

Evaluation Plan

Navigating Conflict

Design Team

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Introduction and Background

Background

The Learning and Development Team at the University of Georgia's Human Resource Department would like to partner with students in the IDD program to assess the effectiveness of technology tools and resources in delivering training on navigating conflict in the workplace. They are looking to improve engagement and learning outcomes for participants.

The Navigating Conflict training aims to enhance conflict resolution among university employees and cultivate a positive work environment across campus. UGA's faculty and staff will have access to this e-learning training through the Professional Education Portal (PEP).

Overview of Structure

This document consists of five sections. The first section will include an introduction and background information regarding the design team and client. The second section provides the purpose of the evaluation. The third section includes details of the stakeholders. The fourth section includes a simple logic model in table format. The last section consists of evaluation questions.

Client Information

The University of Georgia's Learning and Development (LDT) team is dedicated to empowering individuals within the university community to serve its mission better. They offer online and in-person workshops, training, and classes focused on supervisory skills, leadership, communication, and teamwork. Additionally, they provide coaching services and team-building consultations.

As of October 31, 2021, the University of Georgia boasted a diverse workforce, with approximately 11,127 employees. Among them, 753 are part-time employees, and 10,374 are full-time employees. These individuals play crucial roles across various sectors, including clerical, skilled crafts, maintenance, administration, faculty, administrative professionals, and paraprofessionals. This diversity of roles underscores the broad spectrum of individuals that the Learning and Development team caters to. (*/ Faculty and Staff / UGA Fact Book / Office of Institutional Research, n.d.*)

The University of Georgia is a hub of academic excellence, offering a wide array of undergraduate, graduate, and professional degree programs. These programs span diverse fields, including arts and humanities, sciences, engineering, business, education, agriculture, social sciences, health sciences, and law. The university's reputation for extensive research programs across all disciplines further underscores its commitment to advancing knowledge and innovation.

The campus spans about 760 acres and is located in the heart of Athens, Georgia. The Learning and Development Team is housed on the east campus at 315 South Thomas Street.

References:

/ Faculty and Staff / UGA Fact Book / Office of Institutional Research. (n.d.).

<https://oir.uga.edu/factbook/facultyandstaff/S08Fac76/>



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Training Details

The Effectiveness Institute is a private company based in Bellevue, Washington, with a team of up to ten employees. The company specializes in professional training and coaching services, primarily for educational institutions such as universities, colleges, and schools. However, its services are also available for other sectors like healthcare, government agencies, nonprofit organizations, and corporations. The programs offered by the Institute are tailored to meet the unique needs of its clients, regardless of their sector, and aim to teach soft skills or people skills. The Institute was founded in 1980 by Dr. Bill Maynard and Tom Champoux, both former educators. They worked together to transform a low-performing school in Cleveland through life skills courses. Based on this success, they founded the Institute with the same philosophies and strategies and offered it to other businesses and institutions that wanted to improve their performances. (*About Us*, n.d.)

The Navigating Conflict training program was created by the Effectiveness Institute, which offers assessments, workshops, and tools that help improve communication and teamwork among individuals and teams. They firmly believe that when people and teams work together in an engaged manner, they are much more likely to achieve their goals successfully. The Learning and Development Team at University Human Resources adopted this curriculum to equip UGA employees with the skills to deal with conflicts constructively. This training program adopts a skills-based approach and focuses on real-life workplace scenarios, allowing participants to apply their knowledge immediately in their everyday work environment.

The Effectiveness Institute believes that when people and teams work together in an engaged manner, they are much more likely to achieve their goals successfully. The Navigating Conflict training program exemplifies this belief, which helps improve communication and teamwork among individuals and teams.

References:

About us. (n.d.). <https://effectivenessinstitute.com/about-us/>



Objectives and Topics

Objectives for the training:

- Understand the source and nature of conflict.
- Discover how you typically respond to conflict. Become familiar with and practice skills that enable you to navigate conflict effectively.
- Create a plan for applying your key learnings.

