The Global Knowledge Hub in Tokyo

CONFLICT TRANSFORMATION FOR LEADERS
COURSE DESCRIPTION

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COURSE DATES

- **Saturdays, January 14- March 4, 2023 JAPAN STANDARD TIME.**

LOCATION	DAY & TIME	TIME ZONE
Vancouver (Canada)	**Fri 16:00 – 20:00**	PST
Monterrey (Mexico)	**Fri 18:00 – 22:00**	CST
New York/ New Haven (USA)	**Fri 19:00 – 23:00**	EST
Dublin (Ireland)	Fri 24:00 – 04:00	GMT
Berlin (Germany)/ Paris	Sat 01:00 – 05:00	CET
Istanbul (Turkey)	Sat 03:00 – 07:00	TRT
Jakarta (Indonesia)	**Sat 07:00 – 11:00**	WIB
Hong Kong / Shanghai	**Sat 08:00 – 12:00**	HKT/ CST
Tokyo (Japan)	**Sat 09:00 – 13:00**	JST

ZOOM LINK:

https://zoom.us/j/95542509303?pwd=UFBJc09lOUJBR3BEQ2kxbU9adG1PQT09
Passcode: **23JANSNOC**

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No one likes when conflict occurs among their subordinates or team members. Why? Because often we don't know how to intervene to support team members to resolve their conflicts. Interpersonal conflict arouses feelings, opinions, and decisions that may be uncomfortable to deal with. However, the best time to catch conflict is early, before it escalates. Often team members just need a little support to discuss the conflict and come to their own solutions. And frequently conflict can be transformed into stronger

relationships, or a more open culture, better communication, and increased innovation. That's where this course comes in. While other courses focus on dealing with your own conflicts, this course helps leaders step in and facilitate and transform interpersonal conflict among their team members.

Using skills and structures that have proven successful in millions of interpersonal conflicts, you will learn to intervene more skillfully in conflicts across culture, functional expertise, gender, age, sexual orientation, and work style preferences, among others. This experiential course will provide you with the leadership and EQ skills, structure, and practice to support your team to resolve work-related conflicts, repair relationships, and feel heard. Through learning by doing, you will learn and hone managerial skills that should be part of every manager's toolbox.

We will work in small groups of 3-4 people to apply EQ skills and techniques to real workplace conflicts through role-playing conflicts that commonly occur on diverse teams. As the course progresses, you will have the chance to bring (disguised) conflicts of your own to work on in class. Along with developing and polishing useful conflict resolution skills, you will also leave this course having gotten to know some very interesting people!

LEADERSHIP AND THE VALUE PROPOSITION OF THIS COURSE
Why should these skills be in every leader's tool kit? This course proceeds on the following premises:
- Leaders get things done through their subordinates,
- Most work in the corporate world is done in teams, and
- Increasingly these teams are global and virtual.

So, the ability to effectively lead teams of diverse people is a deciding factor in today's global business world. To maximize your team's collective intelligence, creativity, and productivity, the key is to empower your team. And the more diverse your team is, the greater their potential for innovation; the late Sigal Barsade's research at Wharton has shown that diverse teams are among both the most and least innovative teams.

The biggest interpersonal challenges facing diverse teams often take the form of thought diversity: disagreements, misunderstandings, or different approaches to doing work. This course introduces interpersonal conflict resolution skills that have been proven to be 85% effective across over 1 million interpersonal conflicts a year in the US, Singapore, Australia, UK, Europe and elsewhere. This course has been taught to managers at Facebook, Google, Instagram, LinkedIn, Tesla, Genentech, Apple, and elsewhere, who said in follow-up emails that these skills ended up to be some of the most valuable skills in their management toolbox.

LEARNING OUTCOMES
This course takes an intentional learning approach because every learner comes to this course with different skills, background, managerial experience, English ability, and so forth. Therefore, you are graded primarily on your reflections of your own learnings.

In order to reflect on your learning in the course, you will be assessed PRE- and POST- course, and asked to watch your Pre- and Post- Training Videos and write a 1-page reflection paper on your observations and learnings.

While the general principles are grounded in evidence-based research and millions of successful mediations, the focus here is more on practice and experimentation to find out how to adapt these general principles to your culture to find out what works best for YOU.

