



**Wisconsin WIC Training: Conflict Resolution**

A key element in civil rights training.

## Navigation Tips

Note – this course requires no audio. Instead, you have a chance to reflect, listen to your inner voice and think about the information that is presented.

Use the playback tools, below, to navigate. Or you can use the index on the right side of the player to move around in this course.



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The USDA Office of Civil Rights requires training on conflict resolution for WIC staff.

This course was funded by a USDA grant.

Thank you to Oregon WIC for allowing us to leverage some of their training materials.

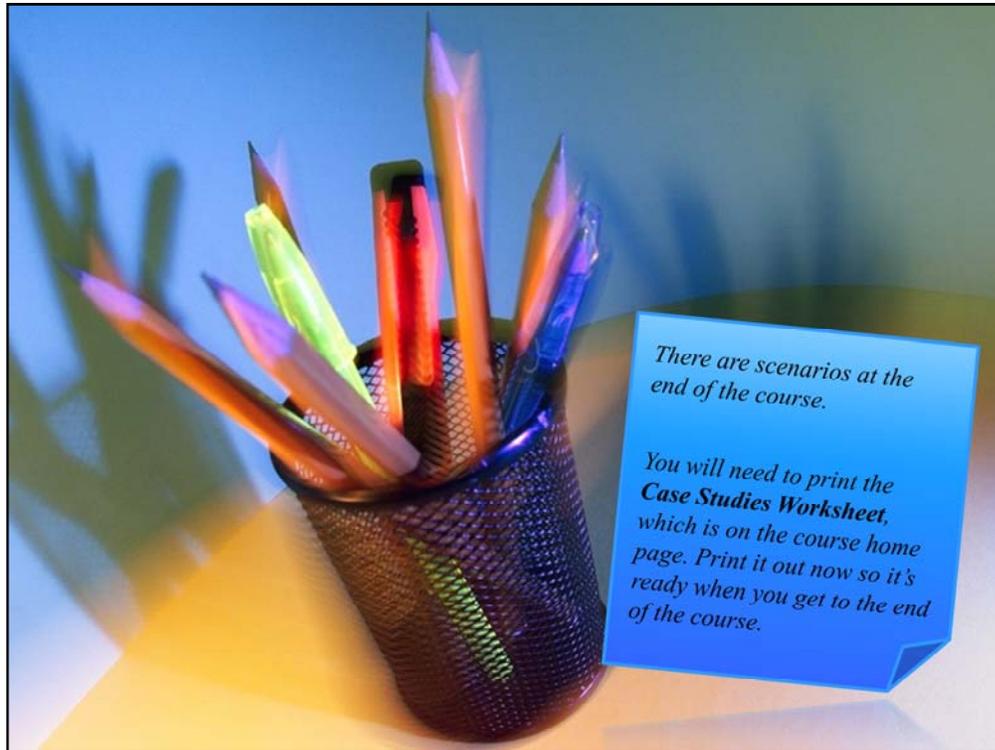


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There are scenarios at the end of the course. You will need to print the **Case Studies Worksheet**, which is on the course home page. Print it out now so it's handy when you get to the end.

You will have several scenarios to consider, and a few questions to answer. There are some hints provided that will help you to complete the questions.

# Conflict Resolution



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But there are skills we can learn to help us manage conflict better.

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# Conflict Resolution



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These skills can be used in any interpersonal conflict, at work or home.

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# 5 goals of conflict resolution

**Aim to:**

- avoid the desire to punish or blame
- improve the situation
- communicate your feelings directly
- improve the relationship & increase communication
- avoid repeating the situation



## 5 goals of conflict resolution

You may want to look back at these later on when you do the case studies.

### Aim to:

1. avoid the desire to punish or blame
2. improve the situation
3. communicate your feelings directly
4. improve the relationship & increase communication
5. avoid repeating the situation