Topics covered during the training:

- Triggers to Conflict (examples: unmet expectations and values violation)
 - Reactions to Conflict (fight versus flight)
 - Possible Outcomes
 - Conflict Inventory
 - Brain Research
 - Creating Safety
 - Frame of Reference
 - Questions (to understand someone's frame of reference)
 - Listening (Do's and Don'ts)
 - Creating/Giving Clear Expectations
 - Asking for Accountability
 - Managing Internal/External Dynamics
 - Staying within Boundaries
 - Skill Development Action Plan
 - Navigating Conflict Worksheet
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Evaluation

Purpose

The purpose of the evaluation is to determine the effectiveness of the training program in terms of technology tools used, learning outcomes, the impact of the training, and the value it brings to the university. The Learning and Development team also wants to know if they should continue funding this training or take their financial resources in another direction for the upcoming year.

Since the training is already implemented within the university, formative assessments will not be applicable. The IDD team will look into the impact of the training in work environments and the value it brings to the workplace.

To ensure that the Navigating Conflict training provides practical skills for university employees to improve work culture, the IDD team will compare the results of summative assessments to the expectations and objectives of the training. Training outcomes will inform the Learning and Development team on future decisions on continuing its presence.

Results from the evaluation will be used to inform an improvement plan that will determine the future of the training. The team will look for a correlation between departments that participated in the training and a decline in HR complaints due to personnel conflict.

Stakeholders

Stakeholder	Perspective of Interest	Role in the Evaluation
Learning and Development Team - Program Director (Primary)	<ul style="list-style-type: none"> • Workshop Planning • Executor, Primary Contact • Approver of the evaluation process 	<ul style="list-style-type: none"> • Creator of evaluation • Responsible for data collection
Effectiveness Institute/LDT Team - Staff (Primary)	<ul style="list-style-type: none"> • Workshop Planning • Responsible for the implementation of the evaluation 	<ul style="list-style-type: none"> • Responsible for data collection • Planning of evaluation and delivery
Instructional Design Tech Group/Technology Head (Primary)	<ul style="list-style-type: none"> • Responsible for updates to the system 	<ul style="list-style-type: none"> • Involved in evaluation planning • Recipient of evaluation
Facilitators (Secondary)	<ul style="list-style-type: none"> • Responsible for administering the evaluation 	<ul style="list-style-type: none"> • Responsible for administering the training program
Program Participant (Secondary)	<ul style="list-style-type: none"> • Used as a focus group to gather data on participation 	<ul style="list-style-type: none"> • Participants in the program • Recipient of evaluation
Project Sponsor (Secondary)	<ul style="list-style-type: none"> • Champion of program 	<ul style="list-style-type: none"> • Responsible for approving evaluations and securing funding

Logic Model

Context

The Navigating Conflict program is a half-day event offered to companies and school districts when a representative registers with the Effectiveness Institute. The program aims to decrease the conflict between coworkers and improve relationships.

Population and Needs

Why train	Conflict can damage relationships, reduce performance, and create fear, which explains why many people avoid it. Conflict also provides an excellent opportunity for increased understanding, greater clarity, and better results when there is a willingness and ability to navigate it effectively.
Who to train	Faculty and staff of the University of Georgia, who have signed up with the Human Resources Department, will attend the Navigating Conflict Half-Day Program.
When, where, and how to train	The training will take place 4 times per year at the training building located at the University of Georgia. Participants have the option of taking the training in person or on Zoom. The training will be administered by a professional from the Effectiveness Institute
What to include	<p>The program should give staff members tools to build skills needed to circumvent conflict.</p> <p>This may include, as identified by the client:</p> <ul style="list-style-type: none">● Understand the common triggers and reactions to conflict.● Learn how brain science influences our understanding of conflict.● Discover three fundamentals that help us navigate conflict effectively.● Develop the skills of communicating clear expectations.● Explore and identify how to have productive accountability conversations.● Learn communication skills that can de-escalate conflict when emotions are engaged.

Age and Phase

This program is in the early stages of implementation at the University of Georgia. This evaluation will determine the impact of its implementation.

