



***Leadership Skills  
and  
Managing Conflict in Your Club Program***

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***Grrrrrrrr.....What Now?***



***Why don't we settle this in a civilized way?  
We'll charge Admission to watch!***



# ***-Definition of Conflict-***

***...A Disagreement***

***But***

***More Complex...***

***Progression: Issue → Problem → Conflict***





***-Parties Involved-  
-Perceived Threat-  
Opinions – Needs –  
Interests – Concerns***

# ***-Sources of Conflict-***

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- ***Organizational factors-***
- ***Emotional and/or Psychological factors-***
  - ***organization...***
    - ***province...club...***
    - ***administrators...board of directors...***
    - ***coaching staff...***
    - ***swimmers...***
    - ***parents...***
    - ***other clubs...***



# ***-Upcoming Conflicts-***

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- ***Current issues most likely to create future conflict-***
  - ***Organizational-philosophical and ethical factors-***
    - ***coach-swimmer relationship...***
  - ***Organizational and philosophical factors-***
    - ***homophobia...***
      - ***increase of athletes 'coming out'...***
      - ***dealing with 'bullying'...***
      - ***educating acceptance - tolerance - respect...***



# ***-Popular Beliefs and Myths-***

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- ***Conflict-***

- ***always has to be negative...***

- ***differences in themselves are neither negative or positive in nature... the Results are...***

- ***has to become a contest...***

- ***winning and losing are part of competitive sport scenario...***

- ***learning and cooperating are goals for managing and solving conflict...***

# ***-Popular Beliefs and Myths-***

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- ***Conflict-***
  - ***can not be controlled...***
    - ***self-awareness and control over personal emotions and feelings is important...***
  - ***one has to 'fix' the opinion of others to solve the conflict...***
    - ***alluring to conclude that conflict disappears if others would just think differently...***



# ***-Popular Beliefs and Myths-***

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- ***Conflict-***

- ***you can only change yourself...***

- ***if you change, others may think, act, respond differently...***

- ***interaction and group dynamics can be altered...***



## ***-Results are Negative-***

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- ***IF someone...***
  - ***tries to justify his/her actions or attempts to impose his/her authority...***
    - ***perceived more as a concern for personal needs and less for those of others or the 'common good'...***
  - ***engages in certain tactics to gain or maintain the 'upper hand via coercion, threats, or deception...***

## ***-Results are Negative-***

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- ***IF...***
  - ***process is poorly managed...***
  - ***interactions slow down, stall, and/or cause the conflict to 'go underground' and/or continue 'on the sly' resulting in loss of respect as others 'try to get even'...***



## ***-Results are Negative-***

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- ***IF...***

- ***viewed as a 'contest between winners and losers...***
  - ***resulting in severe long-term consequences...***
  - ***does not mean one can not be assertive...***
    - ***difference between assertion and aggression...***
- ***deteriorates outcomes that affect coaching, training, internal club relationships...***
- ***detracts from reaching performance goals...***



## ***-Positive Indicators-***

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- ***WHEN...***
  - ***role of the coach is clearly identified, established, and accepted with respect by all involved...***
  - ***underlying values to coaching the team are clarified...***

## ***-Positive Indicators-***

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- ***WHEN...***
  - ***it occurs due to common versus individual goals, needs, interests, and personal value systems...***



## ***-Positive Indicators-***

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- ***WHEN...***

- ***expectations are congruent with set values and consistently applied (training and competition)...***
- ***all parties display an openness and willingness to seek positive solutions and respect suggested alternatives for common gain...***
- ***renewed or strengthened commitment is apparent in training and/or competition...***



# ***-Positive Indicators-***

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- ***WHEN...***

- ***the team and individual swimmers demonstrate an increased level of discipline and work ethic in training...***
- ***conflict resolution is managed well and outcomes are positive for all involved...***

# ***-Difficult Personality Types and Behaviors-***

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- ***Caya (1999)...***
  - ***conflict management involves numerous personality types with their own opinions, interests, and motives...***
    - ***display various temperaments and behaviors...***
  - ***as a result... patience, tolerance, respect for others, and high degree of interpersonal and leadership skills is needed...***



