collaboration or competition fails
  4. Avoiding
    - a. When an issue is unimportant
    - b. When you perceive no chance of satisfying your concerns
    - c. When the potential costs of confronting, a conflict outweigh the benefits of its resolution
    - d. When you need to let people cool down
    - e. When gathering more information outweighs the advantage of an immediate decision
    - f. When others can resolve the conflict
  5. Accommodating
    - a. When you realize that you are wrong
    - b. When the issue is much more important to the other person than it is to you
    - c. When you want to build up social credits for later issues that are important to you
    - d. When you are outmatched and losing and more competition would only damage your cause
    - e. When preserving harmony and avoiding disruptions are especially important
    - f. When you want to help your employees develop
- F. Reinforce the key learning points and **ASK** students for agency examples when each mode would be effective, examples may include:
1. Competing
    - a. When there is a dispute over policy and you are correct
    - b. When making an arrest
    - c. When a situation is unsafe
  2. Collaborating
    - a. When attempting to meet deployment needs

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- b. When creating a tactical plan
- c. When trying to improving safety
- 3. Compromising
  - a. When you're dealing with procedures v. policy
  - b. When you have a deadline to meet on a report
  - c. When there you are developing training on a topic that does not involve safety
- 4. Avoiding
  - a. When your boss is very angry
  - b. When two partners are arguing about who drives v who handles reports
  - c. When your subordinates are working out the conflict during a planning meeting
- 5. Accommodating
  - a. When you really don't care about what the training scenario is about
  - b. When the issue is not about safety and you want to keep a good relationship with the team
  - c. When you want to build someone's confidence in a decision making meeting about a project

**G. LEARNING ACTIVITY: The Pros/Cons of Five Conflict Modes**

**IV. (a)**

- 1. **Procedure:** Large group discussion regarding the five styles
  - a. **ASK:** What style(s) is most commonly used in your agency
    - 1) Instructor lists responses on the board
  - b. **ASK:** Describe the pros of the five styles
    - 1) Instructor lists student responses on the board
  - c. **ASK:** Describe the cons of the five styles
    - 1) Instructor lists responses on the board
- 2. Lead discussion on the strengths of being able to use all five styles at appropriate times based upon the situation

**H. Close of Day 1: Reaffirm Topics**

- 1. Autopsy of a case
- 2. Prisoners Dilemma
- 3. Why collaboration
- 4. X card / Y card conversations: start cooperative, then retaliate, then forgive, then be clear and consistent, and avoid rounds of recrimination
- 5. Conflict modes

**END DAY 1**

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

**DAY 2**

**Topic:** Difficult Conversations: A Model for Peer to Peer Conflict

**Goal:** To provide students with a model for resolving conflict

**V. REVIEW OF DAY 1 and OVERVIEW OF DAY 2                      Interpersonal IV. (b,c,d,e,f,g)                      (2 hour)**

A. Day 1 Topic Review

1. Conflict defined
2. X-card / Y-card conversations
3. Interest Identification
  - a. Traditional vs Interest based resolution
4. Conflict models
5. Show Golden Balls video
  - a. Demonstrates cooperative v. competitive conflict resolution modes
  - b. Review what is important in decision making when to play the X card or Y card
  - c. Debrief video
    - 1) **ASK:** Was the relationship over once the game was over?
    - 2) **ASK:** What is important when you know the relationship needs to be preserved?
    - 3) **ASK:** What impacts trust?

B. Day 2 - Overview of Difficult Conversation Steps:

*(This day covers the strategic posturing for managing conflict. This includes acknowledgement of the type of relationship/interaction e.g. officer to staff, the skill sets and tools necessary to manage the conflict, and pitfalls such as inappropriate conversations to be avoided. Most critical to this day, is the leveraging of communication elements to achieve conflict resolution.)*

**IV. (b,c,d,e,f,g)**

1. Step 1: Prepare
2. Step 2: Invite the conversation: Opening Lines Exercise
3. Step 3: The Big Switch: Them First, Then You
4. Step 4: Problem-solving
5. Step 5: Closure

**VI. DIFFICULT CONVERSATIONS MODEL                      Interpersonal IV. (a,b,c,d,f)                      (6 hour)**

A. Step 1: PREPARATION

1. Studies of Visual Awareness **IV. (a)**
  - a. Show 4 visual awareness video's in large group
  - b. Debrief each video and play again so all students observe the changes in the videos
  - c. Relate videos to preparing mindset when entering into conflict resolution
  - d. Relate to preparing interest lists
2. Check your purpose  
*(The interpersonal communication process by which information/feelings/meaning are being exchanged at the given moment is effected by the type of relationship,*

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

*e.g. officer to officer. The ultimate resolution of the given interaction/communication/conflict relies on the awareness of one's purpose.)*

