



CAMP

Conflict Assessment & Management Process

Manual
First Edition 2016

Program Context and Vision

MnDOT's Conflict Assessment & Management Program (CAMP) was created in 2016 to educate, empower and assist MnDOT personnel in proactively addressing potential conflicts - internal and external to the agency - that could affect their work. This program has three primary pillars: the CAMP process, conflict resolution skills/theory training and conflict resolution coaching/support.

History

The core of CAMP - proactive conflict assessment and resolution - began to take shape primarily through a predecessor MnDOT initiative known as the Conflict Scoping Process (CSP). CSP was developed from the Conflict Prediction Model and laid the foundation for CAMP at MnDOT. Specifically, the five-step CAMP Process is an outgrowth of the nine "Clouds" of CSP, which were refined using the feedback and lessons learned from 64 CSP implementation projects that took place between 2012 and 2014. CAMP also connects with other past and present MnDOT programs, including Hear Every Voice I & II, Context Sensitive Solutions, risk management, the Ombudsman's Office, public engagement and project management.

Today

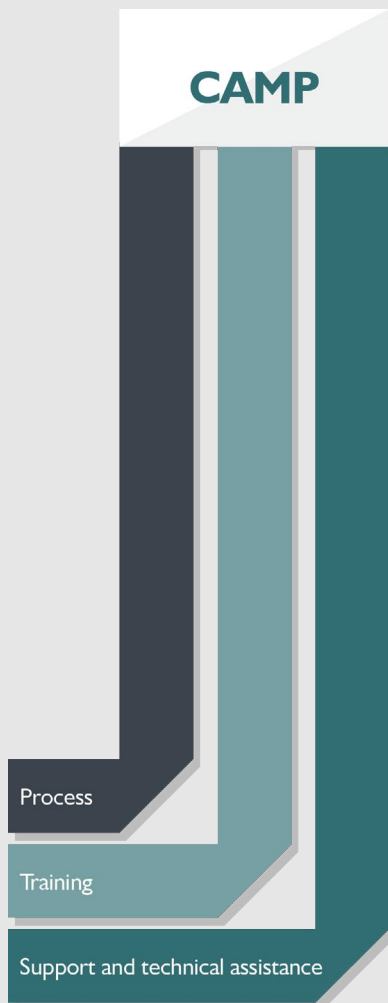
CAMP is now ready to be implemented across MnDOT. Although initial applications of CAMP will focus on project management, it will also support other MnDOT functions such as planning and maintenance. CAMP is housed within the Office of Public Engagement & Constituent Services and maintains connections with MnDOT's Operations and Engineering Services Divisions to integrate it more fully into other MnDOT practices and policies. In addition to teaching the five-step CAMP process, the program will be working with MnDOT personnel to identify conflict resolution training needs and coaching to support their conflict assessment and management efforts.

CAMP staff appreciate all of the hard work and insights from everyone who has championed, supported and developed proactive conflict resolution processes at MnDOT. Thank you!

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▲ *The three pillars of CAMP*





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The text of this guide contains general information and is not intended as a substitute for specific recommendations. Guidance and standards can change and may be different from when this text was published.

What is the CAMP Process?

The CAMP process is one of three pillars of the Conflict Assessment & Management Program. It is a five-step process that helps MnDOT personnel strategically plan for and address potential and known conflicts that arise during MnDOT work. The process itself is scalable and customizable to fit your situation.

Broadly, the process is aimed at understanding the goals that you are trying to accomplish through your work, the parties (internal and external to MnDOT) that may have an interest in your work and the ways in which to leverage the shared goals of all in order to address possible differences. This directly connects to MnDOT's "Wildly Important Goal 2.0" (WIG 2.0) of Earning Customer Trust, which states, "MnDOT will earn trust and increase transparency through a customer-centered organization in which we engage customers, listen to understand and balance the diverse needs of all to achieve the best possible outcomes." Ultimately, the CAMP process is a tool that can help you accomplish your professional goals by reducing the negative impacts of conflict and maximizing the expertise of all.

Key CAMP Definitions

Understanding the meaning of terms is the foundation for applying concepts and theories. Understanding these definitions first will better position readers to use concepts as we move through CAMP.

Conflict: Conflict is an outgrowth of the diversity that characterizes your thoughts, attitudes, beliefs, perceptions and social system and structure (Weeks).

Conflict is a difference that prevents agreement (Webster).

Interest: Something that concerns, involves, draws attention or arouses the curiosity of a person (Webster).

Interests differ from a position statement. They describe the "why" behind the position. For example, her position is that the speed limit should be 55 mph. Her interests could be in safety and mobility. This is an important distinction because often there are multiple ways to accomplish or meet one's interests (not limited to the stated position).

Context: A set of circumstances or facts that surround a MnDOT decision, project, situation, etc.

Context for a project could be a set of party interests, transportation and community facts, unique circumstances, history, planning goals, budgets, etc.

Parties: Those people and/or groups who have an interest and are affected indirectly or directly by MnDOT's work. Parties can be internal or external to MnDOT.

Parties also include people who believe they will be affected and who may want to be involved. External parties include customers, partners and the "public" as defined in MnDOT's Public Engagement Policy.

As management trends come and go, there will be an ongoing need for a systematic process that facilitates the identification, assessment, management and communication of differences, both internal and external, surrounding MnDOT's work.



▲ CAMP is a continuous process

Understanding the CAMP Process

CAMP consists of five major steps. Each major step has sub-steps that dive deeper into theory and are explained in subsequent pages:

Step 1 - Identify and analyze context

Step 2 - Identify and analyze conflicts

Step 3 - Develop conflict strategies

Step 4 - Execute conflict strategies

Step 5 - Monitor, evaluate, and adjust

Communication is at the center of any conflict. Each step should be supported by clear, consistent and effective communication with relevant parties.

NOTE: Each CAMP step is scalable and flexible to meet each situation. If you have questions or concerns about the level and extent to apply each CAMP step on a particular issue, please consult with MnDOT's CAMP Coordinator.