Much of the learning takes place through practice and experimentation, so if you attend at least 90% of the sessions and actively practice speaking and facilitating, you will leave this course having honed useful skills that are part of every successful leader's tool kit, toward increasing the effectiveness of your team or workplace. You will also gain confidence to facilitate difficult discussions, through practice in dealing with common workplace conflicts, including conflicts due to: diverse work styles, team members dominating meetings, people feeling lack of acknowledgement, misuse of power, and differences in perspectives due to age, background or other forms of thought diversity. Finally, you will leave this course having gotten to know some very interesting people more deeply than you may know many of your colleagues in other online courses.

DAILY SESSION FORMAT

After the first week, each session will follow a basic routine that consists of the following activities:

- Pair Exercises that review the previous days Focus.
- New Skill and Concept
- Practice with the new concept
- Application of New Skills and Concepts in a role play
- Debrief and Q&A.

A WORD ABOUT ROLE PLAYS

Why role play? Role Plays give us a chance to learn by doing and to think through and practice how we might approach conflict, so we're not caught off guard when we experience disputes at work. The role plays we'll be doing are all based on real stories taken from past MBAs and EMBAs, based on things that commonly happen at work, so they are great preparation for real life.

In class, everyone will have a chance to co-facilitate as a Manager/ Facilitator every session. And you'll also be asked to play the role of the Disputants (one of the people in the dispute/ conflict), which is an opportunity to experience what your subordinates might experience, and see what is most effective as a recipient of facilitation.

As you do more role plays you'll see that its helpful for Disputants to actually get upset or angry because that's what really happens in conflict. So please don't hesitate to really get into conflict in the role plays as a Disputant! If it helps you take on the role more, you don't have to use your real name when you're role-playing. Being a difficult Disputant helps us to prepare for those difficult co-workers in our lives, so we can learn better ways of doing things and try out new skills. That's your job as a Disputant in this course! We know you are really nice, and that this is NOT you. It's ACTING! Maybe you can even have fun with it.

READING PACKET

- All cases and required readings will be provided in a reading packet, referred to in class as the "Manual." This reading packet is free of charge and will be emailed to you ***after Session 1***.

GRADING & ASSIGNMENTS

Grading is comprised of **60%** participation (case preps and case debriefs) and **40%** written assignments/videos, since the emphasis in this course is on EXPERIMENTING in trying new skills with others in class. This course is a Letter Grade without Forced Curve. Thus, if you attend 90% of classes and the final exam, prepare all the cases and complete all the Daily Debriefs and Written Assignments, along with all of the activities and Role Plays, even unskillfully, you will receive at least a B. If you are absent more than once or disruptive to other's learning in class or in Role Plays (for example, from being absent and letting down your team), you may earn a C or lower.

1. **PARTICIPATION, PRACTICE & REFLECTION COMPRISE 60% OF YOUR GRADE**:

- **PARTICIPATION.** Participation is defined here as showing up in class and practicing facilitating with a working microphone and camera on. Since Session 1 is so important for setting up teams, **10% of your PARTICIPATION GRADE IS AWARDED FOR SHOWING UP IN SESSION 1**. Please plan to join with your video ON, to count as participation, because this course relies on your full presence and participation, to maximize the learning experience for the group---here, learning is a group sport. You will learn the most by participating/ experimenting/ failing and trying again. Students who hang back and just watch make noticeably less progress and hold back the rest of the team. To improve, you need to speak and facilitate, make mistakes, and reflect and learn from them.

    - **SUPPORTING EACH OTHER**---The goal of conflict transformation is to connect. The goal of GNAM is to connect. You will receive points for collaborating and supporting your colleagues because this supports connection. Research shows that people do better in classes where they have friends and a collaborative attitude. Everyone in this course has different language levels and years of related work experience, so we will start off each facilitation by asking the facilitator what they would like to focus on in that facilitation. All levels of ability are welcome, we support each person where they are. You are graded on your improvement and your willingness to try the evidence-based skills in the course, not being the best in the class. And, after the class, you are encouraged to adapt this toolbox of skills to your own needs, culture, and personality.