**IV.(b,d)**

- a. To learn their point of view (their story)
  - b. To express your views and feelings
  - c. To feel better
  - d. To work together toward a resolution
  - e. Go over Ladder of Inference
3. Prepare yourself  
*(The information/meaning/feelings that arise in the interpersonal communication are dependent on the relationship, skill sets, and tools utilized.)*
- IV. (b)**
- a. Accept that there will be multiple realities
    - 1) Differences in information
    - 2) Differences in observations
    - 3) Difference in interpretation
    - 4) Differences in conclusions
  - b. Check your purpose for having the conversation
    - 1) To learn their story
    - 2) To express your views and feelings
    - 3) To feel better
    - 4) To work together toward a resolution
  - c. Choose a positive mindset before confronting
4. Imagine Resolution  
*(Resolution is a fundamental communication element.)*
- IV. (d)**
- a. You must let go of the "truth"
  - b. You must let go of "blame"
  - c. You must let go of "being right"
5. Preparation allows one to:
- a. Think through their approach
  - b. Imagine the worst-case scenario
  - c. Practice
  - d. Reduce their anxiety
  - e. Understand the ladder of inference
    - 1) Our beliefs influence the data we select when we find ourselves in similar circumstances
    - 2) Humans tend to select data that supports their beliefs
    - 3) We take action based on our beliefs
    - 4) We add meaning
    - 5) We select data
    - 6) We form conclusions
      - i. Information is observed
      - ii. Observations are interpreted
      - iii. Interpretations forms conclusions
      - iv. When they differ tension results
6. **LEARNING EXERCISE:** Surprising Studies of Visual Awareness **IV. (a)**
- a. **Procedure:** Large Group Activity
    - 1) Go over Selective Attention: Gorilla Exercise
    - 2) Instructions: Count the number of passes of those players in the white shirts

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- 3) Go over Fade Task and Flicker Task depending on time
- b. Debrief the importance of keeping an image or story to ground you in the possibility of multiple realities

**B. Step 2: INVITE THE CONVERSATION**

(Interpersonal communication is inspired when the conversation is invited. This is a strategic tactic that supports the goal of resolution, when information/meaning/feelings are at odds.)

1. Describe issue / problem as a difference in the conflict stories
  - a. Try to frame story as a 3rd party rather than your story
  - b. Avoid beginning from your story or the “insult zone.” **IV. (g)**
    - a. The insult zone is inappropriate communication.
  - c. Share your purpose **IV. (b)**
    - a. When purpose is share the information/communication/meanings are articulated to the other, empowering the interpersonal relationship, e.g. officer to staff.
  - d. Provide hope for resolution **IV. (d)**
    - a. Resolution is a fundamental communication element.
  - e. Invite the other person to help sort it out
2. Start skillfully  
(A strategic start enables the application of good listening skills, skill sets and tools such as defusing and empathy.) **IV. (c,d)**
  - a. Develop opening lines
  - b. Describe the issue or problem as a difference in stories
  - c. Share your purpose
  - d. Provide hope for resolution
3. **LEARNING EXERCISE: Opening Lines Exercise** **IV. (a)**
  - a. **Procedure:** Small Group Exercise
    - 1) Put students into small groups
    - 2) Provide groups with Opening Lines worksheet (page 2-19)
    - 3) Give groups 15 minutes to review and write an alternative to the three opening lines provided on worksheet
    - 4) Debrief in large group

**C. Step 3: THE BIG SWITCH: THEM FIRST, THEN YOU**

(The order of communication is a vital communication element that is not only a skill set but also appeals to the rational of the other.) **IV. (d, f)**

1. Explore their story first
2. Skills Required: Curiosity, Questioning, Active Listening, Self-Regulation **IV. (d)**
  - a. Listening attentively, asking questions, deflecting
3. **LEARNING ACTIVITY: Questioning and Curiosity** **IV. (a)**
  - a. **Procedure:** Small Group Exercise
    - 1) Question without judgment
    - 2) Questioning ideas
    - 3) Avoid letting others know your position when asking questions
4. **EXERCISE: CURIOSITY QUESTIONS EXERCISE** **IV. (a)**
  - a. **Procedure:** Small Group Exercise
    - 1) Put students into threes
    - 2) Provide groups with topic sheet

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- 3) Advise one student in each pair to pick a topic and a position on the topic (A)
- 4) Another student in the group (B) will play someone with the opposite belief.
- 5) A then will interview B (ask questions) about B's perspective without revealing any judgment or opinion
- 6) The third student C writes down the questions verbatim.
- 7) Give groups 5 minutes to question partner
- 8) C then reads back questions and B reflects on whether s/he heard judgment or opinion embedded in the questions.
- 9) Reverse roles and the new A chooses a new topic
- 10) Debrief in large group. Learning points: How hard it is to ask questions without embedded options and the value of doing so in the supervision/conflict resolution relationship.

**LUNCH**

**5. ACTIVE LISTENING**

- a. **LEARNING ACTIVITY: DISCUSSION - Count off** **IV. (a)**
  - 1) **Procedure:** Large Group Activity
  - 2) Advise each student that the class will count from 1-18 of students in class
  - 3) If any two people call out a number at the same time they will begin from 1
- b. Discuss: Active listening involves all senses **IV. (d)**
  - 1) You listen for understanding
  - 2) Demonstrate empathy
  - 3) You avoid judging
  - 4) You identify the emotion
- c. Ingredients of active listening **IV. (d)**
  - 1) Restate or paraphrase
    - i. The ability to let the speaker know that his message has been conveyed to the listener
    - ii. It is used to allow the speaker and the listener to clarify any misunderstandings
    - iii. The listener attempts to capture the nuance of the message
  - 2) Reflect – sends back the narrative content
    - i. Allows the speaker to know that the listener has heard the content of the speaker's message
    - ii. Verifies the listener heard the emotion in the message
    - iii. Allows the listener to demonstrate empathy
  - 3) Reframing – sends back the emotional content
    - i. Helps both parties to identify goals
    - ii. Helps both parties to identify interests
    - iii. Helps to demonstrate what is valued
- d. **LEARNING ACTIVITY: 10%, 75%, 95% LISTENING EXERCISE** **IV.(a)**
  - 1) **Procedure:** Small Group Activity
    - i. Instructor pairs students into groups of two, A & B
    - ii. Advise the A's to tell their partner (B's) a story involving a conflict that has some emotion in it