CAMP Step #1 - Identify and Analyze Context

1 Identify and analyze context

2 Identify and analyze conflicts

3 Develop conflict strategies

4 Execute conflict strategies

5 Monitor, evaluate, and adjust

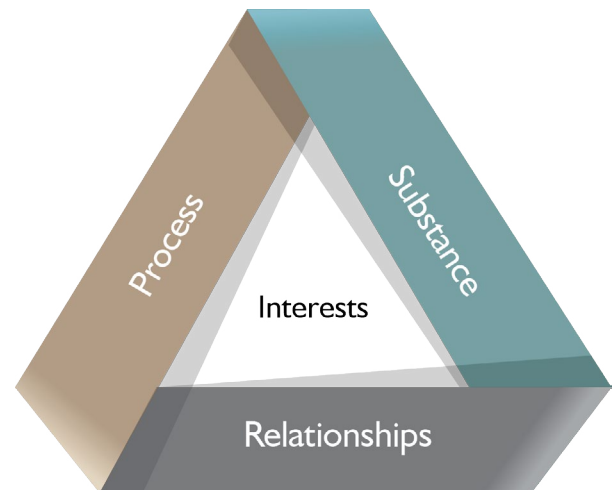
The first step in CAMP is to get a better understanding of the circumstances of the environment or setting. Without seeking to understand context first, we may struggle to understand the conditions, factors, state of affairs, background and setting for potential conflicts.



A. Identifying Parties and Interests

Prior to developing MnDOT goals, objectives or scope, it is best to understand what parties exist that may want or need to be involved in MnDOT decisions. Understanding diverse interests supports a clearly identified context. There are many interests that may come into play for a MnDOT decision.

Interests can be classified into three general types: process, substance and relationships (Hughes Collaboration). Each party may have multiple interests related to a MnDOT decision, and the variety of internal and external party interests may align or compete with one another. Project and program goals that satisfy the most party interests are more likely to be successful.



▲ *Interests come in three varieties*



Potential External Parties

- State Historic Preservation Office (SHPO)
- Political leaders
- Technological advocates
- Contractors
- Department of Natural Resources
- Department of Public Safety
- Pass-through traffic
- Research and academic institutions
- Media outlets
- Advocacy groups
- Business community organizations (Chamber of Commerce)
- Property owners in project area (residential and business)

Potential MnDOT Internal Parties

- State-Aid
- Civil Rights
- Design
- Cultural Resources Unit
- Program Management
- Safety
- Traffic
- Operations
- Project Management
- Construction
- Legal
- Hydraulics

Potential Party Interests

- Aesthetics
- Air quality
- Land use
- Political aspirations
- Health
- Legal processes
- Safety
- Business access
- Cultural sensitivities
- Jobs
- Working relationships
- Traffic
- Property values
- Financial Health
- “Fair” decision-making processes
- Noise
- NEPA process
- Historical bridge process

ACTION ITEM: Complete party/interest identification in the CAMP Worksheet (see Appendix A).

NOTE: Be sure to take into account your own (and team’s) interests as they relate to a situation. For example, you may have the interest of “keeping the project on schedule and within budget.”

Q: How do I learn more about the external parties who may want to be involved?

A: This is an opportunity to use public engagement tools and support from your district public engagement team and/or the Office of Public Engagement and Constituent Services. Also, here are some preliminary techniques for learning more about interested external parties (Creighton):

- Advisory groups or task forces
- Open houses
- Summits
- Focus group assessments
- Interviews
- Polls and surveys
- Field trips
- Social media
- Meetings

B. Party Analysis – Forecast interest and power level

After identifying parties and their interests, you are ready to analyze them. A party analysis helps you think about how involved each party should be throughout the decision making process. The analysis can also begin to help you identify potential partners in delivering or resolving potential conflicts.



i. Determining Interest Level

Most MnDOT decisions have multiple interested parties, and it may be valuable to think about how sensitive they will be about their interests. Identifying a party's level of interest will help you better develop strategies in CAMP Steps 3 - 5.

ii. Determining Party Power

Questions you can ask to determine party power include:

- Does this party have the authority to make a decision regarding the project or situation (i.e. permitting)?
- Does the party have an ideological problem outside of this situation that will make them interested and potentially motivated?
- Does the party have the ability and motivation to form a coalition around the risks to their personal or community interests?
- Is this party traditionally under-represented and should be given particular attention in order to meet MnDOT's policy and legal objectives? (See MnDOT's Public Engagement Policy for more information).

NOTE: Remember that parties can be internal (i.e. MnDOT employees, leadership and work groups) and external (i.e. customers, partners and the "public"). Due to past involvement or working relationships, you may readily know the general interest level and power of certain parties. For other parties, you may need to learn what their interest and power levels are through engagement efforts. Also, each party's interest level and power can change over time, so it can help to revisit this analysis throughout your decision making process (see CAMP Step 5).

iii. Party Analysis Summary

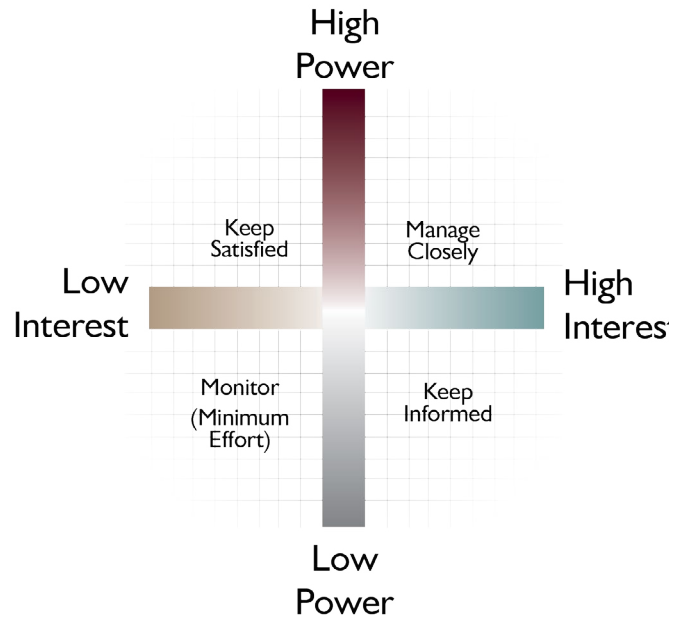
After determining party power and interest levels, you are prepared to determine suggested working relationships with all identified parties. This process can support the focus of resources to manage conflicts in future CAMP steps. You will likely need to work with each interested party, but it may help to communicate more deeply with those with elevated interest and power levels. Here are some other examples of how you may want to organize your working relationships with each party:

Low interest/low power – Under-the-radar parties. Keep in touch with them as needed. These parties are primarily monitored in case their interest or influence level changes. These parties could include pass-through traffic, non-impacted businesses, un-affected MnDOT functions and the general public.