**5** skills for conflict resolution

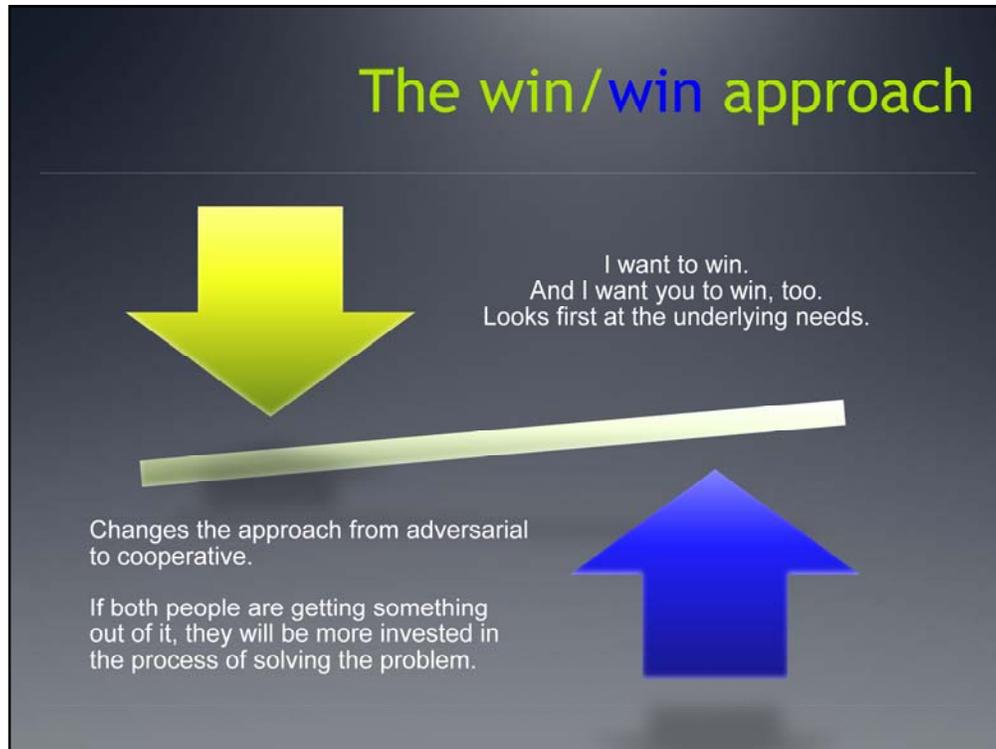
Today you will focus on these five skills.

- 1 The win-win approach
- 2 Appropriate assertiveness
- 3 Cooperative power
- 4 Empathy – active listening
- 5 Creative response

### **5 skills for conflict resolution**

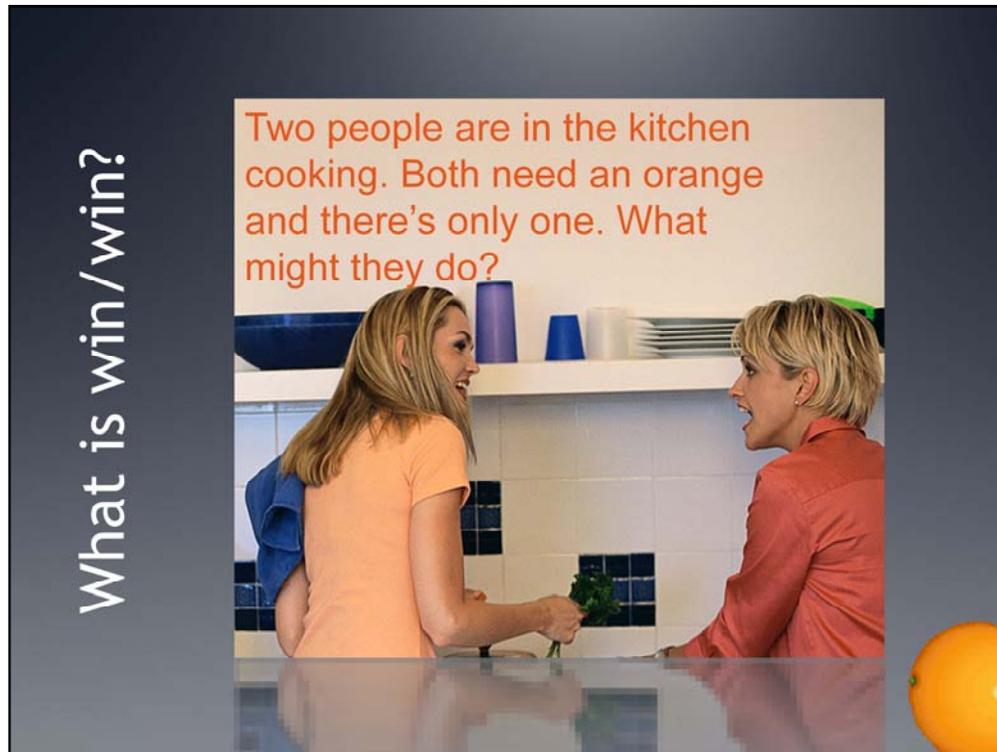
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### The win/win approach

