



A Flippen Group Solution

*Accelerate the Relational Staff Development Your Campus Deserves*

## HOW TO AVOID THE 12 CONFLICT LAND MINES

*Campus Insights Facilitator Guide*

*How to skillfully handle conflict and avoid pushing the hot buttons that cause it to escalate... including the hot button of inaction!*

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# Campus Insights Facilitator Guide

## Facilitator Instructions:

Welcome to the facilitator guide for the module on How to Avoid Conflict Land Mines! This document will help you facilitate group discussions on various Conflict Land Mines. Some administrators watch the videos consecutively with their campus staff, while others show one video at a time during faculty meetings; either way results in effective staff development!

This guide includes specific activities for your group following the videos. None of the activities require lengthy preparation or handouts, so use them freely. Each activity includes instructions and group discussion questions, along with summary points to wrap up the activity. The activities reinforce key conflict concepts, allow for interactive discussions, and foster self-discovery within groups.



## Activity 1 | Conflict in 3 Words

### Session Overview:

[For use after any of the Land Mine videos]

Provide pens and paper and give people 1 minute to write down 3 words that describe their initial thoughts or emotions when they hear the word 'conflict'. Tell them to capture their most immediate responses.

- Example responses are: stressful, unavoidable, etc. (don't give too many examples or you may direct their thoughts too much). There are no right or wrong answers.
- Pair people up and give them 2 minutes to make a single agreed-upon list of 3 words from their separate lists.
- Optionally, you can then pair up pairs and give 2 minutes for each group of 4 to reduce their 2 lists to a single 3-word list. Then have each group share their final list with the full group.

### Discussion Questions:

- How did the process of elimination work?
- How did you come to final decisions?
- What reflections do you have on the differing assumptions we bring to conflict?
- Who can share an example of a time when someone had a different perspective or response to conflict and you had to adjust to that?

### Summary Points for Facilitator to Make:

- It's enlightening to compare and contrast our conflict emotions.
- There isn't a final answer to the 3 words because we are all different.
- The more we can understand others' perspectives on conflict, the more effective we will be at navigating through conflict when it arises.

## Activity 2 | Conflict Battle Scar Sharing

### Session Overview:

[For use after any of the Land Mine videos]

- Divide people into groups of 3 and give them 4 minutes for all members to share one conflict battle scar and how it shaped them.
- It could be conflict they personally experienced or conflict they observed that affected them.
- Be sure to give a 2-minute warning so that all people get a chance to share.

### Discussion Questions:

- What are examples of how our conflict battle scars affect us today?
- Can scars be positive? How?
- Why is it harder to share battle scars?

### Summary Points for Facilitator to Make:

- We all have conflict battle scars.
- The more I'm aware of my scars the better I can understand my current conflict reactions and patterns.
- Let's be more intentional about taking conversations deeper on topics such as this.

## Activity 3 | Becoming Plugged In Emotionally

### Session Overview:

[For use after Land Mine #1 video]

This is a great activity to use at any time, but especially as a follow-up to Land Mine #1 (Becoming Plugged in Emotionally).

- Emphasize that emotions aren't bad and that the goal isn't to be unemotional. Especially in regard to conflict or misfires, the goal is simply to manage emotions effectively.
- Ask people to think about how they typically behave when they are plugged in emotionally.
- Then ask them to identify their most common conflict response from the list below (you can write the list in front of the group):
  1. Shut down
  2. Become hypersensitive/hurt
  3. Escalate
  4. Point out blame
  5. Focus on the facts
- Pair people up for 4 minutes and have them share the one they identified and then elaborate.

### Discussion Questions:

- What are some things people do that cause you to get plugged in emotionally?
- Think of a specific conflict during which you were emotionally plugged in.
- How did being plugged in distort your vision?
- How did being plugged in affect your reactions?
- How did being plugged in impact the path forward?

## Summary Points for Facilitator to Make:

- Emotions aren't bad.
- Hiding or stuffing emotions isn't the goal.
- We all have different reactions to becoming plugged in emotionally.
- Being plugged in emotionally can often hinder our ability to see the issues clearly.

## Activity 4 | Are You a G or an F?

### Session Overview:

[For use after Land Mine #4 video]

When it comes to Land Mine #4 (We Don't Realize How Empty Our Tank Is), some of us are much more sensitive than others to someone else's tank being empty.

Examples of factors that can empty someone's tank are:

- They are having a hard time with a personal relationship.
- They are experiencing a health issue.
- They are dealing with financial challenges.
- They are dealing with some type of loss in their lives.
- They have so much going on outside of work that they are 'running on fumes.'
- They moved recently.
- They are feeling alone and isolated lately.

### Instructions:

- Give people 30 seconds to self-identify as either a "G" for being more of a "Get over it!" person or an "F" for more of a "Feel for others" person.
- A "G" would be someone who is more annoyed by some of the examples above (especially from people with the same issues repeatedly) and an "F" would be someone who is more tolerant and understanding of examples such as those.
- Some people may describe themselves as both, which is ok, but let them know that even if they just lean a little more toward G or F, to select the one they lean toward. Rare is the person that is exclusively one or the other.
- Pair people up and give them 3 minutes to share: "Are you more of a G or an F or a tie between both? Why?"



## Discussion Questions:

- What is good about being a G?
- What is good about being an F?
- What are some things Gs should be careful of?
- What are some things Fs should be careful of?
- Are there any reflections on the proportion of Gs versus Fs in our group?
- How could that turn out to be positive?
- How could it be detrimental?
- Think of a fairly recent conflict or misfire and share an example of how you could have been more in tune with how empty the other person's tank was.