# ***-Difficult Personality Types and Behaviors-***

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## ***– Behaviors-***

- ***interrupting...***

- ***‘sidetracking’ people...***

- ***temper tantrums-‘lose it’...***

- ***behavior to gain control and power...negative environment because others feel intimidated and that they have to be accommodating...***

- ***‘walk on thin ice or eggshells’ feeling...***

# ***-Difficult Personality Types and Behaviors-***

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## ***– Behaviors-***

- intimidating...***

- difficult to control...***

- used as personal attack to degrade others...***

- attempt to embarrass others...***

- could be used to threaten, coerce or even hurt others...***

- could sabotage...***



# ***-Difficult Personality Types and Behaviors-***

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## ***– Behaviors-***

- ***‘bullying’...***

- ***complex behavior...***

- ***instilling fear, cruelty (verbal emotional, psychological, physical) to establish control...***

- ***actual cover up for low self-esteem...***

# ***-Difficult Personality Types and Behaviors-***

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## ***– Advantageous and Recommended-***

- ***take Survey{s} of Measuring Instruments...***
  - establish personal approach to conflict management and identify your style...***
  - assess strength and weakness...***



High

Assertive Behavior

Competing



Collaborating

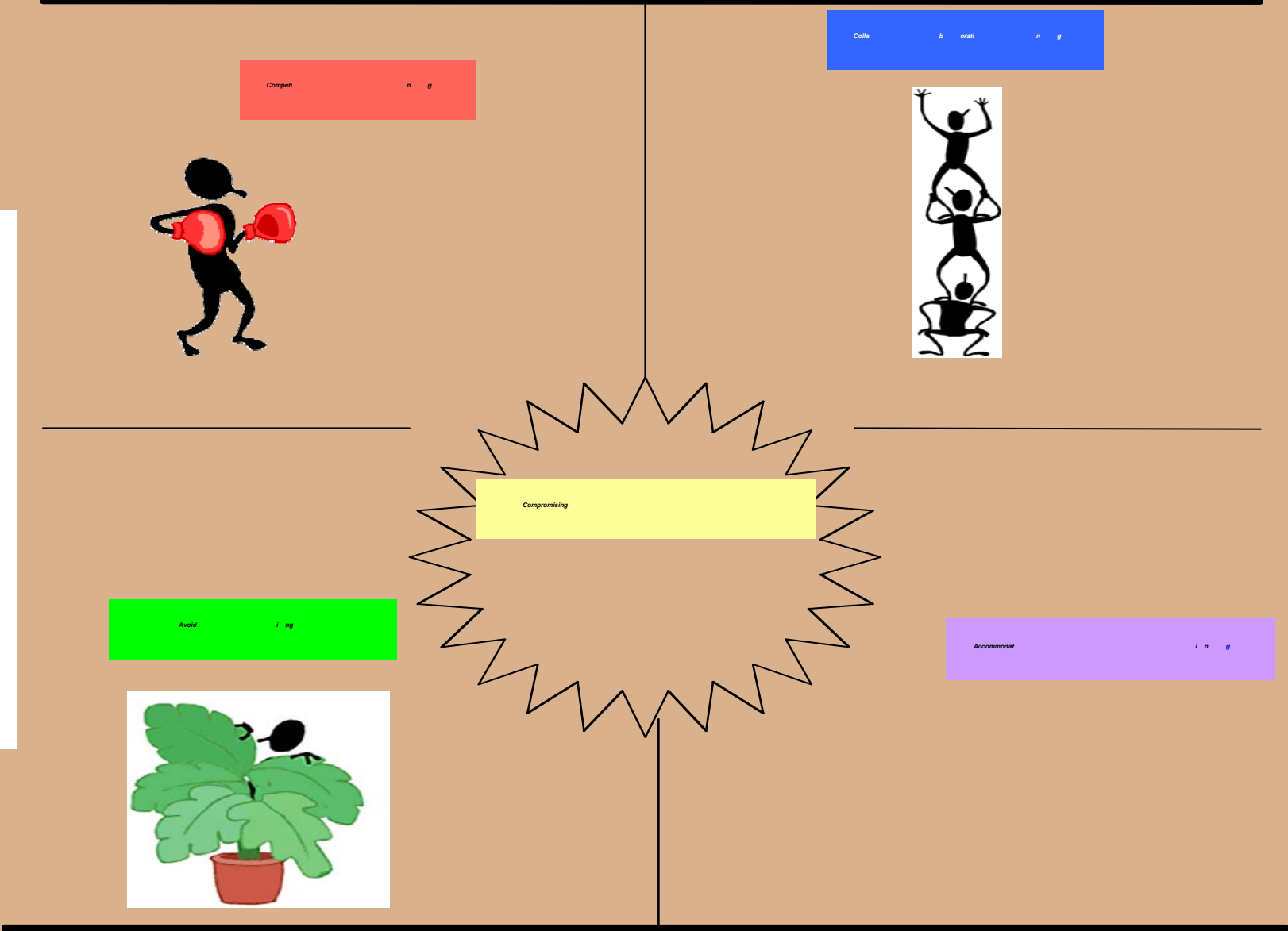


Compromising

Avoiding



Accommodating



Low

Cooperative Behavior

High

# ***-Difficult Personality Types and Behaviors-***

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## ***– Behavior Types-***

- assertive...attempt to satisfy personal interests...***
- cooperative...attempt to satisfy interests of others...***
- competing...‘tough fighter’...aggressive, uncooperative, pursuing personal concerns at the expense of others... power and control oriented...whatever it takes to ‘win’... believes he/she is correct...***



# ***-Difficult Personality Types and Behaviors-***

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## ***- Behavior Types-***

- ***accommodating...friendly helper' - pleaser'-  
type...neglects own interests to satisfy others...  
yields to others...***
- ***avoiding....'diplomatic side stepper'...  
postpones conflicts or withdraws from perceived  
threatening situation...not willing to deal with  
conflict...***

# ***-Difficult Personality Types and Behaviors-***

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## ***– Behavior Types-***

- ***collaborating...problem solver...is assertive and cooperative...works with others to seek solutions that satisfy personal needs and the need of others...***

- prods deep into problems...***

- explores disagreements to gain more insight into held opinions of others to find creative solutions...***



# ***-Difficult Personality Types and Behaviors-***

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## ***- Behavior Types-***