High interest/low power – Parties having the appearance of low influence but, for a variety of reasons, have an interest in a decision. These parties will typically require greater than normal communication to keep informed. This group could include local residents outside of the project area, less impacted businesses, business groups, media, individuals at MnDOT with personal interests outside of official roles and advocacy groups.

Low interest/high power – Usually on the side of the agency but could be difficult if they are persuaded to side with an opposition party. It is important to keep them informed of the facts. These parties typically must be satisfied. This group could include permitting agencies, some MnDOT leadership roles, political officials, etc.

High interest/high power – Parties who are affected by the project and can have significant influence over decisions, whether for or against a decision. It is important to keep them engaged, informed and having a sense of buy-in and ownership of the decision. This group can include affected MnDOT internal offices, project partners, right-of-way owners, local residents in the project area and business owners that are significantly impacted. (Fletcher)



▲ Party Analysis Summary (Mendelow)

C. Develop a Clear Goal Statement

After we have identified and analyzed relevant parties, their interests and their power, you are now ready to develop a goal statement that accounts for both internal and external party interests. For example, you may have already developed your project purpose and need statement. If so, this is an opportunity to revisit the statement to determine whether it needs to be clarified or revised in light of the work you have done in CAMP Step I. If you have not already developed a goal statement, this is an opportunity to do so. You may also determine that you would like to have a goal statement that is broader in order to account for as many interests as possible. Goal statements can help prevent future conflicts because you are aligning the decision with key party interests.

ACTION ITEM: Complete party/interest identification information in the CAMP Worksheet (see Appendix A).

ACTION ITEM: Revise or develop a clear Goal Statement for your decision or project. Include this on your CAMP Worksheet (see Appendix B).

CAMP Step #2 - Identify and Analyze Conflicts

1 Identify and analyze context

2 Identify and analyze conflicts

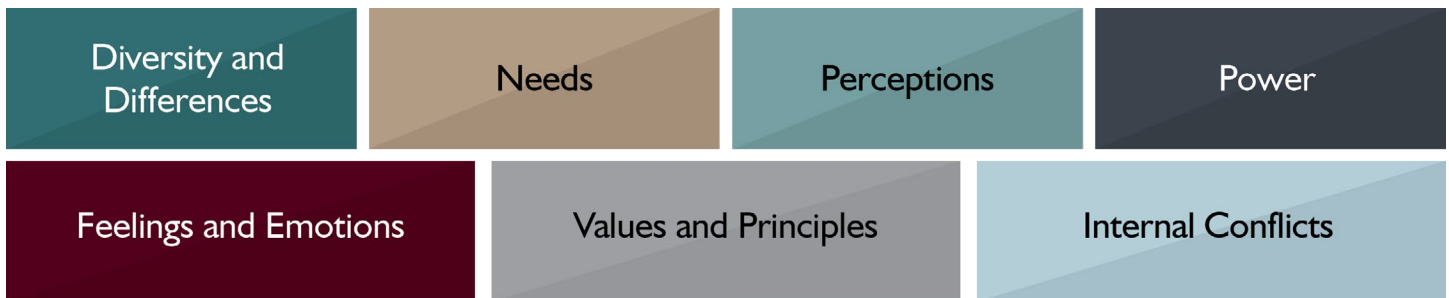
3 Develop conflict strategies

4 Execute conflict strategies

5 Monitor, evaluate, and adjust

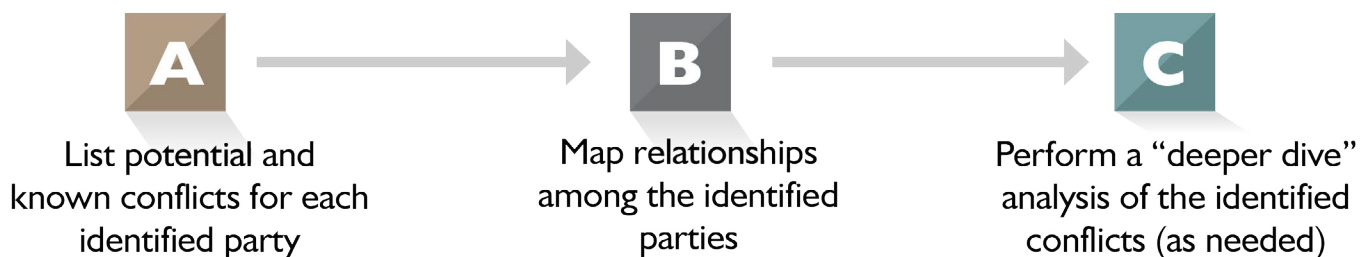
Now that you have identified the context, including all parties and interests, you are ready to identify and analyze potential and known conflicts. As you probably already noticed, not all of the parties and interests you identified and analyzed in CAMP Step 1 align perfectly. In fact, some of the interests may seem mutually exclusive or mildly compete with one another. Some of the involved parties may have had negative past experiences with one another.

▼ The Seven Conflict Elements (Weeks)



According to Dudley Weeks, conflict is an outgrowth of diversity. People, including yourself, have diverse experiences, thoughts, attitudes, beliefs, perceptions, culture and other elements. The more parties and interests you impact on a decision, the more there is potential for differences to negatively affect the goal statement you established in CAMP Step 1C. The goal of CAMP Step 2 is to help you identify and map potential and known friction points where differences of interests could negatively impact the goal. By doing so, you will be prepared to prevent, minimize and positively leverage these differences via CAMP Steps 3-5.

The three major steps for identifying and analyzing potential and known conflicts include:



A: List Potential and Known Conflicts for Each Identified Party

Review the interests of each party identified in CAMP Step 1 and look for places where they may conflict with interests listed for other parties (including the interests of you or your project team). Some conflicts may be readily apparent while others may take some speculation. There may be more than one conflict listed for each identified party.

ACTION ITEM: List the conflicts you've identified next to each relevant party in the CAMP Worksheet (see Appendix C).