- **PRACTICUM PODS** (10% of grade). One of the greatest values of an MBA or EMBA are the connections you make with other smart, talented people. Practicum Pods in this course aim to promote connection and enhance your learning, by having you learn together and support each other. Practicum Pods are confidential groups that meet every week for the duration of the course. You can form your own pod of 3-5 people (minimum 3 people, maximum 5 people), or you can request on to be assigned to a pod within your general time zone (+/- 3 hours) on the online Needs Assessment. Grading is Pass/ Fail, based on Pod attendance, and represents 10% of your total grade.

Practicum Pods have the following tasks for each weekly meeting and are facilitated by a Rotating Leader (who changes each week). I will try to provide a little time in class each week to get started.

- o **CHECK-IN:** Have everyone check-in using an open-ended question suggested by that week's leader. (suggested 2-3 min per person)

- o **REVIEW OF WEEK'S CONCEPTS & ROLE PLAY CHALLENGES:** Leader will facilitate review of that week's week's concepts and class slides. Pod can also discuss how to address challenges that came up in role plays. (suggested 15-20 min.)

- o **PANEL COACHING**: Have 1 Person per week share a challenging conflict they have (or have had) at work (3 minutes). Panel then asks open-ended questions and listens reflectively to support Coachee to come to greater insight, new approaches, or their own solution (15 min.). There is only One Rule: other Pod Members can only ask questions. NO ADVICE OR SUGGESTIONS!!!

- o **DEBRIEF OF PANEL COACHING**: Person who received questions shares their experience of Panel Coaching. After they have shared, and only then, can other pod members share their own experiences with similar challenges. NO ADVICE!!! (10 min.)

- o **SUBMIT NOTES:** Please have someone take brief notes on each of these 4 activities, along with Practicum Pod Member Attendance, and email those notes to the TA.

Goals and Benefits of Practicum Pods: The goal of Practicum Pods is to give you an opportunity to get to know each other, and to practice the coaching skill of asking questions and creating psychological safety through supportive listening. So, this is an opportunity to practice in a risk-free, pressure-free environment with the support of your peers. It is also an opportunity to apply the concepts in this course to real conflicts you are facing at work.

Tips on Practicum Pods: Choose a regular time each week, if possible. Use the same "recurring meeting" Zoom link, allowing participants to join before the host. Rotate Leadership each week. Either have leader take notes or assign someone else to take notes on each of the 3 items above to email to the TA.

- **ROLE PLAYS**---in order for people to practice, everyone needs to prepare and act in their role, which entails knowing your role and making an effort to act realistically in in-class Role Plays. You will be graded on the following basis:

- o **Disputants**: Be a <u>Difficult</u> Disputant, yet do respond when the Mgr does something skillful. Grading of Disputant Role Playing is Pass/ Fail, based on realism, effort and preparation. If you prepare and make an effort to act realistically and to respond when the Mgr does something skillful, you Pass.

  - o **CASE PREPARATION**: Preparation enhances your participation in Role Plays, so please read the short case in advance. As a disputant, you will be graded down for not preparing or for acting unrealistically. Disputants will be graded on their preparation in role plays.

- o **Mgrs**: Try the evidence-based skills introduced in class. You will be graded Pass/Fail on your effort and willingness to try a new technique, not on your actual performance. Grading is Pass/Fail for Effort and Focus on the Daily Goal, because we only improve by making mistakes and learning from those mistakes.

- **ASSESSMENTS & DAILY DEBRIEFS** (20% of grade):

  - o **Assessment**: You will only be assessed twice: Day 1 (not graded) and Final Exam. You are not graded on the Assessment in Day 1. However, since setting up teams is so important for this course, ==*10% of your PARTICIPATION GRADE IS AWARDED FOR SHOWING UP IN SESSION 1 & PARTICIPATING IN THE ASSESSMENT.*==

  - o **Daily Debriefs**: The Daily Debrief is the most important part of this course and comprises the largest part of your grade. It is in debrief and reflection where much of the learning happens. So please take time to reflect on what went well, what you could improve, and what you learned each day. There may also be an option to share Questions, Suggestions, and Stories to be posted on Canvas. The goal is to acknowledge your thoughtful insights, especially into your developing edges and what you learned from experimentation and mistakes. So, grading is Pass/Fail based on your **reflections and learnings**, NOT your performance in that day's Role Play and exercises, and represents 20% of your total grade.