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- iii. Tell the B's to listen with only 10% of their attention
  - iv. After 60 seconds stop the story tellers
  - v. Advise the B's to attempt to reflect the message
  - vi. Repeat the exercise with B's listening with approximately 75% of their attention
  - vii. After 60 seconds stop the story tellers
  - viii. Advise the B's to attempt to reflect the message
  - ix. Repeat the exercise with B's listening with approximately 95% attention
  - x. After 60 seconds stop the story tellers
  - xi. Advise the B's to attempt to reflect the message
  - xii. Debrief
    - 1. How accurate were B's at each phase
    - 2. How much empathy was displayed at each phase
    - 3. How important was eye contact
  - xiii. Reverse roles and allow A's to obtain the 10%, 75% and 95% listening experience.
- e. **EXERCISE: ACTIVE LISTENING EXERCISE** **IV. (a)**
- 1) **Procedure:** Small Group Activity
    - i. Instructor pairs students into groups of two
    - ii. One person describes a favorite room in their house or conflict story from the last few weeks; one listens for facts (paraphrase/restate facts) one listens for feelings (reflects)
    - iii. Rotate so both students practice each role
    - iv. Debrief the feeling words. What were the reflections?
  - 2) **SHOW VIDEO:** It's Not About The Nail
    - i. Video displaying active listening skills
- f. **LEARNING ACTIVITY: DISCUSSION - Count off (repeat)** **IV. (a)**
- 3) **Procedure:** Large Group Activity
    - i. Advise each student that the class will count from 1- 18 of students in class
    - ii. This time, no pattern or problem solving, must do randomly. Close your eyes. Students complete entire breath cycle in between numbers.
    - iii. If any two people call out a number at the same time they will begin from 1
    - iv. Discuss what happened the second time around, did they use all of their senses, etc.
    - v. How was "listening" enhanced?

**D. Step 4: PROBLEM SOLVING**

- 1. **Problem Solving Techniques:** **IV. (d)**
  - a. Creative brainstorming
  - b. Reframing through interests
  - c. Identify common interests
  - d. Show progress
  - e. Organize important points that support a shared understanding
  - f. Establish a shared starting point for resolution
  - g. Establish a shared goal

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- h. Filtering for facts or listening to some things in the story and not the entire story
  - i. Judging
  - j. Daydreaming in the middle of their story
  - k. Advising the other party
  - l. Comparing who is smarter
  - m. Sparring with emotionally-laden words or topics
  - n. Always needing to be right
  - o. Derailing or creating distractions to get people off the subject
  - p. Placating
2. The Three Levels of Conversation: Facts Feeling Identity **IV. (b)**
3. **LEARNING ACTIVITY: INTENT v. IMPACT GRID (Intent – Impact Analysis) IV. (a)**
- a. **Procedure: Small Group Activity**
    - 1) Students work in small groups
    - 2) Handout the scenario worksheet
    - 3) Ask students to read through each scenario and work in their small groups and answer the following for each scenario:
      - i. What was the intent of the party engaging in the comment/behavior
      - ii. What was the impact to the receiving party
      - iii. What emotional impact did the behavior have on the receiving party
    - 4) Debrief answers in large group
4. Creating an Intent / Impact Grid **IV. (b)**
- a. A grid allows a structured dialogue to be brought to a conflict
  - b. It is a tool to help the parties differentiate between the intent and the impact
  - c. People in conflict often see these two separate and distinct concepts as one
  - d. Ask the party who initiated the action “What was your intent?”
    - 1) Make a list of the intent of that person using interest words
  - e. Next ask the second party “What was the impact of the action?”
    - 1) Make a list using interest words
  - f. Ask parties what they learned from this new information
  - g. Use the grid to examine painful issues where feelings are hurt, there is a lack of trust
  - h. Use the grid to examine communication problems
  - i. Use the grid to illustrate the point that there are “two realities” operating within the conflict
5. **EXERCISE: WINDOW SEAT ROLE PLAY IV. (a)**
- j. **Procedure: Small Group Activity**
    - 1) Pair students
    - 2) Handout roles; one plays the employee who wants a window seat cubicle; one plays role of supervisor attempting to resolve
    - 3) 15 minutes to set up. Allow 20 mins to attempt to resolve
    - 4) 15 minutes to Debrief
- E. Step 5: Closure / Step 6: Apology  
*(Closure / Apology correspond to the resolution the interaction has achieved. They both support a better interpersonal communication with the other party in the future.) IV. (a,d)*
- a. Internal – guilt



**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- b. External – self serving
- c. Social – the relationship is more important than who is right and who is wrong
- d. Pitfalls of an apology:
  - 1) Often ends up being vague
  - 2) The apology is conditional
  - 3) The apology is minimized

**END DAY 2**

**DAY 3**

**Topic:** Conflict leadership Up and Down the Chain -- Managerial Courage

**Goal:** To provide students with skills to avoid learned helplessness, improve their emotional intelligence and teach skills to lead others through conflict in a vertical organization.