- ***compromising... 'settler of differences' or maneuvering conciliator'... moderate in assertiveness and cooperativeness and makes concessions...addresses problems more directly but does not explore them in as much depth as the collaborator... splits the difference between the two positions or seeks the middle-ground...***

# ***-Difficult Personality Types and Behaviors-***

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- Advantageous and recommended strategy-***
  - establish guidelines before discussions take place...***
    - demonstrates being prepared to act professionally...***
    - willing to accommodate everyone's responses or actions...***



## ***-Managing Difficult Behavior-***

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- Be prepared-***
- Think ahead-***
- Rehearse personal reactions to anticipated behavior by others-***
- Develop an ‘action plan’-***
  - if he/she acts like... I will respond with...***

## ***-Managing Difficult Behavior-***

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- Explain the process and expectations from the start and do this repeatedly as a reminder-***
- Lay out the rules for acceptable behavior and interaction-***



## ***-Managing Difficult Behavior-***

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- Let others explain their viewpoints and listen carefully-***
  - take notes...***
  - ask for clarification...***
  - reiterate their statements in your words...***
- Let others know that you understand their concerns and viewpoints but insist on facts, details, examples, and potential solutions-***

# ***-Managing Difficult Behavior-***

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- Record the interaction and process for later recall-***
- Remain in a positive ‘mind set’ and maintain a ‘cool’ attitude-***
- Let aggressive people vent their frustration or anger before responding (‘get it off their chest’) but let them know when the behavior is no longer acceptable-***
- If interrupted continuously, state that you need to finish as well-***



## ***-Managing Difficult Behavior-***

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- Address ‘bullying’ immediately - not later in private-***
- Confront personal attacks and/or proof of sabotage directly to avoid any escalation of the conflict-***
- Suggest ways to control emotional outbursts or anger managements if needed-***
- Remove yourself with the explanation that the process is no longer working - if all fails-***
- Reschedule the discussion to a later time-***

## ***-Keeping Personal Balance-***

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- Be absolutely clear about your philosophy, role, values and goals in order to deal with actions and responses of others-***
- Examine your personal abilities, feelings, thoughts, motives and reactions prior to any discussion because the situation might become complex-***



## ***-Keeping Personal Balance-***

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- Understand your emotional and psychological ‘make-up’ (psyche) and scrutinize your strength and weakness-***
- Self-knowledge permits greater involvement and helps you to resolve conflicts by balancing your needs and interests against those of others-***