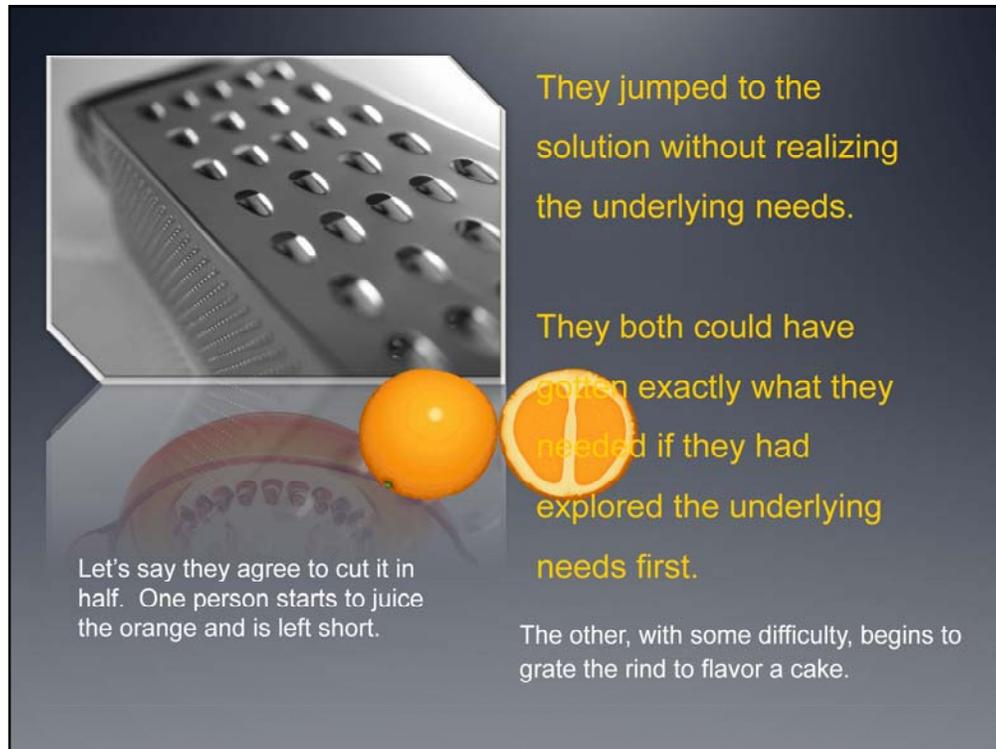
- I want to win.
- And I want you to win, too.
- Looks first at the underlying needs.
- Changes the approach from adversarial to cooperative.
- If both people are getting something out of it, they will be more invested in the process of solving the problem.



What is win-win?

Here's a simplified example.

Two people are in the kitchen cooking. Both need an orange and there's only one. What might they do?



They jumped to the solution without realizing the underlying needs.

They both could have gotten exactly what they needed if they had explored the underlying needs first.

Let's say they agree to cut it in half. One person starts to juice the orange and is left short.

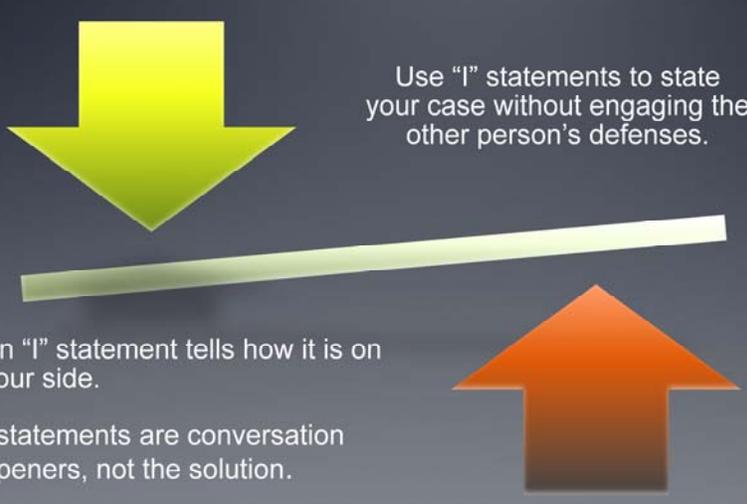
The other, with some difficulty, begins to grate the rind to flavor a cake.