B: Map Relationships among the Identified Parties

Relationships among interested parties can be elaborate. As conflict emerges, it can produce considerable confusion. Mapping out party relationships and alliances can support greater understanding of the situation. The goal is to better understand a conflict's root causes. Mapping can help define opposing parties, alliances and supporters views to distinguish their positions from their true interests.

The goal is to determine whether each of these party relationships can be classified as an alliance, a friendly relationship, a relationship with friction or a broken relationship. Relationship maps can be tailored to visualize:

- Power imbalances (circle size)
- Influence direction
- Perceived wrongs
- Ideology difference
- Fractured relationships
- Historic friction
- Decision challenges
- Politics
- Relationship "needs"
- Other

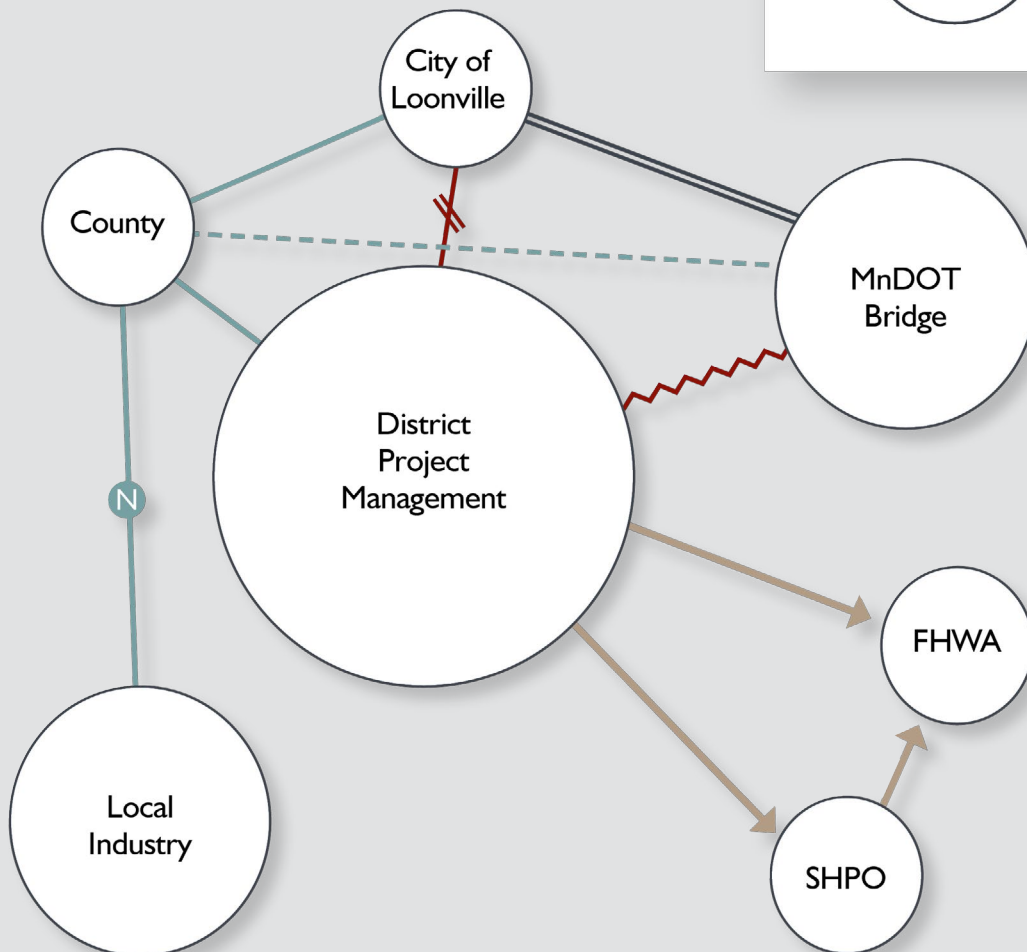
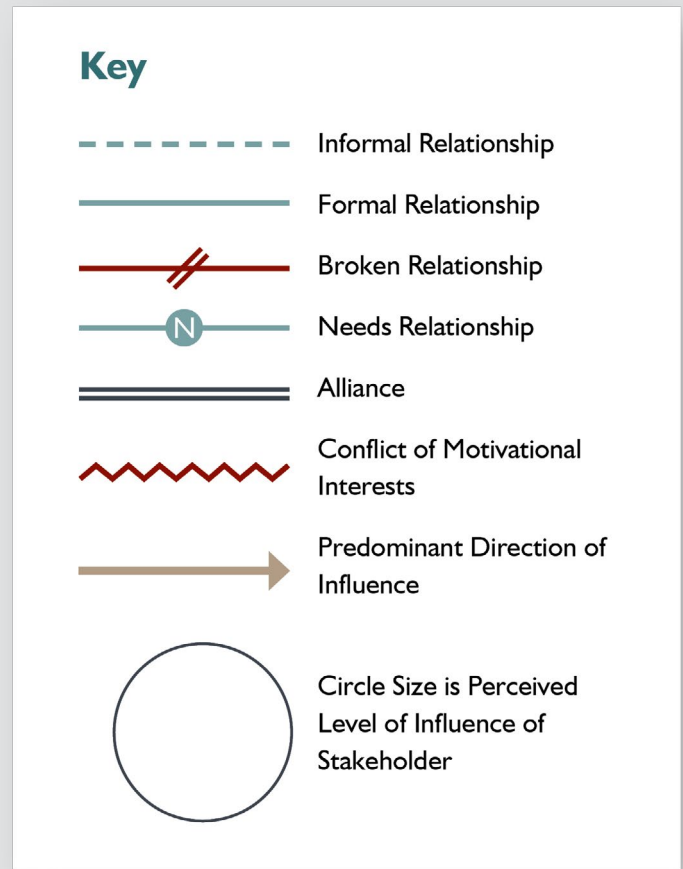
Spending time on conflict mapping can support conflict management strategy development by helping you focus your time on the relationships with the most friction and to help nurture alliances (see CAMP Step 3).

ACTION ITEM: Practice completing a conflict map for the identified parties. Add the relationship conflicts you've identified to your CAMP Worksheet (blank space in Appendix D).



Guidance for Relationship Mapping:

1. Use the list of parties to draw circles and then label each circle with a party group.
2. Determine the size of the circle by the amount of power the party may have.
3. After all parties are represented by circles, determine the relationship dynamics between parties. For example, does the MnDOT Bridge Office and the State Historic Preservation Office (SHPO) have conflicting or shared motivational interests?
4. Use the key to the right (or create your own custom key) to describe the relationship between parties represented by circles.