Resources/Inputs	<ul style="list-style-type: none">● Instructors● University of Georgia staff members● Organizer of the program (Human Resources)● Technology to display presentation● Faculty Affairs department
Activities	<p>Interactive pieces for the program:</p> <ol style="list-style-type: none">1. Conflict Inventory2. Reactions to conflict3. Creating safety4. Do's and Don'ts5. Giving clear expectations6. Asking for accountability7. Avoiding boundary violation practice8. Improving responses9. Managing Internal/External dynamics10. Navigating conflict worksheet
Outputs	<ul style="list-style-type: none">● Participants become aware of their triggers and responses to conflict while also learning to identify them in other people.● Sets guiding principles to be a safe person and/or create a safe environment to avoid conflict (EQ).● Leaders become proactive in seeking accountability to address conflict and unmet expectations● Material: Skill Development Action Plan for the employee● Services: role play is part of in-person training.
Short-Term Outcomes	<ul style="list-style-type: none">● Participants acquire conflict resolution skills and strategies to de-escalate conflict, communicate clearly, and seek accountability when needed.● Increased confidence to navigate conflict effectively in their team.● Increased job/career satisfaction.● Decrease in HR actions related to conflict. <p>(Note: The baseline to determine short/long term changes due to activities is unknown)</p>
Long-Term Outcomes	<ul style="list-style-type: none">● Set department culture and expectations about navigating conflict at work.● Ensures employee accountability after interventions resulting in better employee performance and department collaboration.● Encourages other department leaders to sign up for training.● Data from participating departments/leaders can be used in future focus groups to determine the effectiveness of the training by comparing employee evaluations and department PIPs of participating departments/leaders to those who did not take the course.● Data collected can be used to justify the creation of a policy-making this training mandatory for employees in a leadership position and part of the employee's first week of training.

Evaluation Questions

Stakeholders	Evaluation Focus Area	Evaluation Questions	Evaluation Design	Evaluation Design Rationale
LDT - Program Director <ul style="list-style-type: none"> Program's effectiveness in departments across campus Success in program implementation Cost of implementation 	<ul style="list-style-type: none"> Implementation of program Objectives and goals of the training Program 	<ul style="list-style-type: none"> How effective is the program? How effective is the program in helping participants navigate conflict within the university? Do employees who train online benefit the same as employees who take the training in person? How many people are attending the training? 	<ul style="list-style-type: none"> Post-survey feedback from participants Pre and Post teacher-experience feedback Monthly HR conflict complaint data Review of program documentation Post follow-up on focus groups 	<p>Reported conflict must be resolved within two weeks of the day it was reported by manager or upper leadership if needed. If management or director is part of the conflict, HR should be contacted to mediate.</p>
Effectiveness Institute <ul style="list-style-type: none"> Change required in program content 	<ul style="list-style-type: none"> Support staff Monitor success of implementation of training program 	<ul style="list-style-type: none"> How would you expand upon this program? How can this training help attendees navigate conflict? How would you evaluate the effectiveness of the program? How many people are attending the training? 	<ul style="list-style-type: none"> Pre and post training surveys and questionnaires Monthly HR conflict complaint data Post follow-up on focus groups 	<p>Training is evaluated to determine applicability to higher education settings.</p>
Instructional Design Tech Group/ Technology Head <ul style="list-style-type: none"> Participants learning experience Program's effectiveness in decreasing conflict Change required in program content 	<ul style="list-style-type: none"> Program implementation Creating materials for the training Train the Trainee materials 	<ul style="list-style-type: none"> To what extent do the program materials support and facilitate the development of knowledge? How can this program help attendees navigate conflict? 	<ul style="list-style-type: none"> Pre and post training surveys and questionnaires Post follow-up on focus groups 	<p>Need to determine impact of training in daily operations and increased EQ among leaders. The evaluation seeks to find effective interventions post training and the percentage of change.</p>