**VII. Review of Day 2 and Overview of Day 3                      Interpersonal IV. (b,c,d,e,f)                      (1 hour)**

A. Review of Day 2:

- 1. Difficult Conversation Models

B. Overview of Day 3:

(This day focuses on leadership, courage, difficult relationships, and varying interpersonal relationship management techniques / communication elements, e.g. officer to command)

**IV. (b, c, d, e, f)**

- 1. List *Conflict Resolution Leadership Skillsets* to be covered:
  - a. Learned Helplessness
  - b. Emotional Intelligence (emphasis on Empathy, Self-Regulation and Motivation)
  - c. Saying No and Maintaining the Relationship
  - d. Community Building
  - e. Rapport Bank Account
- 2. Understanding the Physiology of Conflict
- 3. Managerial Courage
- 4. Intergenerational Conflict
- 5. Conflict Resolution Up and Down the Hierarchical Chain

**VIII. Conflict Resolution Leadership Skillsets                      Interpersonal IV. (b,c,d,e,f,g)                      (2 hours)**

A. LEARNED HELPLESSNESS

- 1. Learned helplessness: a behavior which an organization forced to endure aversive, painful or otherwise unpleasant stimuli, becomes unable or unwilling to avoid subsequent encounters with those stimuli, even if they are escapable                      **IV. (e)**
  - a. Simple solutions are often missed in conflict
  - b. Change is very difficult and difficult to lead
  - c. Roadblocks that prevent people in organizations from acting
    - 1) **ASK:** What are common roadblocks to change in your organization?

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

What gets in the way of change in their organization?

2. Show Broken Escalator Video:
  - a. **ASK:**
    - 2) What does this video represent?
    - 3) Why are simple solutions often missed?
    - 4) Why is change difficult?
    - 5) How do you manage conflict surrounding change?
    - 6) Why leading change is difficult?

**B. RAPPORT BANK ACCOUNT**

1. Describe the importance of building rapport  
*(The relationship prior to this interpersonal communication/interaction can be helped with established rapport.)* **IV. (b)**
  - a. According to the Harvard Business Review: Half of employees don't feel respected by their bosses
  - b. When leaders treat their subordinates with respect they are more engaged and more productive
  - c. Treating subordinates with respect is how you make rapport deposits
2. Identify deposits  
*(How rapport is built to improve the relationship, and when is rapport built both are points that support achieving resolution.)* **IV. (b,d)**
  - a. Daily conversations
  - b. Assisting
  - c. Accommodating
  - d. Providing insight
3. Discuss how difficult it is to make a withdrawal or ask for something if no rapport has been built  
*(Without rapport, dealing with difficult/dominating people can be defeating. Moreover, persuasion may be inadequate without the presences of some rapport / trust, and the communication may come across as inappropriate.)* **IV. (e,f,g)**

**C. EMOTIONAL INTELLIGENCE**

*(Emotional Intelligence is a key factor in the relationship, the application of skill sets and utilization of tools, and may impact resolution. It may also lead to a defeating moment with difficult/ dominating people, fail to support persuasion when needed, and result in inappropriate community leading to litigation.)* **IV. (b,c,d,e,f,g)**

1. Self-awareness
  - a. Knowing one's internal states, preferences, and intuitions
  - b. Knowing how one is seen by others
  - c. Accurate self-assessment
  - d. Emotional self-awareness
  - e. Self confidence
2. Self-regulation
  - a. Managing one's internal states, impulses and resources
  - b. Self-control
  - c. Trustworthiness
  - d. Conscientiousness
  - e. Adaptability

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- f. Innovation
- 3. Motivation
  - a. Emotional tendencies that guide or facilitate reaching goals
  - b. What drives
  - c. Commitment
  - d. Initiative
  - e. Optimism
- 4. Empathy
  - a. Awareness of others' feelings, needs and concerns
  - b. Understanding others
  - c. Developing others
  - d. Service orientation
- 5. Social skills
  - a. Adeptness at inducing desirable responses in others
    - 1) Ability to influence
    - 2) Communication skills
    - 3) Conflict management skills
    - 4) Ability to lead
    - 5) A change agent
    - 6) Ability to build bonds
    - 7) Collaborative and cooperative
    - 8) Team capabilities
- 6. Focus on Empathy
- 7. Focus on Self-Regulation

**IX. UNDERSTANDING THE PHYSIOLOGY OF CONFLICT    Interpersonal IV. (a,b,c,d,f,g) (1 hour)**

A. Three brains within our brain

- 1. Neomammalian – Cortex (reasoning)
- 2. Paleomammalian – Limbic (emotion)
- 3. Reptilian – Involuntary responses

B. Cortex = higher order thinking

- 1. Reasoning
  - a. Redirecting, deflecting, defusing, responding, influence **IV. (d)**
  - b. Appeal via rational **IV. (f)**
- 2. Forming concepts
- 3. Fine tuning emotional responses
  - a. Ability to avoid inappropriate communications, e.g. actions **IV. (g)**

C. Limbic = emotions

- 1. Programmed neural connections
- 2. Stimulates impulse to nurture
  - a. Empathy **IV. (d)**
- 3. Differentiates among sounds
- 4. Reads intentions of other animals **IV. (d)**
  - a. Communication element – body language, posturing

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

D. Reptilian = survival

1. Involuntary function of breathing
2. Involuntary function of heartbeat
3. Involuntary function of fight-flight response

E. Amygdala Response: Fight – Flight – Freeze

**IV. (a)**

1. Our preconditioned responses to conflict based on survival
2. **ASK:** What occurs in crisis?
3. **ASK:** What happens physiological to our bodies and central nervous system?
4. **ASK:** What happens post-crisis?
  - a. Crisis recovery phase
  - b. Emotions are high and judgment is low
  - c. Activities that engage the Neo-cortex
    - 1) Listening
    - 2) Listing
    - 3) Ordering
    - 4) Perception of stimuli
    - 5) Sorting
    - 6) Problem solving