C: Perform a “Deeper Dive” of Identified Conflicts (As Needed)

Now that you have identified potential and known conflicts between parties interested in your situation (CAMP Steps 2A and 2B) you may need to take a closer look at each conflict. The following is a sampling of conflict theory that can help you understand the conflicts you have identified. For more on each theory, please feel free to consult with MnDOT’s CAMP Coordinator and refer to the CAMP bibliography.

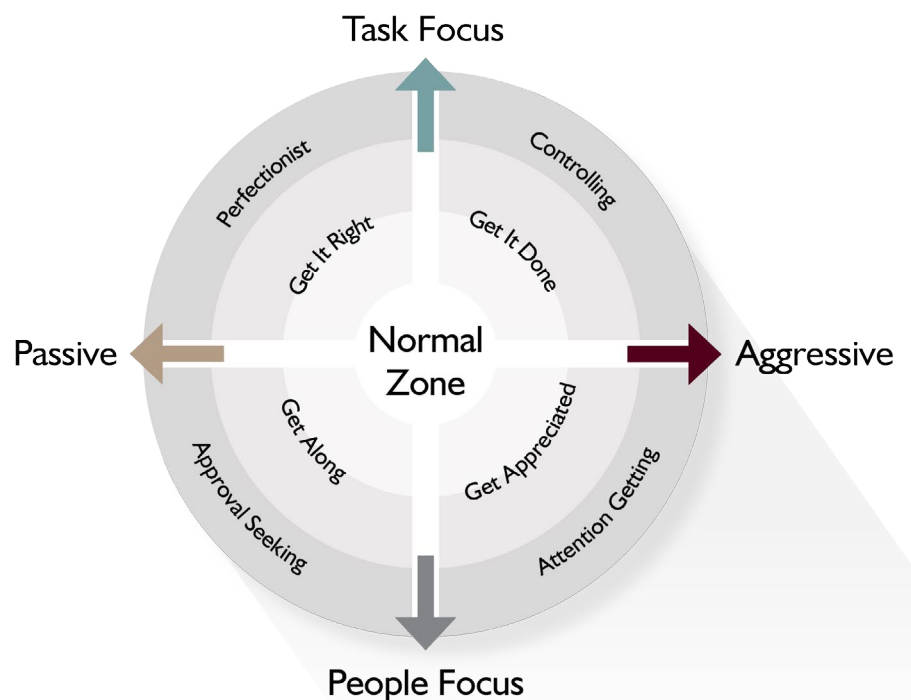


Difficult Behaviors

Do some of the conflicts you have identified arise from “difficult behavior” of the party? Often, underneath hardened or difficult behaviors are good motivational interests and intentions. People engage in behaviors based upon their intent. Dr. Rick Brinkman, author of *Dealing with People You Can’t Stand*, suggests that there are four general intents that will determine how people behave at any given moment. Behaviors that balance task focus and people focus, while balancing passive and aggressive behaviors, reach the “normal zone” of behavior.

People do become difficult, but can have good intentions (Brinkman):

- When they can’t get it done, they become controlling.
- When they can’t get it right, they become a perfectionist.
- When they can’t get along they become approval seeking.
- When they are not appreciated or respected they become attention getting.



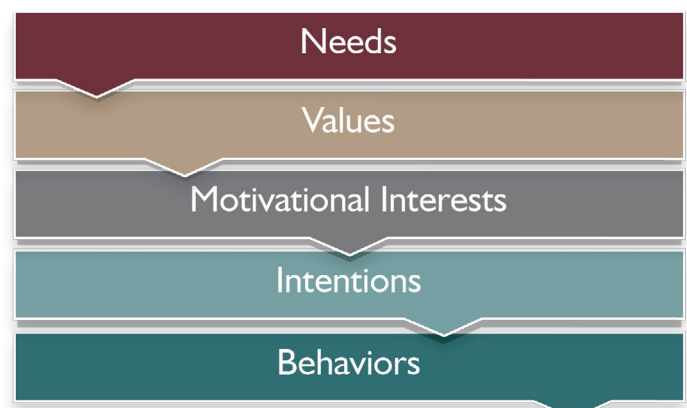
▲ Four Key Task and People Intentions (Brinkman)



When you want to get the task done badly, your awareness of people is secondary. You can become more careless and speak before you think or leap before you look. When you are too focused on getting it right, you slow things down to see the details and may refuse to take actions because of doubt or perceived risk (Brinkman). When you want to get along with people too much, you may be less assertive and put others needs above your own. When you want to get respect or appreciation from people, your assertiveness to be seen, heard and appreciated increases. The desire to contribute and be respected is one of the highest motivational interests known (Brinkman).

Beyond intentions, there are many other elements that can drive more intense behavior. Difficult behaviors can be developed through blocking another's needs, values or motivational interests. There likely exists a hierarchy of motivations (see *visual*) that can influence the intensity of one's behavior. Conflicts triggered by blocking an individual's needs or threatening values can develop the most intense behaviors. Likewise, conflicts that arise because of blocked intentions can drive less intense behaviors. Behavior intensity really depends on the person.

Example: Let's say a project manager has the interest of getting a project done on schedule. Because of this core motivational interest and intention, the project manager may plan to get a design approval completed as quickly as possible. If restricted time becomes part of the project context, the project manager may decide to skip an extra quality control step to achieve the schedule. This behavior may be seen as difficult to others that *do not* share the same core motivational interest of getting the project done on schedule. Those whom are more motivated by project quality may see the project manager as being difficult. On the other hand, the project manager may see individuals whom are focused on quality as being difficult. Individuals with quality interests may even actively intend to slow the project down and perform more in-depth analysis.



According to Tim Scudder, author of *Have a Nice Conflict*, there is a conflict development sequence that people go through that leads to difficult behavior (see visual). Some people cycle through the conflict development sequence faster than others. Understanding where parties are in the sequence can help you lead people back to Scudder's Stage 1. Conflict managers should always strive to focus on themselves, on others and the problem blocking motivational interests.

▼ Scudder's Conflict Development Sequence Stages



Your attention is focused on yourself, the problem and the other stakeholders.