Stakeholders	Evaluation Focus Area	Evaluation Questions	Evaluation Design	Evaluation Design Rationale
Facilitators <ul style="list-style-type: none"> ● Participants learning experience ● Program's effectiveness in decreasing conflict ● Change required in program content 	<ul style="list-style-type: none"> ● Trainers for program, presenters 	<ul style="list-style-type: none"> ● How effective are the materials in developing an understanding of navigating conflict? ● How do the participants seem to respond to this program ● How many people are attending the training? 	<ul style="list-style-type: none"> ● Pre and post training surveys and questionnaires 	<p>Evaluate initial disposition and sense of applicability in an employee's context.</p>
Program Participant <ul style="list-style-type: none"> ● Program's effectiveness in departments across campus 	<ul style="list-style-type: none"> ● Learner and Learning experience 	<ul style="list-style-type: none"> ● How effective was the program in expanding your understanding of navigating conflict? ● How will you use this training in your work life? 	<ul style="list-style-type: none"> ● Focus groups ● Pre and post survey ● Post teacher experience feedback 	<p>The evaluation seeks to determine the extent of the output and the feasibility of the application in the work setting during the first 6 months post training.</p>
Project Sponsor <ul style="list-style-type: none"> ● Program's effectiveness in departments across campus ● Success in program implementation ● Cost of program ● Impact of program 	<ul style="list-style-type: none"> ● Funding of the program/ Program champion 	<ul style="list-style-type: none"> ● To which extent is the program effective considering the cost of managing it? ● To what extent did the funding affect the program? ● How is the program's effectiveness affecting the overall funding ● How many people are attending the training? 	<ul style="list-style-type: none"> ● Pre and post training surveys and questionnaires ● Monthly HR conflict complaint data ● Post follow-up on focus groups 	<p>To determine cost-effectiveness of the training by comparing performance results and satisfactory department culture between participating and non-participating departments.</p> <p>Determine perceptions and attitudes about the program.</p>

Data Collection and Analysis Plan

**Evaluation
Question 1**

How effective was the program in expanding your understanding of navigating conflict?

Description:

Effectiveness of the program in expanding understanding of navigating conflict.

To make the Navigating Conflict training program offered to UGA employees more effective, the participants must comprehensively understand the necessary skills. This critical matter affects University Human Resources, supervisors, and administrative leaders. Since the program participants are UGA employees from various colleges and divisions, they are the most appropriate data sources for this study.

The IDD students will collect both quantitative data. Pre and post-surveys will be used to obtain quantitative data, indicating the initial knowledge gained from the training. This information will be invaluable to the UGA Human Resources Learning and Development Team.

Data Collection Method	Data Source	Activities	Data Analysis
Pre and post-training survey	Program Participants (faculty, staff, administrators, etc.)	Initiate pre and post-training surveys	Survey: quantitative data analysis

Evaluation Question 2

How has this program helped attendees navigate conflict?

Description:

The data analysis tools for this question will be both quantitative and qualitative. Performance Improvement Plan (PIP) and focus group interviews will be used as the primary data collection method, and a department survey as secondary supportive method.

We will compare PIPs of the participant's team prior to the training and 6 months after training to measure its effectiveness and transfer to the work context. PIPs should not exceed 10% of unsolved conflict overall. Level 1, 2, 3 PIP interventions will be reviewed during monthly employee performances and used as a quantitative data analysis tool. Departments are expected to comply with 8-10% reduction of/between PIP level(s) within 30 days.

The 360 survey is considered a secondary data collection tool because participation may be harder to secure. A discussion questionnaire for the program evaluator/facilitator(s) will be developed to guide discussion during the focus group sessions.

Participants and eligibility criteria: Group participants need to meet eligibility criteria to participate.

First, the employee must have taken the course 6 months to a year prior to the evaluation date. This condition increases the chances that participants have engaged in conflict resolution and given the opportunity to apply their newly gained skills in their workplace.

Second, any employee who has taken the course can participate. The course is primarily offered to employees in leadership, but it is open to all UGA employees. There are no position or department restrictions.

Third, with the approval of their supervisor, the employee will commit to 2-3 focus group discussions one per week. First meeting must be in-person, subsequent

meetings can be taken online. The only exception are employees working remotely outside of the city.

The focus group sessions-Evaluator(s) will facilitate the discussion of focus groups using a questionnaire of up to 10 questions per session. A copy of the questionnaire will be provided to each participant and will be turned in at the end of the session. The group sizes can be between 10-12 people max either in-person or online. There will be at least one evaluator and one note taker per focus group if the sessions are not recorded.