- **SKILLSETTER** (20% of grade):

  - o Skillsetter is an online tool that allows you to record (and re-record) your response to common conflict scenarios, providing you with a chance to practice the skills and see how you come across, as well as check your response against a rubric. We have created customized videos for this course for use on Skillsetter, and you can learn more about Skillsetter here: https://www.skillsetter.com/how-it-works. Other than coaches, no one else can see your Skillsetter videos, except you. Your video responses are graded Pass/Fail, based on completion and represent 20% of your total grade.

2. **WRITTEN ASSIGNMENTS & VIDEO ASSIGNMENTS COMPRISE 40% OF YOUR GRADE**

- **CASE WRITE-UP** (5% of Grade). In this assignment, you are asked to write up a conflict you have experienced at work or elsewhere in your life, disguising all names and identifying information. The purpose of this assignment is to apply the thinking in this course to your own conflicts and to step into a new perspective. Your Case write-up will be graded on the basis of clarity of writing and realism. In the subsequent two video assignments, you will then be asked to facilitate your case, with two fellow pod-mates playing the role of disputants, so the more thorough job you do on your case write-up, the easier it will be to use your case in the subsequent video assignments.

- **VIDEO ASSIGNMENT 1** (14% of Grade). The purpose of the video assignments is to integrate the skills you have learned thus far, to put the whole process into perspective, and to see yourself in action and how you come across to others. Working in a triad, you will have the chance to facilitate the case you wrote up, disguising all names and identifying information. You can then practice framing the conversation, surfacing and reflecting back What is important to each disputant about the issue, surfacing and reflecting back Who each student is in this issue, and taking the conversation deeper with follow-up questions. Taking your disputant feedback into consideration, please observe your facilitation recording, assess it using the rubric provided, and write a short debrief.

- **VIDEO ASSIGNMENT 2** (14% of Grade). Continuing the facilitation of your case write-up, you will have the chance in the second video assignment to practice and integrate surfacing and reflecting back: How each disputant was impacted by the issue, Why they were impacted the way they were, why they behaved the way they did, or why this issue is important to them. You will then get a chance to build an Agenda, to support disputants to generate options, to support them to assess/select options, and then to reality-test their agreement. Again, taking your disputant feedback into consideration, please observe your facilitation recording, assess it using the rubric provided, and write a short debrief.

- **POD NOTES**. (2% of Grade). Each Pod member will get a chance to lead a Pod Meeting. Please send your Pod notes to your Pod Mates after each meeting cc:ing the TA. You will receive credit for this.

- **REFLECTION/ WRITE-UP OF FINAL ROLE PLAY** (5% of Grade). Graded with a Letter Grade without Forced Curve, based on insight and thoughtfulness. If you were unable to resolve the conflict in your Final Role Play, but you made an effort to use all the skills taught in class, and you carefully thought through what went wrong, you could still get a good grade on your Final Reflection paper on the basis of your thoughtfulness and insight. Thoughtfulness and insight are graded as follows:

  - Consider what went well and what did not.
  - List specific behaviors or techniques you undertook in the role play and consider why they did or did not work.
  - What did you learn from your Final Role Play
  - What did you learn from this course?, and
  - How could apply what you learned in this course at work?

SAMPLE TOPICS COVERED IN THIS COURSE

This course utilizes a simple check list called "What/ Who/ How/ Why" to help managers remember the most important things to listen for to help disputants feel heard, so that disputants can calm down enough to constructively problem solve and come their own solutions. This check list focuses on listening for: 1) "what" is important to each disputant, 2) "who" they are in this situation, 3) "how" they were impacted by the issue, and 4) "why" they were impacted that way, behaved that way, or feel this issue is important. Each of these check list items entails interventions and skills that are at the center of this course.

1. **CREATING PSYCHOLOGICAL SAFETY & FRAMING THE CONVERSATION**
   This module covers how managers can create psychological safety and manage difficult behaviors in meetings such as interrupting, web surfing, trying to manipulate the team leader, etc. This module focuses on using validating, normalizing, and otherwise demonstrating respect and redirecting negative behaviors to move the conversation forward, while modeling respectful communication.

