

Conflict Resolution Observation Form 25

Conflict Resolution Skills Module

	Case # 1		Case # 2		Case # 3	
Skills	Initiator	Partner	Initiator	Partner	Initiator	Partner
Invited Them into the Conversation						
Passively Listens						
Paraphrases Content						
Paraphrases Feelings						
Genuinely Tries to Understand the Other's Needs & Interests						
Asks Genuine Inquiry Questions						
Summarizes						
Uses "I Statements"						
Invents Solutions to Meet Each Other's Needs/Interests						
Negotiates						
Continues to Problem Solve, Collaborate, & Negotiate to Meet Each Other's Needs						
Summarized Agreement						
If No Resolution: Walked Away Leaving the Door Open						
Translated Attacks into Legitimate Concerns						
Apologized						
Used "You" Statements						
Didn't Paraphrase or Summarize Before Speaking						
Blamed						
Attacked						
Didn't Seem Genuinely Interested in Other's Needs						
Evaluation Score						

Procedures for Completing the Observation Form

Place a (/) every time you observe a behavior.

Before giving feedback, use the following scale to evaluate the success/failure of the **process** and the **resolution/non-resolution of this conflict from the perspective of each person involved**. **Have the people you are observing also assess the success/failure of the process and the resolution/non-resolution of this conflict.**

Evaluation (Scale of 1-5)

Evaluate the success/failure of the **process** and the **resolution/non-resolution** of this conflict from the perspective of each person involved. Place the score for each participant in the space provided on the observation form.

5 = Couldn't Have Gone Better. They seem very satisfied with the outcome. They used the skills to a very high level. It seems that the relationship is much stronger, and they are much better able to resolve future conflicts with each other in the future. The trust level seems very high as a result of this conflict.

3 = They seemed satisfied with the outcome. They used the skills well, but there is room for improvement. It seems that the relationship is better, and they can better resolve conflicts with each other in the future. They made progress in their ability to resolve conflicts with this person.

1 = Couldn't Have Been Much Worse. They seem very unhappy with the outcome, very frustrated with the process, and their relationship with the other person has been damaged. Their ability to resolve conflicts in the future with this person is much worse now than before they began the discussion.

Process For Giving Feedback

Start by asking them individually what Evaluation Scores they gave themselves and why. Ask them their overall impression of how well they did. Neither you nor the other person is to comment. When both of them have finished commenting, tell them the scores you gave them and explain why. They are not to comment.

Now sit next to the person you are giving feedback to so they can look at your Observation Form while you give them feedback. When giving feedback say:

"I observed you..." then mention the number of times you observed a specific behavior.

Specific Examples include:

"I observed you actively listening 3 times"

"I observed you asking a genuine inquiry question" 2 times"

"I observed you using a "You Statement" once"

“I observed that you didn’t problem solve and negotiate to find solutions to meet each other’s most important needs”

“I observed that you never used a “You Statement”, didn’t blame them, or do anything to make them feel attacked or defensive.

An example of what to say if there was no need to use a specific skill includes:

“You didn’t seem to be attacked so there was no need to turn an attack into a legitimate concern.”

After you have shared your observations, ask them if they would like specific feedback on one thing you observed them doing well, and one thing you think they could improve. In most situations, when giving feedback or advice, it is essential to ask them first. Don’t give unsolicited feedback or advice. Unsolicited feedback and advice will usually not be received well, no matter how well-intentioned or how good the advice or feedback is. When giving feedback and advice, always use “I Statements”.

If they say that they would like feedback, here is what to say:

“One thing I observed you doing well was...”

“One thing I think you could get better at is...”

Specific Examples Include:

“One thing I observed you doing well was using “I Statements”.”

“One thing I think you could improve is asking genuine inquiry questions.”

If someone you are giving feedback to doesn’t agree with you, don’t argue with them. You could summarize what they say and then ask them to share their perspective, but don’t try to change their mind. For example: “So you think you did problem solve/negotiate to meet both of your most important needs, is that right?” If they say “yes, ” you can say something like “okay” and leave it at that.

Avoid telling the person they did a good or a poor job. This does not help. What does “do a good job” mean? For feedback to be helpful it must be prompt, detailed, complete, and ongoing. People need to understand specifically what they did well or precisely what they need to do better. For a compliment to be effective, it must specify exactly what is praiseworthy about what they have done. If you want to give a compliment with specific feedback, use “I Statements”.

Examples Include:

“I think you did a good job when you continued to problem solve and negotiate to find a solution that met both of your most important needs.”

Giving a compliment is meant to make someone feel good. The intention behind giving feedback should be to help them understand what they did well and/or something they could do better.