## ***-Keeping Personal Balance-***

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- Pursuit of personal interests is appropriate at times but should not become a frequent tactic...because others may-***
  - perceive its overuse as intimidation...***
  - lose interest listening to your proposals...***
  - start working ‘behind your back’...***
  - sabotage your efforts in retaliation...***



## ***-Keeping Personal Balance-***

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***– You may-***

- feel tempted to ‘back off’...***

- could destroy very same you are trying to uphold...***

## ***-Keeping Personal Balance-***

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***– You may-***

- decide to ‘withdraw’ from discussion all together...***

- may appear as easy solution - sometimes even appropriate...***

- could be interpreted as ‘escaping’ - may not be in the best interests of the team or swimmers...***



## ***-Keeping Personal Balance-***

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- The ‘other side’ is going to claim a victory-***
- Any display of anger, frustration, and/or ‘losing it’ prevents logical thinking and acting-***
  - could lead to the same outlook ‘I have to win because I hate to lose...***
  - or trying to get even with others...having to prove my point... ‘driving it home’...***

## ***-Keeping Personal Balance-***

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- Such reactions usually result in losing respect in the eyes of others and affect your self-confidence-***
- Definitely avoid becoming so frustrated that you start to deliver ultimatums, quit, and walk out-***



# ***-Effective Language and Communication-***

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- Articulation of sentences-***
- Excellent vocabulary-***
- Avoidance of ‘stoppers’-***
- Effective body language-***
- Listening skills-***

# ***-Effective Language and Communication-***

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- Select non-threatening environment-***
- Properly ‘craft’ each problem statement-***
- Re-phrase each problem statement-***
- Make questions powerful and engaging-***
- Avoid negative sentences-***
- Make use of a great number of solutions-***
- Provide hints that there may be a multitude of solutions-***
- Make it engaging...2-way process-***



# ***-Guidelines for effective Speaking-***

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***– State the facts and observations-***

- Articulate your sentences-***

- State your opinion, beliefs, and feelings without interjecting derogatory vocabulary or bias-***

***– Listen with interest-***

***– Share your conclusions based on your experience-***

# ***-Key to Effective Communication-***

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## ***- Assertiveness-***

- could be misunderstood or misinterpreted as aggressive behavior...***

## ***- Assertiveness means asking appropriate questions in assertive ways-...***

- neither aggression nor intimidation to 'get your way'...***
- based on your philosophy of personal responsibilities and awareness of the rights of others...***
- does not imply that you employ 'tricks' or techniques to manipulate others so your viewpoint 'wins out'...***



# ***-Characteristics of Assertive Speaker-***

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- Personal beliefs, gestures, actions, and affirmative action, and congruent body language signals to others that you-***
  - assume everyone is interested in solving the conflict...***
  - have the right to state and explain your personal disposition, needs and interests...***
  - believe club administrators, coaching staff, swimmers, parents have the same right...***

# ***-Characteristics of Assertive Speaker-***

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***– Signals to others that you-***

- communicate and act with positive insistence in a consistent manner, which establishes that you feel worthy of the trust and respect of others others...***
- are accustomed to be treated with respect...***



# ***-Characteristics of Assertive Speaker-***

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***– Signals to others that you-***

- focus on the problem and not on the personalities of others...***
- are an expert in recognizing the way others feel...***

## ***-Characteristics of Assertive Speaker-***

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- Signals to others that you-***
  - permit adequate time to discuss and share the feelings and perspective of others...***
  - encourage others to get engaged even if they feel frustrated angry or hostile...***



# ***-Characteristics of Assertive Speaker-***

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- Signals to others that you-***
  - display a calm manner if upset, frustrated or angry with the situation on hand or the actions of others...***

## ***-Effective Listening Skills-***

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- Ability to listen is one of the most important and fundamental communication skills-***
  - an ‘art’...***
  - 50% of our daily communication...***



# ***-Effective Listening Skills-***

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## ***– Listening skills divided into stages-***

- hear the words...***
- focus on the message...***
- understand and interpret the message***
- analyze and evaluate the message...***
- respond to the message...***

# ***-Effective Listening Skills-***

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## ***– Five Levels of Listening-***