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## Appropriate assertiveness



Use "I" statements to state your case without engaging the other person's defenses.

An "I" statement tells how it is on your side.

I statements are conversation openers, not the solution.

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- An "I" statement tells how it is on your side.
- I statements are conversation openers, not the solution.

What is appropriate assertiveness?

You can't control the other person's response, so just focus on clearly stating what you need instead of forcing them to try and fix things.



The essence of this skill is being able to state your case without raising the other person's defenses or escalating the conflict. Say how it is for you, rather than what you think the other person should/shouldn't do."

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You can't control the other person's response, so just focus on clearly stating what you need instead of forcing them to try and fix things.

**i** If someone is yelling at you, rather than responding with anger or withdrawing, try using an 'I' statement.

A photograph of a woman with short brown hair, wearing a dark top, shouting into a mobile phone. Her mouth is wide open, and her expression is one of intense anger or frustration. The background is dark and out of focus.

Use an "I" statement.

If someone is yelling at you, rather than responding with anger or withdrawing, try using an "I" statement.



When I hear someone raising their voice, I feel defensive, and what I'd like is for us to be able to talk and feel like I'm being heard.

For example:

When \_\_\_\_\_  
I feel \_\_\_\_\_  
And what I'd like is \_\_\_\_\_.

Here's an example of an "I" statement:

When I hear someone raising their voice, I feel defensive, and what I'd like is for us to be able to talk and feel like I'm being heard.

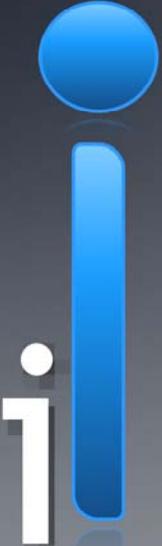
When \_\_\_\_\_

I feel \_\_\_\_\_

And what I'd like is \_\_\_\_\_

What can you expect from a good “I” statement?

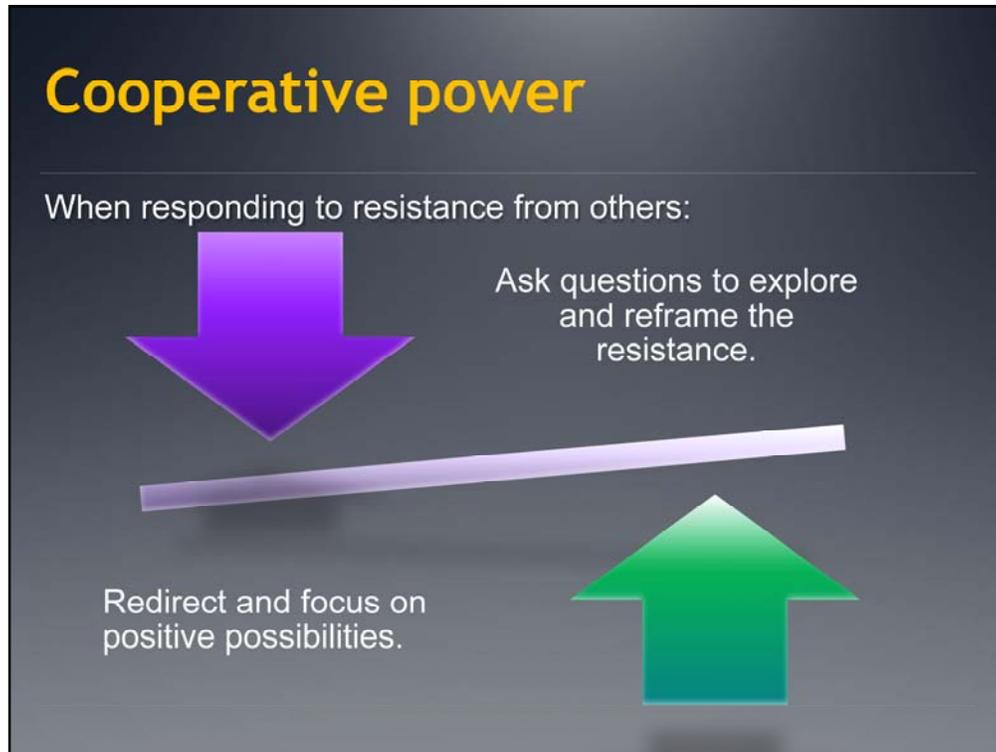
Appropriate assertiveness



- It is unlikely to cause harm.
- It is a step in the right direction.
- It is sure to change the current situation in some way.
- It can/will open up possibilities you may not see.