The focus narrows to yourself and the problem (you stop thinking about other people).

The focus is only on self (focus on your position and maintaining self-worth).

If individuals reach Scudder's Stage 3, personal and behavioral strengths can be used to enhance self-worth. Behavioral strengths make us feel good about ourselves. People can use behavioral strengths too much to support their positions and opinions. Expect to see stronger behavioral strengths when parties are in Scudder's Stage 3 .

People protect themselves in Scudder's Stage 3. They may turn up the volume on behavioral strengths (Scudder).

1. Self-confidence can be seen as arrogance.
2. Competitiveness can lead to combativeness.
3. Ambition can lead to being ruthless.
4. Fair can lead to being seen as unfeeling.
5. Being quick to act can be seen as being rash.
6. Being principled can be seen as being unbending.





A Common Difficult Behavior: Positional Bargaining

Now that we have discussed how difficult behaviors come from positive intentions and interests, we should look at a common difficult behavior called positional bargaining. Positional bargaining can be a sign of Stage 3 in Scudder’s sequence. Positional bargainers tend to get stuck in Scudder’s Stage 3 and discussions can get very competitive when parties decide to align their feelings of self-worth with a stated position.

Positional bargaining is a negotiation strategy that involves holding onto a fixed idea, or position, of what you want and arguing for it and it alone, regardless of any underlying interests. Attitudes of positional bargainers can be a burden to collaborative solutions and block our ability to find motivational interests (Fisher and Ury).

Watch out for attitudes of positional bargainers (Fisher and Ury):

- “My goal is to get the most for me”
- “If you win, I lose”
- “My solution is the only right one”
- “I battle for what I want”
- “Conceding is weak”
- Can “bargain” over substance, process, or relationship (3 interest types)

Remember that positional bargaining is a behavior that likely is driven by positive intentions and interests. A conflict manager’s job is to figure out intentions and interests to fully understand why a party is positional bargaining. Remember, asking “why?” can help you discover the party’s interests that underlie their stated positions.

ACTION ITEM: Review the potential and known conflicts that you’ve identified in CAMP Steps 2A and 2B. If there are conflicts that you don’t understand or seem to be more complicated than their face value, analyze them using the above theory (see Appendix E).

CAMP Step #3 – Develop Conflict Strategies

1 Identify and analyze context

2 Identify and analyze conflicts

3 Develop conflict strategies

4 Execute conflict strategies

5 Monitor, evaluate, and adjust

Now that you have analyzed the conflicts that could arise around a decision, it is time to develop prioritized conflict resolution strategies. The goal of this step is to systematically plan on how you will assign available resources to prevent, minimize and positively leverage the conflicts identified and analyzed in CAMP Step 2.

The two major steps for developing conflict strategies include:

**A: Prioritizing each potential/
known conflict**

**B: Assigning a strategy and
resources for priority conflicts**

A: Prioritizing Each Potential or Known Conflict

Depending on the size and nature of your situation, you may have identified and analyzed many potential and known conflicts. Either way, it is not practical or realistic to address each and every identified conflict the same way. Instead, limited time and funding necessitate that you develop practical, resource-constrained strategies to work through the conflicts that prevent you from accomplishing the goals identified in CAMP Step 1C.

To determine which conflicts to focus on, you should first prioritize them according to the probability of the conflict occurring and the magnitude of the conflict's potential impact should it occur. On a scale of "low", "medium" and "high," rank both the probability and potential impact for each conflict. Then, based on those rankings, determine an overall priority score. This is a subjective exercise and may be adjusted if circumstances change.

Example:

Conflict A has a probability ranking of "low" and a potential impact ranking of "high". Priority = "medium"

Once you are done assigning a priority ranking to each conflict, it can be helpful to reorganize the identified conflicts by priority (High, Medium, Low). This can help you prioritize the resources needed to address each potential conflict. Fundamentally, if the conflict is highly likely and highly impactful, you should consider prioritizing resources for it.

NOTE: If you are having difficulty ranking conflicts, you may want to refer back to the interest level and power of the party that underlies that particular conflict identified in CAMP Step 1B, the relationships you mapped in CAMP Step 2B, and the conflict analysis you performed in CAMP Step 2C. MnDOT's CAMP Coordinator can also assist you with this process.

ACTION ITEM: Assign a conflict priority score and reorganize your CAMP Worksheet using the above guidance (see Appendix F). If working on a project, include conflicts into your project risk register documentation.

B: Assign a Strategy and Resources for Priority Conflicts

Now that you have assessed each conflict's priority relative to your situation, you are now ready to prepare a strategy to address them. This has two components: determining a conflict resolution strategy and assigning resources to execute those strategies.

i. Conflict Resolution Strategies

According to Thomas and Kilmann, there are five broad, overarching strategies that could be considered for each conflict: accommodating, competing, compromising, avoiding and collaborating.

- Accommodating means providing what is needed or desired for convenience.
- Competing means to try to get or win something (such as a reward) that someone else is trying to win. Competing means we are trying to be better or more successful than someone else.
- Compromising means reaching an agreement in which each person or group gives up something that was wanted in order to end a dispute.
- Avoiding is the strategy where we stay away from someone or avoid participating in a dispute.
- Collaborating is the strategy where we work with another person or group to achieve or do something. It means working jointly with others or together in an intellectual endeavor.

Choosing among these broad strategies depends on the situation and the context of each conflict and the parties you have identified throughout CAMP. That said, the collaboration strategy often can lead to solutions that meet everyone's underlying interests.

Principles in Collaborative Conflict Resolution (Fisher and Ury):

- Separate people from the problem
- Focus on the interests, not on positions
- Use objective criteria
- Frame questions around the possibilities





ii. Assign Resources for Priority Conflicts

As noted earlier in CAMP Step 3, CAMP recognizes that not every identified conflict requires the same level of attention as others. That said, once you have identified the priority conflicts and strategies to effectively address them, the next step is to assign human and monetary resources to execute those strategies.

Human resources can come from your team, other MnDOT personnel and external support (i.e. professional facilitators). The key is making sure that the people assigned to execute each strategy understand and have the ability to meet goals.

It is well known that oftentimes funding levels do not match the need you have identified to address and resolve conflicts. By strategically planning for conflict, you may have more opportunities to prioritize monetary resources earlier and make stronger arguments for increased funding.