   This module also illustrates how managers can frame the conversation at the outset of the gathering to set expectations, explain their role in the conversation, set guidelines around respectful behavior and confidentiality (if necessary), get the disputants' goals for the conversation, and promote neutrality. It concludes by emphasizing the importance of listening without interruption and reflecting back to the disputants so they feel heard.

2. **THE "WHAT": LISTENING FOR WHAT IS IMPORTANT TO DISPUTANTS**
   This module covers how managers can help employees feel heard regarding **what** is important to them about the issue. Feeling heard is the fastest, most effective way to help people calm down and be open to changing their perspective. Here, we introduce key skills for helping make team members feel heard. Once people feel heard, they are more willing to listen to others. Drawing on extensive research in psychology, team leaders support disputants to discuss conflict through active listening, paraphrasing, affect labeling, reframing, and mirroring.

3. **THE "WHO": WHO PEOPLE ARE IN THIS SITUATION**
   This module shows how focusing on the people before focusing on the issue under dispute can de-escalate conflict and allow people time to come to new perspectives. Here, we introduce interventions to humanize the disputants to each other and to provide context for their actions. The module then introduces taking the conversation deeper with mirroring and open-ended questions about what people said, before jumping into the issues.

4. **FOLLOWING THE DISPUTANTS & GENERATING MOVEMENT WHEN YOU GET STUCK**
   This module focuses on continuing to take the conversation deeper by following the disputants and also introduces generating movement techniques for when you get stuck and don't know how to proceed. Generating Movement interventions include asking disputants about their relationship before the dispute, their ideal image of the relationship in the future, as well as what things mean, and what things look like in action to each disputant, etc., and can also help put things in perspective for the disputants. This module concludes by discussing how to balance neutrality and equal opportunity to speak with going deeper with each disputant.

5. **THE "HOW": SURFACING THE IMPACT OF THE DISPUTE ON EACH DISPUTANT**
   This module explores how naming emotions calms disputants down. Neuroscience research using

fmri equipment shows that negative emotions are defused or deactivated when labeled, especially when linked to the cause of the negative emotion.

6. **THE "WHY": SURFACING UNDERLYING WANTS/ NEEDS/ AND VALUES**
This module surfaces each disputant's "Why?", exploring why people behaved as they did, why they were impacted as they were, and why they value certain approaches to common issues and tasks, in terms of their underlying needs, wants or values (interests). Because the word "why" can often put the disputants on the defensive, the manager is better off using "what" statements, like "What was most important or upsetting about that to you?" "What made you do that?" "What's important about that to you?" in order to surface the underlying interests, which often take the form of wants, needs, or values.

7. **AGENDA BUILDING**
This module explores how the manager can reframe the issues in terms of the underlying interests and tie those interest-based agenda items to the disputants' complaints to get disputant buy-in to the problem-solving Agenda. This module explains how to create Agenda items that are actionable, balanced/ neutral, broad, and interest-based. The most effective agendas also often have at least one abstract item like communication, respect, appreciation, relationship, etc., and one concrete item, such as meetings, reports, or whatever the issue at hand is.

8. **SUPPORTING DISPUTANTS TO SOLVE THEIR OWN PROBLEMS, FOLLOWED BY REALITY-TESTING THE AGREEMENT**
This shares tools from Design-Thinking to empower equal voice and support disputants to come to their own solutions. This module then explores how managers might reality test disputant agreements, so that they are appealing, do-able, durable, understandable, and precise.

If you have questions, please feel free to email me at: probinson@ics.hub.hit-u.ac.jp. I always enjoy the interesting people who are attracted to this course and the sense of community and comradery that seems to evolve from it.

CONFLICT TRANSFORMATION
CASE WRITE-UP ASSIGNMENT

This assignment asks you to write up a conflict you have experienced, observed or considered, disguising any identifying information to maintain the confidentiality of the disputants. The purpose of this assignment is to help you think through how you might apply the skills in this course to your own real conflicts at work. Please write up your case using this case write-up worksheet as a guide. This case write-up will be used in your upcoming video assignment, so please write it up in a way that can be easily acted out. This is an **INDIVIDUAL** assignment, NOT a group assignment, so your work will be assessed by TurnItIn, to ascertain that this is your own work and not someone else's.