F. One's ability to self-regulate assists in recovery to normalcy

1. Trained calm
  - a. Deflecting
2. Trained responses
3. Recognizing when one is in crisis

**IV. (d)**

G. Up and down the chain of command

1. Practice non-defensiveness
  - a. Empathy
2. Train yourself to be calm
3. Practice self-regulation with your supervisors and with your subordinates
  - a. Avoiding inappropriate actions

**IV. (d)**

**IV. (g)**

H. Accusation(s) as a confession

1. Accept that the conflict story is not designed to tell the scientific truth of what happened
  - a. Listening skills **IV. (c)**
2. Accept that the conflict story typically comes across as an accusation (*inappropriate communication*) **IV. (g)**
3. The symbolic and metaphoric content of the story points to the real meaning for the storyteller
  - a. Body language, posturing point to real meaning **IV. (d)**
4. Remember that every accusation is a confession of an interest
  - a. Interest supports the appeal to the personal. **IV. (f)**

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

**I. LEARNING ACTIVITY: LISTENING FOR THE CONFESSION**

**IV. (a)**

1. **Procedure:** Small Group Activity
  - a. Students work in small groups
  - b. Handout the 10 Accusations Sheet
  - c. **ASK:** Students to read through each accusation and attempt to identify the confession behind the accusation
  - d. Debrief:
    - 1) Instructor using the list of interests/needs/values asks for students to provide the confessions
    - 2) Ensure students are identifying what the accuser might really be saying
    - 3) Identify what the accuser's needs are based on the accusation

**J. Performance Management: Conflict Resolution Competencies**

(Conflict resolution competencies reflects upon the interpersonal relationship strengths that coupled with communication elements support positive management of conflict.) **IV. (b,c,d,f)**

1. One who steps up to conflict and sees them as opportunities
2. Reads situations quickly
3. Good at focused listening
4. Can hammer out tough agreements and settle disputes equitably
5. Can find common ground and get cooperation with minimum noise
6. Understands why groups do what they do
7. Picks up on the sense of the group
8. Can predict what groups will do across different situations
9. Manages diversity (all kinds of people)
10. Deals effectively with all races, nationalities, etc.
11. Supports equal and fair treatment for all
12. Cares and is interested in the work and non-work of those who report to them
13. Asks about their plans, problems, etc
14. Is available for listening to personal problems
15. Monitors workloads and appreciates extra effort

**Lunch**

**X. MANAGERIAL COURAGE**

**(1 hour)**

**A. Competencies**

1. Doesn't hold back anything that needs to be said
2. Provides current, direct, complete, and actionable positive and corrective feedback
3. Let's people know where they stand
4. Faces up to people problems quickly and directly
5. Is not afraid to take negative action when necessary

**B. Fairness**

1. Treats people equitably
2. Has candid discussions

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

3. Does not have hidden agendas
4. Does not give preferential treatment

C. Confrontation

1. Deals with problems directly, firmly and in a timely manner
2. Does not allow problems to fester
3. Regularly reviews performance and holds timely discussion regarding same
4. Can make negative decisions when all other efforts fails
5. Avoids being negative in confrontations
6. Deals effectively with troublemakers

D. Motivation

1. Creates a climate in which people want to work and do their best
2. Can motivate individuals and teams
3. Can assess each person's hot button and use it to get the best out of him/her
4. Pushes tasks and decisions down
5. Empowers others
6. Invites input from each person and shares ownership
7. Makes each individual feel his/her work is important
8. Is someone people like working for

E. Roadblocks

1. Ask student to identify roadblocks to managerial courage
2. Scribe responses on board
3. Cover the following:
  - a. Defensiveness
  - b. Not open to criticism
  - c. Denies making mistakes
  - d. Denies fault
  - e. Blames messenger
  - f. Blames others
  - g. Doesn't hear negative feedback
  - h. Doesn't share personal limitations
  - i. Doesn't benefit from workshops, training, workgroups, etc
  - j. Over-manages
  - k. Over controls
  - l. Meddles
  - m. Doesn't empower others
  - n. Doesn't know how to get the most out of people
  - o. Doesn't develop others
  - p. Is a poor delegator
  - q. Fails to build a team
  - r. Doesn't value a team
  - s. Doesn't build team spirit
  - t. Treats people as a collection of individuals
  - u. Is non-strategic
  - v. Isn't visionary

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

F. **ASK:** Can you identify examples in organization's history?

1. Managerial Courage was displayed
2. Managerial Courage was absent

G. **ASK:** What were the results in both scenarios?

**XI. INTERGENERATIONAL CONFLICT**

**(2 hours)**

A. Potentially five generations in the workplace at one time:

1. Traditional – 1922-1943
2. Boomers – 1944-1960
3. X-ers – 1961-1980
4. Millennial – 1981-1995
5. Alphas – 1996-2010

B. **LEARNING ACTIVITY:** GENERATIONAL EVENTS

1. **Procedure:** Small Group Activity
  - a. Students work in small groups represented by their specific general
  - b. Advise each group to identify:
    - 1) Several formative events for their own generation
    - 2) Symbols for their generation
    - 3) What they like the least and best from your generation
  - c. Debrief in large group
    - 1) Each group reads off their various lists
    - 2) Discuss how each generation has similarities
    - 3) Discuss how to these differences may impact leadership

C. The impact of global recession on the various generations

1. Boomers work longer
2. Millennials have had to delay entrance into the workplace
3. Young workers are still living at home
4. Overview unemployment by age groups using 2013 stats
5. Review young worker's priorities