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### Cooperative power

When responding to resistance from others:

- Ask questions to explore and reframe the resistance.
- Redirect and focus on positive possibilities.

What is cooperative power?

Cooperative power is about seeing things from the flip side, changing your perspective, finding and focusing on positive options.

A young girl with red hair is performing a handstand on a white surface. She is wearing a red shirt and white pants. Her reflection is visible on the surface below her. The background is a plain white wall.

What is cooperative power?

Cooperative power is about seeing things from the flip side, changing your perspective, finding and focusing on positive options.

## Explore to find options

Instead of saying: Find a positive option:

I can't do it that way.

What would happen if you did?

She would never do that.

How can we find ways to make it happen?

This is the only way to do it.

That's one option. What else could we consider?



### Explore to find options.

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Find a positive option: What would happen if you did?

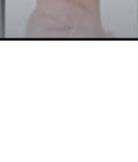
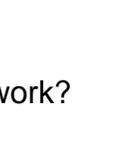
Instead of saying: She would never do that.

Find a positive option: How can we find ways to make it happen?

Instead of saying: This is the only way to do it.

Find a positive option: That's one option. What else could we consider?

## Redirect – move to the flip side

 <i>Find a positive option:</i>	<i>Instead of saying:</i>	
<b>What would it take to make it work?</b>	<b>This will never work.</b>	
<b>What would make it better?</b>	<b>It's disastrous.</b>	
<b>What would you like?</b>	<b>I don't want to.</b>	
<b>What do we need to do to sort this out?</b>	<b>That's dumb!</b>	

**Redirect – move to the flip side.**

Instead of a negative statement: This will never work.

How about a positive question: What would it take to make it work?

Instead of a negative statement: It's disastrous.

How about a positive question: What would make it better?

Instead of a negative statement: I don't want to.

How about a positive question: What would you like?

Instead of a negative statement: That's dumb!

How about a positive question: What do we need to do to sort this out?



**Empathy/Active listening**

Empathy is helping the other person feel they are understood.  
Be an active listener when exploring a problem.



**What is empathy/  
active listening?**

- Be attentive, focus on the person.
- Ask questions, find out what it's like on their side.
- Reflect back.
- Explore the situation to get clarity.
- Summarize what you've heard.

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Reflect back what you think you've heard the person say.

For example:  
I can see you're really angry.  
So when I \_\_\_\_\_,  
you feel \_\_\_\_\_.

Reflect back what you think you've heard the person say.

For example, "I can see you're really angry." "So when I \_\_\_\_, you feel \_\_\_\_."



Don't ignore or deny the speaker's feelings, reflect back their feelings instead.

**Try not to get defensive.**

Realize you may need to change your approach.

**The responsibility lies with us, as WIC staff, to be the active listener.**

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The responsibility lies with us, as WIC staff, to be the active listener.



