

805D-203-2036
Apply Conflict Resolution Skills
Status: Approved

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - This training product has been reviewed by the training developers in coordination with the U.S. Army Chaplain Center and School foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

Conditions: Given a tactical or non-tactical environment, a pair of Soldiers experiencing interpersonal conflict, and a private area to discuss conflict resolution. This task should not be trained in MOPP 4.

Standards: Follow all performance steps in order to apply full set of conflict resolution skills to effectively resolve interpersonal conflicts at the lowest level.

Special Conditions: None

Safety Risk: Low

MOPP 4: Never

Task Statements

Cue: This task is cued when two or more junior enlisted Soldiers approach the Chaplain Assistant NCO requesting resolution of an interpersonal conflict, or when the Chaplain Assistant NCO observes interpersonal friction between two or more junior enlisted Soldiers.

DANGER

None

WARNING

None

CAUTION

None

Remarks: None

Notes: None

Performance Steps

1. Introduce self.
2. Explain role as a neutral, disinterested third party.
3. Offer assistance. Discontinue task if offer is declined.
4. Find a location where the matter can be discussed in privacy.
5. Set ground rules for all participants according to the following:
 - a. One person speaks at a time.
 - b. Speak for yourself. Don't project assumptions onto the other party.
 - c. Use "I" statements when speaking.
 - d. Wait for the other person to stop before starting to respond. Rephrase their last statement in your own words and wait for their acknowledgment before proceeding. If the response fails to capture the ideas of the other participant and you do not receive a positive acknowledgement, continue to attempt to correctly rephrase their last statement before responding.
6. Use verbal cues to initiate dialog:
 - a. "What's going on?"
 - b. "When did the problem start?"
 - c. "Who wants to start the conversation?"
7. Manage the communication traffic between the two individuals:
 - a. Use verbal cues to elicit responses. ("What do you think of that?" "How do you respond to that?" "How did you feel when she said that?")
 - b. Use verbal cues to encourage responses. ("I like what you said." "I think your response was very positive.")
 - c. Use verbal cues to curtail unwarranted responses. ("Hold on a minute – let the other person have their chance.")
 - d. Use verbal cues to clarify, restate, reiterate. ("What I heard you say was this..." "My understanding of your comment is this... Am I right?" "A moment ago you said something important. Would you repeat it?")
8. Identify areas for both parties to ignore, or to agree to disagree.
 - a. Use verbal cues to identify and address personal friction. ("What's getting in the way of your agreement?")
 - b. Use verbal cues to provide perspective for both parties to change ("Is it helpful to either of you to continue to treat one another this way?" "What's more important to you, getting the job done or keeping up your personal friction?")
9. Use verbal cues to initiate buy in from both parties:
 - a. "What are the common goals you share?"
 - b. "I can't help but notice that you both want many of the same things."
 - c. "What's your section's mission and how can you focus on that in a useful way?"
10. Help the parties develop a plan to address ongoing problems.
 - a. Reiterate mutual goals, common interests and objectives
 - b. Assign roles and responsibilities for accomplishing common interests and objectives.

c. Determine deadlines for reaching common interests and objectives.

11. Make a referral to the unit chaplain or other appropriate agency for further conflict resolution or counseling, if necessary.

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Score the Soldier a GO if all the performance measures are passed. Score the Soldier a NO GO if any step is failed. If the Soldier fails any step, show or tell him or her what was done wrong and how to do it correctly.

Evaluation Preparation: Evaluation Preparation: Setup: Provide the Soldier being tested with the situation and materials described in the condition statement. Have two Soldiers role play an interpersonal conflict such as misplaced jealousy over a promotion or misconceptions of favoritism in their section. Brief Soldier: Tell the Soldier that two Soldiers from the unit's S-6 Section have come to him with a personal problem. The Soldier is to help the other two Soldiers resolve their differences using the 8 performance steps in order.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Introduced self.			
2. Explained role as a neutral, disinterested third party.			
3. Offered assistance. Discontinued task if offer was declined.			
4. Found a private location.			
5. Set ground rules for all participants according to the following:			
a. One person speaks at a time.			
b. Speak for yourself. Don't project assumptions onto the other party			
c. Use "I" statements when speaking.			
d. Wait for the other person to stop before starting to respond. Rephrase their last statement in your own words and wait for their acknowledgment before proceeding. If the response fails to capture the ideas of the other participant and you do not receive a positive acknowledgement, continue to attempt to correctly rephrase their last statement before responding.			
6. Use verbal cues to initiate dialog:			
a. "What's going on?"			
b. "When did the problem start?"			
c. "Who want's to start the conversation?"			
7. Managed the communication traffic between the two individuals:			
a. Used verbal cues to elicit responses. ("What do you think of that?" "How do you respond to that?" "How did you feel when he/she said that?")			
b. Used verbal cues to encourage responses. ("I like what you said." "I think your response was very positive.")			
c. Used verbal cues to curtail unwarranted responses. ("Hold on a minute – let the other person have their chance.")			
d. Used verbal cues to clarify, restate, reiterate. (What I heard you say was this..." "My understanding of your comment is this... Am I right?" "A moment ago you said something important. Would you repeat it?")			
8. Identified areas for both parties to ignore, or to agree to disagree.			
a. Used verbal cues to identify and address personal friction. ("What's getting in the way of your agreement?")			
b. Use verbal cues to provide perspective for both parties to change ("Is it helpful to either of you to continue to treat one another this way?" "What's more important to you, getting the job done or keeping up your personal friction?")			
9. Used verbal cues to initiate buy in from both parties:			
a. "What are the common goals you share?"			
b. "I can't help but notice that you both want many of the same things."			
c. "What's your section's mission and how can you focus on that in a useful way?"			
10. Help the parties develop a plan to address ongoing problems:			
a. Reiterate mutual goals, common interests and objectives.			
b. Assign roles and responsibilities for accomplishing common interests and objectives.			
c. Determine deadlines for reaching common interests and objectives.			
11. If necessary, made a referral to the unit chaplain or other appropriate agency for further conflict resolution or counseling.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	AR 165-1	Army Chaplain Corps Activities	Yes	No
	FM 1-05	Religious Support	Yes	No
	JP 1-05	Religious Affairs in Joint Operations	Yes	No

TADSS : None

Equipment Items (LIN): None

Materiel Items (NSN) :

Step ID	NSN	LIN	Title	Qty
No materiel items specified				

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to the current Environmental Considerations manual and the current GTA Environmental-related Risk Assessment card. Environmental protection is a continual process. Always be alert to ways to protect our environment and reduce waste.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

Prerequisite Individual Tasks : None

Supporting Individual Tasks :

Task Number	Title	Proponent	Status
805D-203-1009	Screen a Prospective Counselee	805D - Chaplain (Individual)	Obsolete

Supported Individual Tasks : None

Supported Collective Tasks :

Task Number	Title	Proponent	Status
16-5-2001	Perform Religious Crisis Response	16 - Chaplain (Collective)	Approved

ICTL Data :

ICTL Title	Personnel Type	MOS Data
ICTL (SL 4) Nunez Created on Fri Jan 09 14:35:23 EST 2015	Enlisted	Skill Level: SL4
STRUCTURED SELF DEVELOPMENT COURSE (SSD I) ICTL	Enlisted	MOS: 000, Skill Level: SL1
STRUCTURED SELF DEVELOPMENT COURSE (SSD V) ICTL	Enlisted	MOS: 000, Skill Level: SL5, LIC: YY, SQI: O
STRUCTURED SELF DEVELOPMENT COURSE (SSD IV) ICTL	Enlisted	MOS: 000, Skill Level: SL4, SQI: 2