- ignoring...***
- pretending to listen...***
- selective listening...***
- attentive listening...***
- listening with interest and empathy...***



# ***-Guidelines to Effective Listening -***

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- Stop whatever you are doing-***
- Look-***
- Make eye contact-***
- Listen carefully-***
- Show patience-***
- Affirm that you are listening-***
- Listen to the full thought and avoid interrupting-***

# ***-Guidelines to Effective Listening -***

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- Use non-verbal cues-***
- Use body language that shows interest-***
- Respond-***
- Restate or rephrase the speaker's words-***
- Question-***



## ***-Body Language-***

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- Outward reflection of a person's emotional condition defined as gestures, postures, and facial expressions by which he/she manifests various physical, mental, or emotional states and communicates non-verbally with others-***

## ***-Body Language-***

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- Experts put the level of non-verbal communication as high as 80%-***
- The way something is said inclusive body language and eye contact is 13 x more important than the information given-***



# ***-Body Language-***

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***– Effective body language includes-***

- ***physical expression...***
- ***body posture or posing...***
- ***use of voice...***
- ***signals of the eyes...***
  - ***three states of looking...***
- ***use of space...***

# ***-Body Language-***

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## ***– Effective body language includes-***

- ***unintentional gestures and body cues...***
  - ***gestures and interpretation...***
- ***seeing through the emotions of others...***
- ***awareness of potential communication barriers...***
- ***‘open’ and positive body language...***



# ***-Steps to Problem Solving-***

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## ***– Goals-***

- what is to be achieved...***
- what should be the outcome...***

## ***– Methods-***

- how should ‘things’ be done...***

## ***– Values-***

- reason ‘things’ are done a certain way...***

# ***-Steps to Problem Solving-***

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## ***– Gathering facts-***

- what are the facts...source of conflict...***
- what is the conflict about...***
- what is the level of conflict...***
- who is involved...***
- what is his/her/their interest...***



# ***-Steps to Problem Solving-***

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## ***– ‘Chunking’ up-***

- look at it from a more general perspective rather than narrow...***
- use word play...***
- challenge existing assumptions...***
  - what is this part of...***
  - is this an example of...***
  - what is the underlying intention...***

# ***-Steps to Problem Solving-***

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## ***– ‘Chunking’ down-***

- ***decompose a more complex problem...***

- ***what exactly is the problem...***

- ***what are other parts of the problem...***

- ***what are other examples of this problem...***

- ***what would you do in this situation...***

- ***how would you solve this problem..***

- ***what strategies would you recommend...***



# ***-Steps to Problem Solving-***

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## ***– Asking questions-***

- ***what do we know or not know...***
- ***when did it work correctly last time and the reason...***
- ***how did it work and the reason...***
- ***can we use a diagram to identify source and cause...***
- ***can we rephrase the problem...***

# ***-Steps to Problem Solving-***

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## ***– Getting rid of assumptions-***

- create a list...***
- expose as many assumptions as possible...***
- use questioning strategy...***
- test each assumption for validity...***
- consider the consequences...***



# ***-Steps to Problem Solving-***

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## ***– Reversing the problem-***

- ***turn it on its head...***

***– If I want to succeed - what would make me fail...***

## ***– Finding different perspectives toward creative solutions-***

- ***looking at it from various perspectives...***

# ***-Steps to Problem Solving-***

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## ***– Seeking creative solutions-***

- mutual gains...***
- maximize everyone's interest...***
- test and expand ideas...***
- tie ideas together...***
- next step...and consequences...***
- look a longer time frame...***



# ***-Steps to Problem Solving-***

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## ***– Seeking creative solutions-***

- possible to include related problems...***
- can group deal with a smaller part of the problem in a different circumstance...***
- consider whether low priority issues exist that can be given up...***
- look for ways to accept the decision...***
- next step...and action plan...***
- consequences of the solution...***

# ***-Steps to Problem Solving-***

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## ***– Interfering factors-***

- ***pay attention to people who like to ‘jump to conclusions’ over new ideas....***
- ***try to expand existing ideas for greater possibilities rather than focusing only on immediate needs to maintain ‘status quo’...***