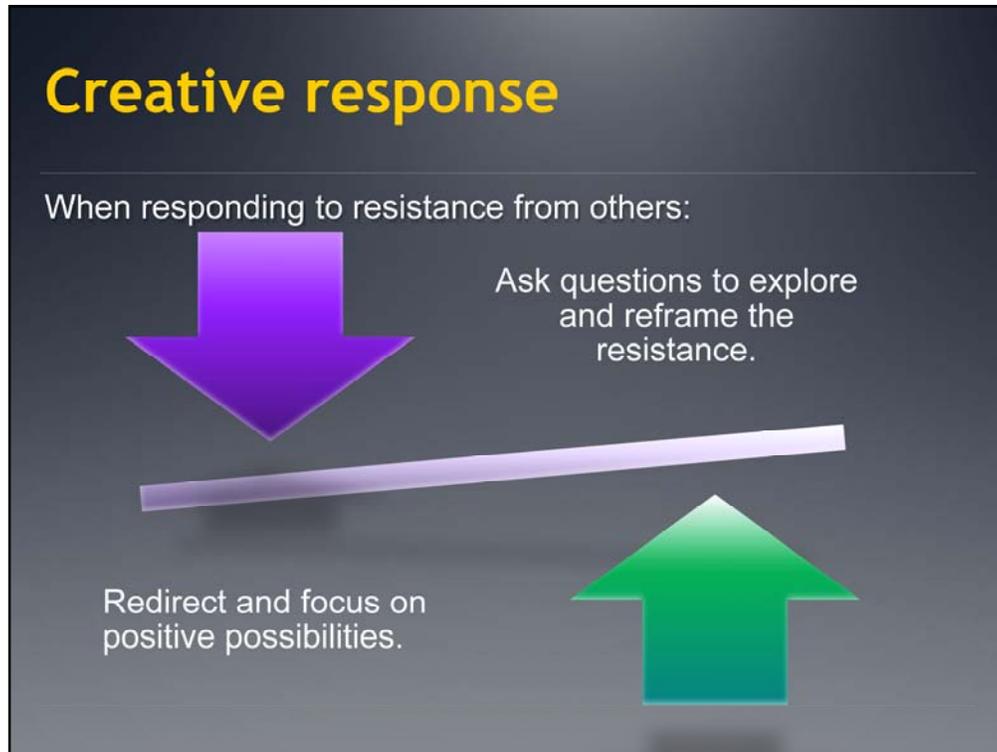
Work towards getting to **“Yes, that’s what I said”** so the speaker feels you’ve heard them.



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### **Creative response**

When responding to resistance from others:

- Ask questions to explore and reframe the resistance.
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## What is creative response?

This skill is similar to *cooperative power* but is more focused on your own reaction to conflict, rather than dealing with another person's resistance.



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**Creative response**

A horrible 'mistake'  
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Turn a problem into possibilities rather than focusing on how terrible it all is.

There are winners and learners.

There is no such thing as a failure.

Focus on **discovery** rather than perfectionism.

## Make lemonade



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- There are Winners and Learners.
- There is no such thing as a failure.
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Here are two  
different ways of  
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Another problem –  
life is so hard.



Another challenge –  
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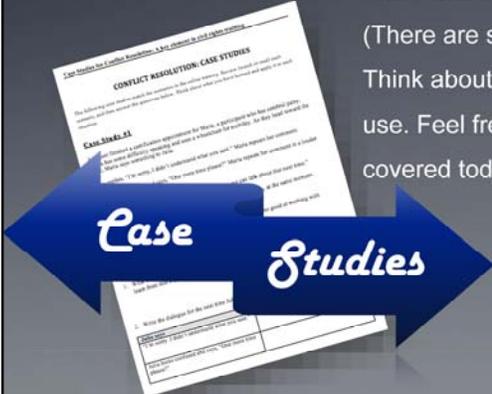


Take a moment to review the 5 skills for conflict resolution:

1. The win-win approach
2. Appropriate assertiveness
3. Cooperative power
4. Empathy – active listening
5. Creative response

## Next Steps

Here's where you need the **Case Studies Worksheet** and your pencil. (You can print the worksheet from the course home page.) Read the case studies, and think about what you have learned in this course. Then take a few minutes to answer the questions. (There are some **Hints** provided that will help you.) Think about conflict resolution techniques you could use. Feel free to use other techniques that weren't covered today.



### Next Steps: Case Studies

Here's where you need the **Case Studies Worksheet** and your pencil. (You can print the worksheet from the course home page.) Read the case studies, and think about what you have learned in this course.

Then take a few minutes to answer the questions. (There are some **Hints** provided that will help you.) Think about the conflict resolution techniques you could use. Feel free to use other techniques that weren't covered today.

*Case Study 1*



Julia just finished a certification appointment for Maria, a participant who has cerebral palsy.

Maria has some difficulty speaking and uses a wheelchair for mobility. As they head toward the door, Maria says something to Julia.

Julia replies, "I'm sorry, I didn't understand what you said."

Maria repeats her comment.

Julia looks confused and says, "One more time please?"



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As they head toward the door, Maria says something to Julia. Julia replies, "I'm sorry, I didn't understand what you said." Maria repeats her comment.

Julia looks confused and says, "One more time please?"

*Case Study 1*  
*continues*



Maria repeats her comment in a louder voice.

Looking a bit flustered, Julia says, "Okay, well, maybe we can talk about that next time."

Julia reaches for the door and says, "Let me get that for you."

Maria, at the same moment, angrily pushes the button for the automatic door and rolls away.