ACTION ITEM: Assign a conflict priority score and reorganize your CAMP Worksheet using the above guidance (see Appendix F). Also, include conflicts into your risk register, document broad strategy and assign resources as needed.



In addition to these broad strategies, there are specific avenues that you may choose to take when working through potential and known conflicts with external parties. According to both the International Association of Public Participation (IAP2) and the Institute for Participatory Management & Planning (Bleiker), there is a range of party participation techniques that can be implemented to meet your identified goals. Specifically, the Institute for Participatory Management & Planning developed “Citizen Participation Worksheets” that match various techniques to your objectives (Bleiker).

Contact your district public engagement team and/or the Office of Public Engagement and Constituent Services to learn more about these resources. Consult with MnDOT’s CAMP Coordinator should you have specific questions about conflict resolution strategies.

CAMP Step #4 – Execute Conflict Strategies

1 Identify and analyze context

2 Identify and analyze conflicts

3 Develop conflict strategies

4 Execute conflict strategies

5 Monitor, evaluate, and adjust

Now that you have analyzed and prioritized a conflict, developed a strategy and assigned resources, it is time to execute. On its face, this step seems simple: follow-through with the plans you have developed. However, execution has its own challenges.

Conflicts involving multiple parties and issues are especially difficult to prepare for. Challenges in working with multiple parties include:

- Convening has to be negotiated
- Number of issues increases
- Complexity of the issues increased
- Roles have to be clarified
- Data, science or technical analysis changes
- Willingness to disclose in the large group
- Coalitions and alliances matter
- Weight of the whole group has influence
- Ownership of outcomes gets more subtle
- Timeframes and scheduling complications increase
- Tradeoffs, roadblocks and possibilities proliferate
- Ratification becomes an issue

(Huges Collaboration, MnDOT Risk Management Class)

In addition, difficult behaviors identified in CAMP Step 2C can be tough to deal with. Even though you are trying to make a decision that meets as many people's interests as possible, difficult behaviors can get in the way and distract from this goal. One strategy to help reduce the differences between you and people exhibiting difficult behavior is blending. Blending may seem similar to developing a common vision, focusing on common interests and intentions, and not on positional differences (Brinkman).

Blending Using the Four Core Good Intentions:

Get It Right

If they want to get it right, pay great attention to details. State that getting the right project, process or decision is important.

Get Along

If they want to get along, have a friendly discussion and show you care about the relationship beyond the decision.

Get It Done

If they want to get it done, be to the point and concise. Mention that everyone needs to respect everyone's time.

Get Appreciated

If they want appreciation, recognize and appreciate contributions with enthusiasm.

What Happens When We Are Stuck?

Good communication means crafting appropriate messages, listening to the other side and demonstrating that you are listening. Once you know about a person's interests, you can develop useful ways of moving forward to develop solutions. You gain power by understanding party interests.

If you get stuck after using these theories, you are still likely miles ahead of those who have not. Move to a compromise strategy if collaboration fails (Fisher). Go back to the basics and interests. Paraphrase their interests to ensure you are clear what those are and listen carefully to feedback. Search for time and new information. Try partial compromise solutions, imagine the world together without an agreement and remain optimistic.

In the end, execution often comes back to the basics - communication. The central element in all conflict is communication; communication behavior often creates conflict, reflects conflict; and is the vehicle for the productive management of conflict (Wilmot and Hocker).



How you communicate is critical for a productive use of party differences. This includes both listening to understand and sharing your own perspectives while protecting productive working relationships. Communication will ultimately solve the problems.

Remember the Bleiker Life Preserver: “Whatever you say, write, and do, make sure that parties understand that 1) there is a serious problem/opportunity that has to be addressed; 2) you are the right entity/person/team to address it; 3) you are approaching the problem reasonably, responsibly, and sensibly; and 4) you are listening and do care.”

CAMP Step #5 – Monitor, Evaluate, and Adjust

1 Identify and analyze context

2 Identify and analyze conflicts

3 Develop conflict strategies

4 Execute conflict strategies

5 Monitor, evaluate, and adjust

A situation's context is always changing. MnDOT projects take a long time to go from planning to delivery. During that time, people and perspectives change. New parties arrive and old parties change interests. Monitoring difficult decisions can help teach valuable lessons for future conflict situations.

The two major steps for monitoring, evaluating and adjusting include:

A: Check in to your CAMP process during complex decisions

B: Perform a post-project analysis

A: Checking In to CAMP

Checking in may require periodic updating of CAMP Worksheets to better address conflicts you have already identified. It also may mean that you need to develop strategies for new conflicts that have emerged. Here are some conflict triggers to monitor:

- Communication failure
- Personality conflicts
- Value differences
- Goal differences
- Methodological differences
- Substandard performance
- Differences regarding authority
- Differences regarding responsibility
- Competition over resources
- New parties
- Changed interests

Check in to your CAMP work before making major or complex decisions. Remember that MnDOT's CAMP Coordinator can assist with this process.

ACTION ITEM: Document your risk monitoring efforts and schedule a CAMP check in. Tracking your strategy effectiveness and lessons learned can help you make adjustments needed to resolve conflicts. Lessons learned can help you prepare for future conflict situations and difficult decisions (see Appendix G).



B: Perform a Post-Decision Analysis (Lessons Learned)

Performing a post-decision analysis can help you prepare for future conflict situations. In due time, you and your team will be well equipped to assess and manage conflicts in a variety of situations. By performing a post-decision analysis, you can identify systemic issues that can be addressed to help all MnDOT personnel moving forward.

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Appendix A: Stakeholder Tracking Instructions

To effectively track parties, you may choose to use a spreadsheet like the example below. These tools can help you track parties, their main interests and your communication strategy moving forward. You may also sort parties to focus communication plans on those with elevated project power and interest. Spreadsheets may also be needed to track internal MnDOT interests on your project. The spreadsheet below can help you track the appropriate external or internal MnDOT parties level of interest in a project or issue element. For an electronic copy of the CAMP workbook, please visit the CAMP webpage on iHUB.