Every participant must sign a consent form. Since our approach requires supervisory approval to conduct the sessions during office hours, the anonymity of the participation cannot be guaranteed; but, final feedback will be presented to stakeholders as the group's feedback.

Evaluators will host 2-3 in focus groups with the same participants. Sessions can take 1h-2h long each depending on the size of the group. Discussion questions will be divided between the 2-3 sessions according to the size of the group.

Focus Group Session Outline

- Greet the participants and offer coffee
- Ask them to fill out the consent form as they arrive
- Introductions and ice breaker
- Facilitated discussion
- Next steps
- Conclusion and thanking participants for their time.

Data Collection Method	Data Source	Activities	Data Analysis
<ul style="list-style-type: none"> ● Post-training questionnaire for program evaluator ● 6mo -1 year follow-up on participants through focus groups ● Survey sent to participants' direct reports or general surveys to their departments. ● Comparison of the Department's/team PIPs before and after training. 	<ul style="list-style-type: none"> ● Participants who have graduated from the program 6mo-1 year prior to the program evaluation date. ● Direct reports of participants. 	<ul style="list-style-type: none"> ● Create the 6 mo post-training questionnaire for the program evaluator ● Seek the department's ED collaboration to request a focus group follow-up with all those who took the training during working hours. ● (if approved) Schedule online/in-person focus group session ● Seek the department's ED collaboration to send a general conflict management survey to his/her department. The names of leadership will be identified, both those who took and didn't take the course. ● Corroborate that training materials have not changed in the last year prior to the evaluation date. 	<ul style="list-style-type: none"> ● Quantitative analysis- general survey to their department, PIP ● Qualitative Analysis -in focus groups.

Evaluation Question 3

How has this program helped attendees navigate conflict?

Description:

In order to continue to monitor the effectiveness of the training program. The stakeholders in the department will be responsible for monitoring whether post training the organization is able to retain the employees that have expressed an issue with conflict. In order to monitor the success, there will be focus groups that will be used for the evaluation.

Data Collection Method	Data Source	Activities	Data Analysis
<ul style="list-style-type: none">● Focus groups will be used to gather feedback before and following conflict resolution training.● A Focus group will be conducted every 6 months with members of the HR department to capture the effectiveness and the impact the program had on resolving and minimizing conflict across campus.	<ul style="list-style-type: none">● Members of the HR department who are responsible for managing any conflicts on campus.● The answers will be used and compared against previous months to determine retention rates across campus	Initiate pre and post-training surveys	Survey: quantitative data analysis



Data Collection Instruments

- **Evaluation Question 1**

How effective was the program in expanding your understanding of navigating conflict?

- **Data Collection Method: Pre and Post-Training Survey**

The intended audience for the pre and post-training surveys are UGA employees across campus who have participated in the program.

- **Precautions**

When collecting data, it's essential to take certain precautions:

- a. Participants should be given ample time to complete the survey without any interruptions and in a relaxed manner.
- b. The surveys should be anonymous to ensure that the responses received are genuine.
- c. The questions should be worded and easy to understand.



Pre Training Survey

1. What is your current role within the organization?
 - a. Faculty
 - b. Staff
 - c. Administrative Leadership
 - d. Other: _____
2. How would you rate your level of experience in managing conflicts?
 - a. Beginner
 - b. Intermediate
 - c. Advanced
3. What are the familiar sources of conflict you encounter in your work environment?
4. How do you typically approach conflict resolution?
5. What challenges do you face when dealing with conflicts?
6. Have you received any formal training in conflict resolution or communication skills? If yes, please specify.
7. On a scale of 1 to 5, how confident do you feel in navigating conflicts effectively? (1 being not confident at all, 5 being extremely confident)
8. What specific skills or strategies do you hope to gain from this training?
9. How can improving conflict resolution skills benefit your team or organization?
10. Is there anything else you want to share about your expectations or concerns regarding this training?