D. Demographic trends leaders need to be aware of in the workforce

1. Downsizing, layoffs, delayed retirement
2. New hire turnover rates
3. Without a mixed workforce, skills and knowledge transfer opportunities are limited
4. If Boomers retire en masse, their longevity and experience will leave a skills and knowledge void

E. Leadership skills to manage this phenomenon

1. Allow Boomers to transition into retirement

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

2. Provide flexible scheduling and more control over younger workers work life
3. Provide mentoring initiatives
4. Engage in proactive recruitment and retention initiatives

F. Balancing generational interests and creating shared values among generations

1. Training
2. Dress code
3. Technology
4. Social identity
5. Communication
6. Rewards/Promotions
7. Work-life balance
8. Hours/schedules
9. Hiring tenure
10. Workplace hierarchies
11. Feedback

G. Areas of generational conflict

1. The role of seniority and qualifications
2. Managing change
3. Feedback, input and involvement
4. Vary Communication modes
5. Use of technology

**XII. Conflict Resolution Up and Down the Hierarchical Chain (1 hours)**

H. **EXERCISE:** CONFLICT- Gen X supervisor v. Millennial subordinate: Northwest Division **IV. (a)**

1. **Procedure:** Small group activity
  - a. Divide students into pairs.
  - b. Assign one role of subordinate; assign other as role of supervisor
  - c. Allow 20 minutes to attempt to resolve
  - d. Debrief 15 minutes

I. **EXERCISE:** SAYING NO AND MAINTAINING THE RELATIONSHIP **IV. (a)**

1. **Procedure:** Large group activity
  - a. Class lines up in two lines.
  - b. One line prepares plausible but unreasonable demand. Second line prepares a way to say no and maintain relationship.
  - c. Debrief: Will vs. Can't. What worked

J. Present the YES Sandwich. A No surrounded by two yeses.

**END DAY 3**



**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

**DAY 4**

**Topic:** Putting it All Together: Helping Others Resolve Conflict as the 3rd Party.

**Goal:** To provide students with skills to assess the type of conflict and then choose the appropriate model to resolve conflict in the workplace effectively.

**XIII. Review of Day 3 and Overview of Day 4                      Interpersonal IV. (b,c,d,e,f)                      (1 hour)**

A. Review of Day 3:

1. List *Conflict Resolution Leadership Skillsets* to be covered:
  - a. Learned Helplessness
  - b. Emotional Intelligence (emphasis on Empathy, Self-Regulation and Motivation)
  - c. Saying No and Maintaining the Relationship
  - d. Community Building
  - e. Rapport Bank Account
2. Understanding the Physiology of Conflict
3. Managerial Courage
4. Intergenerational Conflict
5. Conflict Resolution Up and Down the Hierarchical Chain

B. Overview of Day 4:

*(This day concentrates on those skill sets and tools, listening skills / communication elements, that are to be utilized dependent on the interaction. Additional, dealing with difficult/dominate people in interpersonal communication / interaction is dissected.)*

**IV. (b,c,d,e,f)**

1. Intervention Choices
  - a. Listening skills
  - b. Communication elements
  - c. Persuasion
2. High Conflict Personalities

**XIV. INTERVENTION CHOICES    Interpersonal IV. (b,c,d,e,f)    (1 hour)**

A. Hierarchical intervention

- a. Dealing with difficult/dominate people who are not receptive to conflict resolution skill sets and tools might require hierarchical intervention. **IV. (e)**

B. What makes a good coach

*(Interpersonal, e.g. officer/coach, for the purpose of guiding through the conflict interaction - supporting better communication and a positive resolution. A coach exhibits interpersonal communication skill sets and tools that engage listening skills and communication elements.)*

**IV. (b,c,d,e,f)**

1. Questions of genuine curiosity
2. Questions that encourage self-regulations
3. Questions that encourage accountability
4. Questions that encourage the employee to reflect on their internal controls
5. One who listens to the person and helps them articulate what they hope to accomplish
6. One who empowers the person to have direct conversations

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

7. One who assist the person as they explore alternative approaches and language
  8. One who provides feedback and plays devil's advocate
- C. Coaching process in conflict resolution
1. Set expectations and explain your role
  2. Identify the person's goal
  3. Hold the other person's point of view
  4. Explore and practice different approaches, scenarios, language
  5. Offer feedback on the various approaches
  6. Follow up
- D. Mediation intervention
- E. Preparation for mediation
1. Let go of your outcome
  2. Give the outcome to the involved parties
  3. Realize the need to be heard and valued by use of empathy and validation
  4. Find opportunities to frame opening so you can validate both
  5. Hold pre-meetings if needed
  6. Validation, listening and affirmation
  7. Encourage parties and begin asking them to consider how the other sees the conflict
  8. Coach parties on how to frame issues and tell the story so it can be heard
- F. Drama triangle in conflict (The Karpman Drama Triangle): The victor, the rescuer, the persecutor
1. The storyteller as the victim, is rational and just
  2. The other party is the creator or initiator of the conflict, is irrational and unjust
  3. The accusations should be viewed as a confession
  4. Stories are not the scientific truth
  5. The symbolic and metaphoric content of the story points to the real meaning for the storyteller
  6. Typically, there are three roles people take on in the conflict
    - f. Victim
    - g. Persecutor
    - h. Rescuer
  7. Discuss the allure of the Rescuer role
  8. Discuss the dangers of the Persecutor role
  9. Discuss the power of the Victim role
  10. Social conditioning and its influence
  11. Look at the triangle as a system and the destructive influence in the workplace
  12. Stepping out of the rescuer role
  13. Empowering the victim
  14. Humanizing the persecutor
  15. In reframing you strive to give power to the victim, humanize the persecutor and avoid falling into the role of the rescuer