Parties	Internal or External	Potential Main Interest(s)	Interest level	Power level	Overall Importance	Partner Closely/ Keep Satisfied/ Keep Informed/ Or Monitor	Information Needs
Local Businesses	External	Access to customers	High	Moderate	Moderately High	Keep Informed	Business hours
MnDOT Design	Internal	Safety	High	High	High	Partner Closely	Preliminary Design

Appendix B: Developing Goal Statements

A goal statement is a forward-looking description of known party interests. The statement is foundational in the consideration of project or conflict resolution alternatives. The statement outlines the goals and/or interests that should be included as part of a successful solution to the problem. The statement is intended to clarify a broad “win/win” outcome. All parties should be in agreement and be able to see their broad interest in the statement. The more interests identified, the more complex the statement can become. Attempt to keep the statement focused on broad interests to reduce complexity.

Fill out the following two steps to support the development of an goal statement for your issue or project:

1. List the core interests of stakeholders.
 - For example: Natural beauty, safe mobility, ADA accessibility, transparency, and regulatory processes

Core Interests:

2. Organize core interests into a forward looking statement. Make sure to address all key interests in the goal statement. Consider using a format that discusses “what” first, and then addresses “how”.
 - For example: The solution will include an alternative that will enhance the natural beauty of the environment and create safe mobility for all modes, through following appropriate regulatory processes in a transparent fashion. Note: ADA accessibility is captured in the “safe mobility for all modes” to simplify the statement.

Goal Statement:

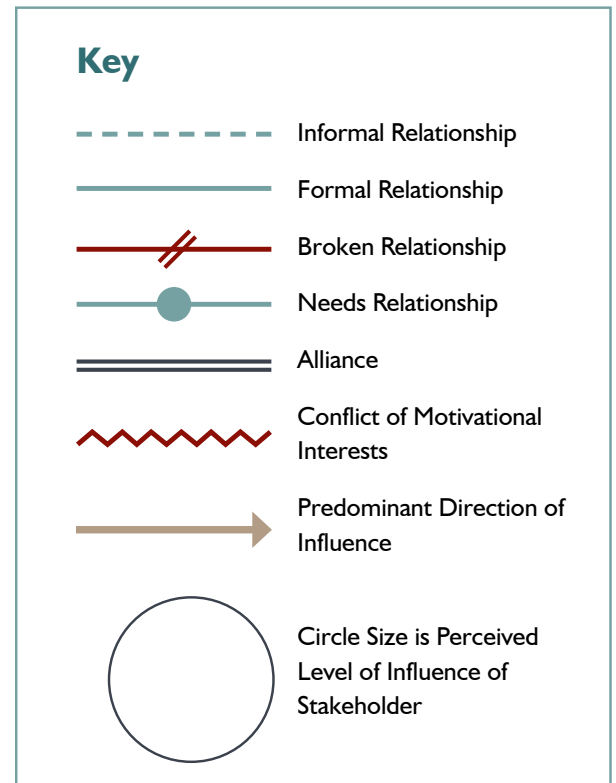
Appendix C: Identifying Conflicts for Each Identified Party

Identify parties and their potential competing interest. Draft a risk statement for the goal statement from Appendix B. Re-evaluate the project or issue goal statement to ensure new interests are captured in the goal. For an electronic copy of the CAMP workbook, please visit the CAMP webpage on iHUB.

Party	Conflicting Interests or Intentions	Conflict Risk to Goal Statement
Disabled Community	ADA construction blocking business access.	Getting new ADA compliant pedestrian facilities done and constructed results in business access plan done correctly and hurts relationships with businesses.
Mayor	City interest in new utilities competes with MnDOT budget restrictions.	City does not give municipal consent because of need for utilities, which result in delayed project.

Appendix D: Mapping Identified Parties

In the space below, draw a circle for each party. Determine circle size by the amount of power the party may have. Connect the circles using lines that describe the relationship.



Appendix E: Diving Deeper into Complex Conflicts

At times conflicts may result in positional bargaining and difficult behavior. Use the below spreadsheet to identify positions and difficult behavior. Then, forecast what good intentions may be driving the difficult behavior. Last, forecast what interests may be driving the party's position.

Party	Position Bargaining	Difficult Behavior	Scudder Level (1-3)	Hidden Good Intentions driving behavior	Potential Interests Driving Position
Disabled Community	Parties are demanding to hear audio after pushing the crosswalk button for seeing impaired individuals.	Parties are demanding meetings and writing threatening letters to FHWA. FHWA has oversight responsibility of ADA issues.	3	Attention getting behavior may be linked to a need for appreciation and respect by the parties.	Safe facilities for seeing impaired.

Appendix F: Assessing Risk Levels Develop Strategy

Assess the likelihood and impact of each risk identified. There are various scales that can be used. In the example below we used a simple low, medium and high scale for impact and likelihood. The more likely and impactful a risk to our goal statement interests, the more serious the conflict could be. Develop management strategies and cost estimates for those conflicts that are likely and impactful. For an electronic copy of the CAMP workbook, please visit the CAMP webpage on iHUB.

Risk Statement	Probability L/M/H	Impact to Goal Statement L/M/H	Overall Risk Score L/M/H	Conflict Strategy	Cost Estimate
Getting new ADA compliant pedestrian facilities constructed results in disrupting businesses and hurts relationships.	H	M	H	Manage. Develop access plan and business liaison function to work with businesses	\$30,000
Design exception is not accepted by MnDOT Control Office, resulting in conflict with local community regarding impacts to aesthetic trees.	L	M	M	Accept or Tolerate	\$0

Appendix G: Monitoring, Evaluating, and Adjusting

Document your conflict monitoring efforts and schedule your CAMP check in. Tracking your strategy effectiveness and lessons learned can help you make adjustments needed to resolve conflicts. Lessons learned can help you prepare for future projects and issues.

Statement	Next Scheduled Assessment of the Conflict	Strategy Effectiveness Notes	Lessons Learned	Adjustments Needed?
Getting new ADA compliant pedestrian facilities constructed results in disrupting businesses and hurts relationships.	December 2017	Listening sessions were useful and apparent agreement on alternative to support Disabled Community interests.	Earlier listening sessions would have mitigated formality of complaints.	Alternatives will require a minor scope increase. Will schedule check-in meetings with parties to ensure awareness of progress.
Design exception is not accepted by MnDOT Control Office resulting in conflict with local community regarding impacts to aesthetic trees.	January 2017	Acceptance of risk worked well, and design exception was approved after several meetings with FHWA.	Coordination of design exception decisions should include FHWA on federally funded projects.	No