Post Training Survey

Your Department: _____

Questions	Strongly Agree 5	Agree 4	Neither 3	Disagree 2	Strongly Disagree 1
The training helped me improve my understanding of conflict resolution strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident in my ability to navigate conflicts after completing the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training was effective in addressing learning needs and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this training to a colleague or friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was effective in delivering the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided me with practical skills and strategies for resolving conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can see myself applying the skills I learned in the work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- **Evaluation Question 2:**

How has this program helped attendees navigate conflict?

- **Precautions**

- Eligible participants need to meet eligibility criteria.
- The program evaluator needs to corroborate that training materials have not significantly changed in the last year prior to evaluation.
- In-person or online participants are eligible to participate regardless of job title.
- The anonymity of the participants cannot be guaranteed.

- **Data Analysis Tools**

- PIP reports (provided by HR)
- Facilitators Questionnaire- *Facilitators should start the session with a short recap of the strategies/skills taught during the training.*
- *Department Survey*



Facilitator Questionnaire

1. What motivated you to take the training?
2. What did you find to be most helpful about the training?
 - a. Follow up question: Why was it helpful and/or how did it apply to your context?
3. What was the least helpful strategy/skill to resolve conflict?
 - a. Follow up question: Why was it not helpful and/or how did it not apply to your context?
4. How many opportunities have you had to apply the skills you learned during the training?
Please describe the situation(s).
 - a. Follow up question: How did it make you feel?
5. Choose the skills that are easier or more difficult to apply in a conflict situation

Skill	Rate the skills from 1-8 1 is easier and 8 is the most difficult	Rate the skills from 1-8 where <u>1 is most difficult</u> and 8 is easier.
Listening and showing attentiveness		
Accountability		
Emotional intelligence		
Establishing safe environments/becoming a safe person to have conflict with		
Frame of reference		
Open-ended questions		
Creating clear expectations		
Managing internal/external dynamics		

6. Describe the impact this training had in your immediate context. How have things changed or stayed the same? Follow-up question: What do you attribute to?
7. Reflecting on your post-training experience, what was missing from the training that you wish we would have included?
8. In your opinion, which of the skills/strategies taught needed a little bit more elaboration or time to practice?
9. If you took the training in person, please rate the facilitator. How did the facilitator impact your ability to learn and apply the training?
10. How well did the training materials support your learning? Follow-up question: what would you add or change?
11. How has your awareness about what triggers conflict in your life increased after training? Please share an example.
12. How have ***your perspectives*** (fears, hesitations, negative associations, or opportunities) about the prospect of conflict changed?
13. During training we evaluated your response to conflict. Look at the chart one more time, how have ***your responses*** to conflict changed in the last 6 mo-1 year?
- Admit you are wrong (even if you do not believe that you are).
 - Make sure the other person gets your point.
 - Gain commitment to come back to the issue at a later time if there is not agreement.
 - Immediately apologize to the other person.
 - Tell them your perspective until the other person understands it.
 - Avoid the individual and/or situation entirely, hoping that it will "blow over."
 - Use your position or authority to "win" an argument.
 - Change the subject.
 - Consider the other person's point of view.
 - Continue to discuss the issue until you feel it is resolved.
 - Ensure that you understand the expectations of the other person.
 - Escalate the issue to someone with greater authority (who you think will agree with you).

- Gain permission from the other person to invite a third party into the discussion.
- Give in to the other person.
- Listen and/or ask questions to understand the disagreement from the other person's perspective.
- Pretend there is no conflict-ignore any tension that's being exhibited by the other person.
- Demonstrate to the other person that you understand their point of view.
- Pretend to agree with the other person.
- Respond with sarcasm.
- Try to find out specifically on what you agree and disagree to narrow down the conflict.
- Say whatever is necessary to make the other person go away.
- Try to turn the conflict into a joke.
- Spend time thinking and discussing with the other person how you came to disagree.
- Take on the conflict as a challenge.
- Try to reach a deeper level of clarity on the issue with the other person.
- Involve others to get the individual to change his/her mind.
- Retreat and hope the issue is resolved by others.