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

G. What we can learn from stories

1. Listen to the words used by each party
2. Words will describe the interests of the parties
3. Identifying the interests is the first step toward finding common ground

H. What we should know about the stories/ "fairy tales"

1. The storyteller is the victim
2. Whatever the storyteller does is rational and just in their mind
3. The other party is the creator or initiator of the conflict
4. Whatever the other party does is irrational and unjust

I. Be prepared when you are ready to enter into a difficult conversation to understand the dynamics of the story

J. Narrative theory: a mental organizing tool

1. Narrative as a coping strategy
2. Interpreting conflict narrative: narrative as a metaphor
3. Accusations as revelations
4. Listen for the words used: flip it upside down (what is important to the story teller)
5. Balance power, give power to the party that doesn't have any
6. Humanize the aggressor
7. Reframing the issues

K. **EXERCISE: REFRAMING**

**IV. (a)**

1. **Procedure:** Small group activity
  - a. Instructors moves students into groups of 5-7, seated in circles
  - b. First speaker reads the statement to the person on their left from the worksheet
  - c. Person on the left (second speaker) reframes the statement
  - d. Second speaker then reads a statement from the worksheet to the person on their left
  - e. Continue until all students speak
  - f. Debrief

**XV. SPECIAL TOPIC: HIGH CONFLICT PERSONALITIES      Interpersonal IV. (d,e)      (2 hours)**

A. Personality is

1. A consistent pattern of thinking, feeling and behaving
2. Basic pattern is established by 5 years
3. Basic pattern can be influenced after 5 by life experiences
4. There are genetic and biologic factors that may come into play
5. Both early childhood environment and family roles factors may come into play

B. Personalities are either adaptive or maladaptive

1. Adaptive

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- a. Adapts to environment for success
- b. Absorbs useful feedback and adapts behavior
- c. Can turn on and off personality traits
- d. Aware of impact on others
- 2. Maladaptive (*Difficult*) **IV. (e)**
  - a. Repeats self-defeating behavior, does not adapt
  - b. Insists others adapt to their viewpoint
  - c. Attempts to impose power and control over others to feel better inside
  - d. Minimal self-awareness or conscious control

C. Personality disorders are:

- 1. Enduring pattern of behavior from early childhood/adolescence
- 2. Extreme thinking
- 3. Extreme emotions
- 4. Extreme behavior
- 5. Interpersonal dysfunction
- 6. Impulse control problems
- 7. Behaviors outside of cultural norms
- 8. Key points:
  - a. Lack of self-awareness
  - b. Lack of adaptation
  - c. Externalize responsibility

D. 5 high conflict personalities

(The following five high conflict personalities types may be informative in dealing with difficult/dominating people.) **IV. (e)**

- 1. Borderline – love you/hate you **IV. (e)**
  - a. Fear of abandonment, clinging and manipulation
  - b. Seeks revenge and vindication
  - c. Dramatic mood swings
  - d. Sudden and intense anger, out of proportion
  - e. Impulsive, risk-taking, self-destructive behaviors
  - f. Tips:
    - 1) Don't get too close
    - 2) Listen with empathy
    - 3) Stay calm and matter of fact when they get angry
    - 4) Have clear boundaries, be consistent and predictable
- 2. Narcissistic – I'm very superior to everyone **IV. (e)**
  - a. Fear of being inferior or powerless
  - b. Arrogant and insensitive
  - c. Believes in very superior self-image
  - d. Absorbed in self, own needs, own viewpoint
  - e. Feels entitled to special treatment
  - f. Lacks empathy for others
  - g. There are vulnerable and grandiose narcissists
  - h. Tips:
    - 1) Be respectful and resist insulting them
    - 2) Resist their efforts to receive special treatment

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

- 3) Reassure them they are important but that you have to follow rules and policies
- 4) Praise them for some positive skills and/or efforts
- 3. Antisocial – the con artist
  - a. Fear of being dominated
  - b. Drive to dominate others in weaker positions
  - c. Disregard for social rules and laws
  - d. Constant lying and deception even when easily caught (they don't keep track of lies)
  - e. Lack of remorse
  - f. Some enjoy hurting others
  - g. Tips:
    - 1) Avoid trusting people who say "trust me"
    - 2) Maintain a healthy skepticism
    - 3) Ask for documentation
    - 4) Pay attention to your gut feelings
    - 5) Sometimes they can be dangerous
    - 6) Don't accept being bullied
- 4. Histrionic – always dramatic
  - a. Fears being ignored and left out
  - b. Drive to be the center of attention
  - c. Constantly dramatic and theatrical
  - d. Exaggerates and may make up stories
  - e. Difficulty focusing on tasks or making decisions
  - f. Tips:
    - 1) Don't get hooked by their stories
    - 2) Interrupt the drama by moving on to another important task
    - 3) Plan to spend more time getting ordinary work done
    - 4) Emphasize how they can help themselves
    - 5) Give them a sense of empowerment
- 5. Paranoid – always mistrustful
  - a. Fear of being exploited
  - b. Endless doubts about friends, professionals, etc
  - c. Misinterprets ordinary events or comments as demeaning or threatening
  - d. Bears long term grudges
  - e. Misperceives others as attacking his/her character so "counter-attacks" first
  - f. Tips:
    - 1) Be as non-threatening as possible
    - 2) Be reassuring but don't expect them to trust you
    - 3) Don't push them to open up about things
    - 4) Respect their caution and desire to only reveal what they have to
    - 5) Explain the policies require you to do certain things (t feels less personal)