**Julia walks back to her office feeling embarrassed and that she is no good at working with disabled participants.**



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Julia walks back to her office feeling embarrassed and that she is no good at working with disabled clients.

*Case Study 1 -  
Julia and Maria*



**Case Studies Worksheet**

1. What could Julia have done differently to avoid or minimize this conflict? What could Julia learn from this experience? **(Hint – try using a Creative Response)**
2. Write the dialogue (on your worksheet) for the next time Julia sees Maria at the clinic.

What could Julia have done differently to avoid or minimize this conflict?

What could Julia learn from this experience? **(Hint – try using a Creative Response)**

Write the dialogue for the next time Julia sees Maria at the clinic.

*Case Study 2*



Mrs. Ortiz checks in to the WIC clinic for her appointment. She is Spanish-speaking. Mrs. Ortiz has brought her children with her to the clinic. While in the waiting room before the session begins, the children are noisy and begin running through the waiting area.

Rebecca is trying to work at the front desk and is getting frustrated. She begins speaking in English to another WIC employee, loudly enough so that some people in the waiting room can hear what she is saying.

She is overheard saying, "These people (referring to Mrs. Ortiz) don't know how to control their kids."

*Mrs. Ortiz* ← → *Rebecca*

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She is overheard saying, "These people (referring to Mrs. Ortiz) don't know how to control their kids."

*Case Study 2*  
*continues*



Rebecca tells Mrs. Ortiz, “If you don’t get control of your children, you’ll have to reschedule your appointment for another day and get your checks then.”

Mrs. Ortiz leaves the clinic without getting her checks.

**Mrs. Ortiz later calls the state WIC office and states that she was discriminated against and was denied WIC services.**

Mrs. Ortiz says that Rebecca thought she couldn’t understand English, but in fact she heard what Rebecca was saying about her family.

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Mrs. Ortiz says that Rebecca thought she couldn’t understand English, but in fact she heard what Rebecca was saying about her family.

*Case Study 2 - Mrs. Ortiz and Rebecca*

**Case Studies Worksheet**

1. What are some assumptions that people make about WIC participants? Can you think of other examples where these assumptions could lead to conflict?
2. Write a new statement (on your worksheet) for Rebecca to use when talking with Mrs. Ortiz about her children's behavior. **(Hint – try using the Win/Win Approach)**



1. What are some assumptions that people make about WIC participants? Can you think of other examples where these assumptions could lead to conflict?
2. Write a new statement for Rebecca to use when talking with Mrs. Ortiz about her children's behavior. **(Hint – try using the Win/Win Approach)**

*Case Study 3*



In a predominately Hispanic community, a new participant, Angie, is transferred in. Angie is not Hispanic and does not speak Spanish.

Angie just found out she is pregnant, and she also needs to schedule a recertification appointment for her daughter. She calls the clinic to schedule the appointments.

The clerk, Sandra, answers the phone in Spanish.

Angie explains that she doesn't speak Spanish but needs to schedule two appointments.

Sandra switches to English, and she and Angie begin looking for appointments.



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The clerk, Sandra, answers the phone in Spanish.

Angie explains that she doesn't speak Spanish but needs to schedule two appointments.

Sandra switches to English, and she and Angie begin looking for appointments.

*Case Study 3*  
*continues*



Angie is having a hard time understanding Sandra.

Sandra tries to explain that she can't get Angie and her daughter appointments together until the end of the following week.

Angie is frustrated and says, "This is not going to work. Obviously you don't want to help me, why don't you get someone on the phone who speaks English so I can get my checks."

Sandra says, "Well, I guess you should have planned ahead instead of waiting until the last minute."

**Angie hangs up the phone and decides she will not ever go to this WIC clinic again.**

Angie ← Sandra →

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Sandra says, "Well, I guess you should have planned ahead instead of waiting until the last minute."

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*Case Study 3-  
Angie and Sandra*



**Case Studies Worksheet**

1. If you have already been working for WIC, have you ever been treated rudely by a WIC participant? How did you respond?
2. Write a different response for Sandra to use after Angie asks to speak to someone else. **(Hint – try using Cooperative Power)**



1. If you have already been working for WIC, have you ever been treated rudely by a WIC participant? How did you respond?
2. Write a different response (on your worksheet) for Sandra to use after Angie asks to speak to someone else. **(Hint – try using Cooperative Power)**

*Case Study 4*



A WIC clinic in a diverse area employs several bilingual staff. There is a group of staff who speak Hmong, and they often converse in their native language at work.