# ***-Steps to Problem Solving-***

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- Changing and re-directing conflict-***
  - maybe re-schedule meeting...seek guidance...***
  - providing clear message on feelings, interests, viewpoints...***
  - observe communication skills - body language...***
  - increase listening skills...***
  - avoid negative wording...criticizing others... critical feedback...***
  - avoid being the 'know it all person'...***

# ***-Steps to Problem Solving-***

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## ***– Prevention strategies-***

- ***remain positive about the people and the process...***
- ***recognize that conflict can not be solved unless all parties engage actively...***
- ***'pay attention' to your feelings...***
- ***recognize that personalities may 'clash'...***
- ***steps to prevent negative affects on others...***
  - ***remain patient...avoid fixing...change your approach...***
  - ***problem may be solved but needs to be re-visited...***
- ***re-schedule and maybe seek help...if all fails***

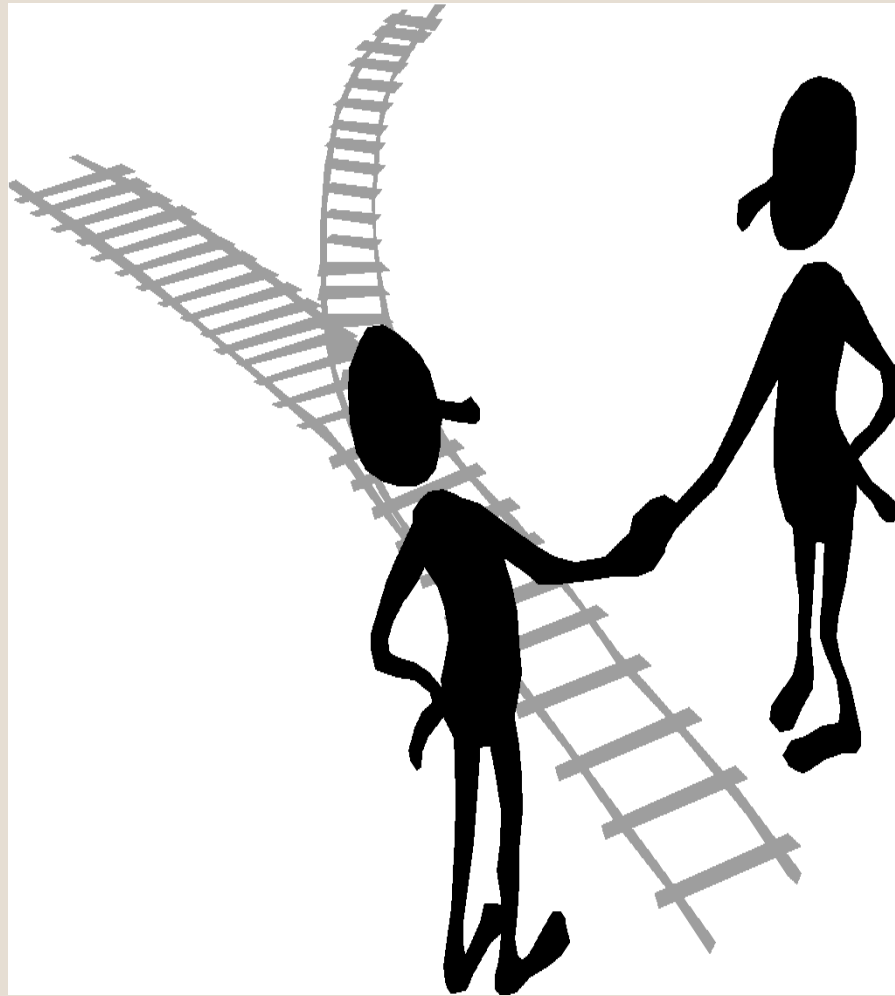


# ***-Steps to Problem Solving-***

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## ***– Prevention strategies-***

- clarify your coaching philosophy and expectations...***
- plan in advance to create predictability and stability...***
- create a positive environment...***
- avoid 'last minute ' arrangements or changes of plans, disruptions...***
- provide steady information...***
- avoid disorganization...***



***-Building and Maintaining Positive Relationships-***



# ***-Building Positive Relationships-***

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- Pursue good relationships with those important to the swimmers and the program-***
- Develop the ‘give-take’ approach-***
- Establish process for information sharing-***
- Establish networks-***
- Establish positive environment-***

**ARE YOU A WORTHY and TRUSTED LEADER?**