**IV. (e)**

**IV. (e)**

**IV. (e)**

**E. How to manage difficult personalities during conflict**

**IV. (e)**

- 1. Avoid trying to diagnose the party
- 2. Recognize indicators
- 3. Avoid digging too deep into history until you understand what brought the disputing parties to the table

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

4. Be ready to explore intent v. impact
  5. Validate feelings
  6. Ask exploratory questions
  7. Caucus when you need to coach
  8. Keep it simple
  9. Be ready to enforce boundaries and interrupt poor behavior
  10. If facilitation is not working, be more direct
  11. Know when to call it quits
  12. Don't try to change the difficult personality
- F. Remember when you have a difficult personality involved in a conflict you may not be able to resolve the issues **IV. (e)**
1. Do the best you can
  2. Think about using a co-mediator
  3. Try to keep your objectivity, frustration, or dismay in check
- G. Be supportive (*when dealing with difficult/dominating people*) **IV. (d,e)**
1. Listen
  2. Acknowledge
  3. Empathy
- H. Be suggestive and/or instructive (*when dealing with difficult/dominating people*) **IV. (d,e)**
1. Provide examples of how others may have handled similar situations
  2. Provide techniques to better deal with or respond to others
  3. Be specific
- I. Be directive (*when dealing with difficult/dominating people*) **IV. (d,e)**
1. Be specific about behaviors expected
  2. Advise what has already been done, listened to looked into
  3. Provide tools to resolve to avoid the conflict
  4. Then tell them it is their responsibility to go and fix the problem
  5. Tell them your expectations
- J. Be corrective (*when dealing with difficult/dominating people*) **IV. (d,e)**
1. Document the history and recommendations
  2. Escalate the corrective action if necessary
  3. Be consistent

**Lunch**

**XVI. OPENING THE DOOR TO RESOLUTION (1 hour)**

- A. Opening statement's goal
1. Define your role: facilitator, decision-maker, mediator

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

2. Provide safety and hope
3. Context of confidentiality
4. Process roadmaps
  - a. Each tells perspective uninterrupted
  - b. Ask and allow clarifying questions
  - c. Confirm understanding
5. Logistics
6. Deciding who goes first

**B. Facilitate communication: goal to express and understand**

1. Source of creativity
2. Source of suggested compromise
3. Emphasize cost of not finding a solution
4. Brainstorming ideas
5. Clarifying resolution: drill down to details, get commitment
6. Follow up to outline the solution

**C. LEARNING ACTIVITY: Resolving Grievance Mediation**

1. **Procedures:** Small group activity
  - a. Break students into pairs
  - b. Provide students with roles and worksheets Allow 40 min to seek resolution
  - c. Debrief large group
  - d. Identify which groups reached resolution
  - e. Discuss solutions
  - f. Discuss groups that could not reach resolution if any and why

**D. A good mediator's opening**

1. Optimistic
2. Role-model cooperation
3. Educate about the process
4. Explain what confidentiality and neutrality are
5. Empower the parties as decision-makers
6. Be deferential to the parties
7. Express empathy
8. Set a positive and collaborative tone
9. Build trust and rapport

**E. Defining the issues**

1. Allow venting but keep it reasonable
2. Create a list of issues from both parties opening statement
3. Force the parties to address the issues and hear the opposing sides
4. Allow parties to feel as though they have been heard
5. Mediator may create a written list of issues
6. Ensure the list is inclusive
7. Reframe the issues in a manner that creates potential for positive discussion and resolution

**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

8. Confirm that all concerns are on the list

F. Focus on the interests

1. Seek ways in which both sides can achieve their goals
2. Be global
3. Go below the line of positions to find what is driving the parties conflicting positions

G. Four types of interests

1. Process interests
2. Relationship interest
3. Substantive interests
4. Interests in principles

**XVII. PRACTICE Conflict Resolution Skills (1 hour)**

**A. EXERCISES: PRACTICE MEDIATION SESSIONS IV. (a)**

1. **Procedure:** Small group exercise
  - a. Place students into groups of three
  - b. Handout various conflict roles
  - c. One student assigned as mediator, the other two as disputants
  - d. Allow 30 min per mediation
  - e. Rotate so each student acts as a mediator
  - f. Debrief

**XVIII. FORGIVENESS (1 hour)**

A. Elements of forgiveness

1. Animas
  - a. Ranges from wish well to wish harm
2. Reparations
  - a. Ranges from pay to no pay
3. Future relationship
  - a. Ranges from trust to never trust again

B. 3 Models of forgiveness

1. Therapeutic
  - a. Move on for my own mental well being
  - b. Are we victims or heroes
2. Relational
  - a. It's all about restoring trust and rebuilding the relationship

C. Redemptive

1. May be religious
2. Personal value system / philosophy



**LOS ANGELES POLICE DEPARTMENT**  
**Conflict Management for Law Enforcement Personnel**  
**1850-20850**  
**Expanded Course Outline**

**XIX. CONCLUSION**

**(1 hour)**

A. Review four-day course

1. ASK each student to provide one take-away from the class that they can immediately use
2. Handout Conflict Management Quick Card
3. Complete evaluations
4. Certificates

**END DAY 3**