Kelly, an employee who doesn't speak their language, feels self-conscious and sometimes wonders if they are talking about him. He frequently complains to his friends at work about other staff not speaking English.



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Kelly, an employee who doesn't speak their language, feels self-conscious and sometimes wonders if they are talking about him. He frequently complains to his friends at work about other staff not speaking English.

*Case Study 4*  
*continues*



One day Kelly walks into a meeting room and several staff are already there, speaking in Hmong. Kelly walks in and says, "Hello."

The other staff say "Hello" back and then resume their conversation, which Kelly does not understand.

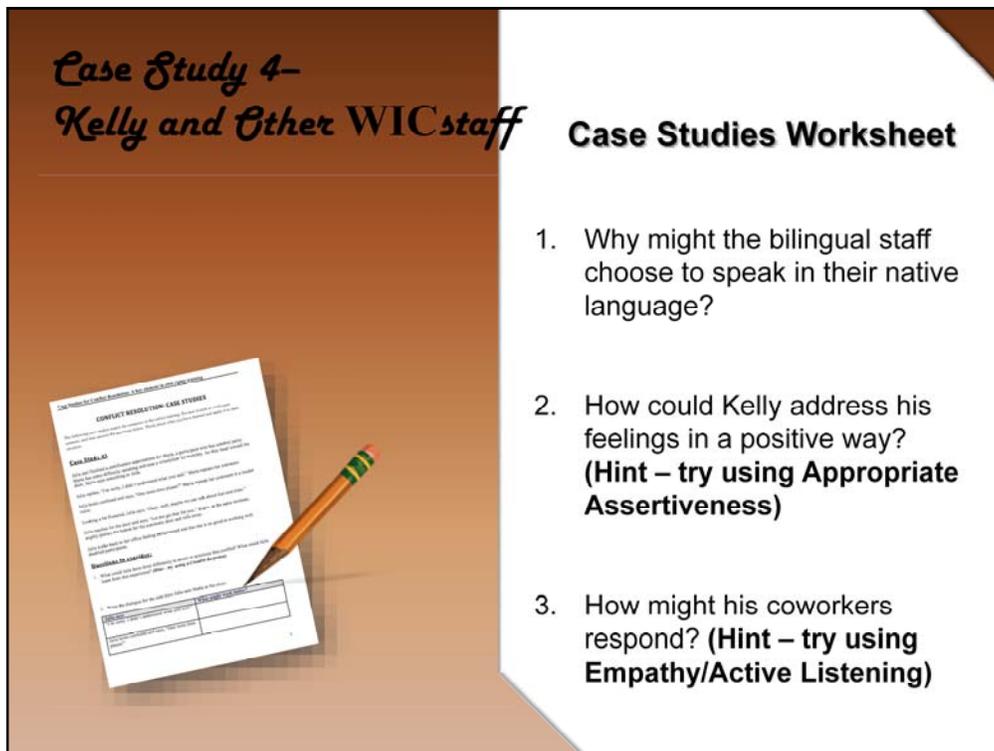
Kelly rolls his eyes and sits down on the other side of the room to wait for the meeting to start.



One day Kelly walks into a meeting room and several staff are already there, speaking in Hmong. Kelly walks in and says, "Hello."

The other staff say "Hello" back and then resume their conversation, which Kelly does not understand.

Kelly rolls his eyes and sits down on the other side of the room to wait for the meeting to start.



*Case Study 4- Kelly and Other WICstaff*

**Case Studies Worksheet**

1. Why might the bilingual staff choose to speak in their native language?
2. How could Kelly address his feelings in a positive way? **(Hint – try using Appropriate Assertiveness)**
3. How might his coworkers respond? **(Hint – try using Empathy/Active Listening)**

1. Why might the bilingual staff choose to speak in their native language?
2. How could Kelly address his feelings in a positive way? **(Hint – try using Appropriate Assertiveness)**
3. How might his coworkers respond? **(Hint – try using Empathy/Active Listening)**



This concludes the Wisconsin WIC training on conflict resolution. Please talk to your supervisor if you have questions.

Thank you for your time.

(Adapted from: Conflict Resolution Network – 12 Skills /www.crnhq.org)



This course was made possible through a USDA Infrastructure grant.