## Summary Points for Facilitator to Make:

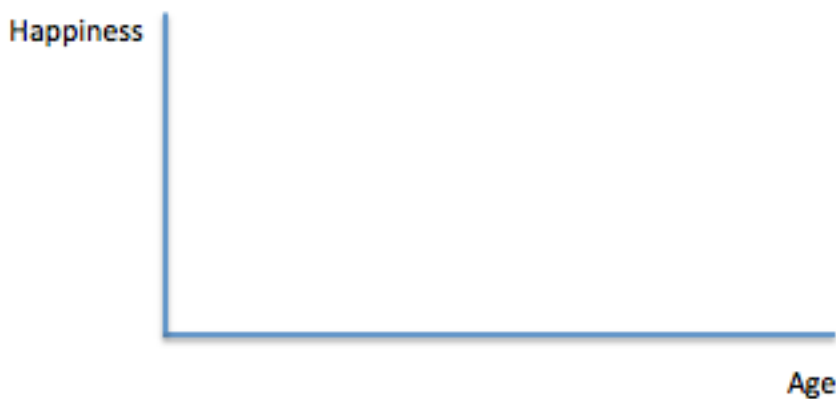
- There are positives in both Gs and Fs.
- Whether I'm more of a G or an F or a tie, I should be careful of expecting others to be the same.
- If I can be more in tune with how empty someone's tank is, I can be more effective.

## Activity 5 | Happiness Timelines

### Session Overview:

[For use after Land Mine #6 video]

As a follow-up to Land Mine #6 (Our Happiness is Too Fragile), have each person put on their paper an L-shaped graph (such as the one below), with the horizontal axis representing his or her age from birth until today and the vertical axis representing their overall happiness. Then have each person draw a simple plot/line loosely tracking the happiness level over time.



### Discussion Questions:

- What is happiness? A feeling? A decision?
- Who can share what happened in regard to the biggest dip in their graph?
- What are examples of factors that negatively impact your happiness?
- In what ways are you too affected by those factors? How could you be less affected?

### Summary Points for Facilitator to Make:

- Happiness is more than just a feeling.
- We all experience dips.
- More potential dips are coming, so it's helpful for all of us to have less-fragile happiness.

## Activity 6 | Why Wait?

### Session Overview:

[For use after Land Mine #9 video]

Conflict Land Mine #9 (We Wait For Them to Go Halfway) is a challenge for almost everyone. Give the group 1 minute to think about a relationship in which there is either some distance and/or some issues that weren't fully resolved.

### Discussion Questions:

- What's an example of a time you took the initiative to mend or reconnect? Did you regret it?
- Is it wrong to have boundaries in relationships? Do we have to be close to certain friends or family? Why or why not?
- What does the phrase "Do you want justice or progress?" mean to you?

### Summary Points for Facilitator to Make:

- Reconciling conflict or distance in a relationship can be complicated, so we aren't suggesting that people force things or be hasty with timing.
- Sometimes there are small steps we can take to 'go first.'
- Even if we are less to blame for the conflict, we may be the best equipped to go first.

## Activity 7 | Find Common Ground

### Session Overview:

[For use after Land Mine #11 video]

If there is conflict or a relational misfire, Land Mine #11 (We Try to Resolve Before Reconnecting) reminds us that we can forget to connect or reconnect relationally. This activity demonstrates and reinforces the ability to find common ground quickly, allowing for more camaraderie and emphasizing possible conversation topics. Pair people up (number off so that they don't end up with their best friend) and give them 3 minutes to find 5 things in common.

### Discussion Questions:

- What are some fun things you found in common?
- What are some examples of methods you used to find common ground with someone that you might not have found at first? (Examples you might hear: spend time, ask questions, share more about myself, participate in things outside of work, and take a genuine interest).

### Summary Points for Facilitator to Make:

- We often have more in common than we realize.
- It's not difficult to find some common ground even when 2 people are overall quite different.
- Common ground helps when relationships are going smoothly and when they are rocky.



## This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## Meet Dr. Chris White

### National Director of Coaching and Development

With the unique combination of a Ph.D. in statistics and a heavy dose of personality and humor, Dr. White has the uncanny ability to make the complex simple and to teach and explain with contagious enthusiasm. This ability helped propel *The Flip Side*, a book he co-authored, to the *New York Times* and *USA Today* best-seller lists.

In over a decade at the Flippen Group, Chris has worked with some of the most influential people and organizations worldwide, including professional and college teams and athletes, Fortune 500 executives, and top educators. As the national director of coaching and development, Chris oversees the Flippen Group's personal growth efforts and has taught and coached clients across the globe.

## Flippen Group

Flippen Group was founded in 1990 by internationally known educator, *New York Times* and *USA Today* best-selling author, psychotherapist, executive coach, and leadership expert, Flip Flippen. We are one of the largest educator training companies and fastest-growing leadership development organizations in North America, with offices throughout the United States and in India.

Each year, thousands of educators and business leaders attend Flippen Group “hands-on” trainings and hundreds of thousands of people are challenged and inspired by our keynote presentations. On any given school day, Flippen education curricula and processes touch the lives of more than one million students in districts nationwide.

Clients include Fortune 500 companies, small businesses, professional athletes, major sports franchises, government agencies, non-profit groups, colleges, and school districts of every size and description. Flippen Group employs professionals across the nation. All Flippen executive coaches and training personnel come from backgrounds that enhance the delivery and value of the training experience.

The education training staff members are former educators, administrators and teachers who implemented our processes firsthand in their own campus or classroom settings. The team understands the importance of a quality education, the value of a positive learning environment, and the significance of preparing the next generation for the world of work. Our processes and trainings create a positive working environment, and build cohesive team dynamics, the result being increases in productivity and retention.

Flippen Group has been highlighted on both local and national media outlets, including *The Today Show*, the *Super Bowl Pre-Game Show*, and Speed Channel’s 24/7, among others.