14. Have you had opportunities to coach others to navigate conflict in the workplace?

15. Would you recommend this training to your department leadership and/or employees?
Why yes or why not?

16. What external conflict management resources have been helpful to you?

Department Survey

Purpose: The UGA HR department is seeking to improve the quality and quantity of training resources for the professional development of leaders and employees alike. We are currently evaluating our conflict resolution training. This survey will help us refine our current resources.

Instructions:

Please answer the questions below to the best of your ability to help us create a thriving work culture in our departments. This survey is anonymous.

Name of department: _____

Immediate supervisor's name: _____

Date: _____

1. How long does it take for conflict to be addressed in your department?
 - a. 1-2 days
 - b. 1-2 weeks
 - c. Within a month
 - d. It never gets addressed
 2. My immediate supervisor has successfully helped our team to navigate conflict in the workplace. Yes No
 3. My department has a good corporate culture. Yes No
 - a. Explain your answer
 4. If someone on our team has an argument or disagrees with my manager, he/she seeks to understand the issue and reach for consensus. Yes No I don't know
 5. My leader has an excellent understanding and practice of EQ. Yes No
 6. My leader is a good listener. Yes No
 7. My leader handles criticism with politeness and treats his critics with respect. Yes No
 8. My leader has helped me navigate conflict with a co-worker. Yes No Not applicable.
 9. I'm interested in learning about conflict management strategies. Yes No
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Evaluation Question 3:

How effective and impactful is the conflict resolution training in improving employee retention across campus

The data analysis for the evaluation will be qualitative. Focus group interviews will be used to collect data for comparison between the number of employees who have reported they have experienced conflict, and the number of employees who completed the training once the conflict was reported, those data will be compared to the number of employees who remained with the organization for 12 months after the training was completed. Employees that have reported conflict, left the organization within the timeline and decided to remain as part of the organization.

The goal is to have between 8-10% retention rate of employees that have reported conflict and completed the conflict training

To establish the effectiveness of the training program, members of the HR department will be required to keep track of

1. Name and department of any members that reported issues with conflict
2. Name and department of any members of the organization that reported conflict and completed the conflict training
3. Name and department of any members that completed the conflict training and reported there was improvement
4. Name and department of any members that completed the conflict training and left the organization but shared a reason for departure other than the conflict originally reported.

Participants and eligibility criteria

The members of the organization that experienced conflict will be asked to complete a pre and post-survey to 1. record of reporting conflict and 2. Record that they have completed the conflict training. A member that has reported conflict and did not complete the training will not be eligible to complete the survey. The members that have reported conflict will be given a survey before completing the training to record how knowledgeable they are with resolving conflict and will be given a survey post-training to determine how helpful the training was in improving the way they resolve conflict. The HR Department will use that information to keep track of retention rate within the department and a focus group will be used to capture the data.

Data Collection Method:

- Focus groups will be used to gather feedback before and following conflict resolution training.
- Focus group will be conducted every 6 months with members of the HR department to capture the effectiveness and the impact the program had on resolving and minimizing conflict across campus.

Data Source:

- Members of the HR department who are responsible for managing any conflicts on campus.
- The answers will be used and compared against previous months to determine retention rates across campus..

Precautions

- Members of the HR Department will be the ones that are eligible to participate in the focus group.
- The HR Department will need to keep track of the following
 - The number of conflicts reported to HR
 - Number of members that have taken the conflict resolution training
 - Number of members that have taken training and left the organization
 - Number of members that have taken the training and remained as part of the organization



Pre Survey

Date:

Name:

Department:

Email Address:

Questions	Feedback
How many reports of incidents that were the result of conflict did you resolve?	
In the last 6 months, how many employees left the company as a result of conflict?	
How many employees does your department provide HR services?	
How many employees are currently served by the Human Resources department?	
How many employees has the HR Department served as a result of conflict?	
What is your role in resolving conflict?	

Post Survey

Date:

Name:

Department:

Email Address:

Questions	Feedback
How many employees completed the conflict resolution training?	
How many employees were advised to complete the conflict resolution training?	
What positive feedback was shared by employees that completed the conflict resolution training?	
How many employees resigned after completing the conflict resolution training?	
Do employees share a positive outcome in their job function as a result of completing the conflict resolution training	