CASE WRITE-UP INSTRUCTIONS

What is the difference between Conflict and Problem-Solving? Emotion! So, start with emotion, and pick a negative emotion that _**you**_ have felt recently in a relationship (at school, work, or home) and **HIGHLIGHT** or circle that emotion below:

> Stressed, Irritated, Annoyed, Frustrated, Bored, Unchallenged, Anxious, Afraid, Humiliated, Unappreciated, Unacknowledged, Disrespected, Unheard, or other negative emotion.

Considering that specific emotion, **think back to an interpersonal conflict you have experienced, observed, or considered in the past several months that you would like to improve, "redo" or facilitate**, and in which the relationship is ongoing, inevitable/necessary (e.g. your mean neighbor or team mate), or valuable to you in some way. _**Please DISGUISE any identifying information (names, nationalities, company names, etc.).**_

DESCRIBE THE DISAGREEMENT, MISUNDERSTANDING, OR DISPUTE

WHAT HAPPENED?
In 200-300 words, please describe the situation, _**disguising**_ any identifying information (People's Names, Company Names, Nationalities, etc.). Please take as much space as you need to answer (not limited to space below).

ONE CRITICAL INTERACTION
Include a short dialogue sample that captures the essence of the dispute.

CASE FORMAT

CASE TITLE:		
Who Brought the Issue to Facilitation:		
What happened? **Sample Dialogue that captures the essence of the dispute.**		
Each disputant's Goals for the conversation.		
Essence of each disputant's concerns.		
What brought each disputant to facilitation, focusing on what is important to each disputant.		
Who each disputant is in the situation, e.g. relevant context that shaped their behavior.		
How each disputant was impacted by the issue, especially emotionally.		
Why each disputant behaved as they did and/or were impacted as they were.		

SAMPLE CASE WRITE-UP

CASE TITLE:
THE "WASTE OF TIME" WORK ASSIGNMENT

Who brought the issue to facilitation: A

	A: Andy	**B: Boon**
WHAT HAPPENED? **SAMPLE DIALOG THAT CAPTURES THE ESSENCE OF THE DISPUTE**	Andy is a member of Bun's team. Team Leader Boon assigned Andy to put all the documents and videos on a platform which being phased out. Andy really did NOT want to do it, in part because Andy was NOT familiar with the platform, while other team members were. Andy felt it was a huge learning curve for a one-time use in their project and thought Team Leader Boon assigned it to them because Team Leader Boon doesn't favor Andy as much as the other team members, who appear to be Bun's friends. Andy thought a more fair assignment would have been to assign this task to a team member who actually was familiar with the platform. Subordinate Andy felt it was a political decision. By the way, Andy has been passed over for several promotions, despite being almost the same age as Bun. Andy brings the topic for facilitation. Dialogue Clip from a Conversation after the Task assignment: **Andy**: Why did you assign me to put all the documents and videos on that platform? **Boon:** I thought it would be a good experience for you to learn this platform! **Andy**: But, we're phasing it out, and there are people who know it much better than I do! **Boon:** But I want them to do other things.	
DISPUTANTS' GOALS FOR THE CONVERSATION	**ANDY's GOAL:** I want to be taken off this assignment and put on a more useful assignment.	**BUN'S GOAL:** I just want to get the job done.
ESSENCE OF EACH DISPUTANT'S CONCERN	**ESSENCE OF ANDY'S CONCERN:** I don't feel I am being treated fairly relative to other team members.	**ESSENCE OF BUN'S CONCERN:** I'm just trying to get this task completed.
WHAT BROUGHT YOU TO FACILITATION	**WHAT BROUGHT ANDY**: I felt Boon was acting in his/her own interests, and not considering the costs and benefits to me of this assignment: which is **_all_** costs and **_no_** benefits!	**WHAT BROUGHT BOON:** I don't why I'm here. I'm just doing my job.
ASKING EACH DISPUTANT TO	**ANDY:**	**BOON:**

"TELL ME ABOUT YOURSELF"	I'm wondering if this punishment for speaking up last week about our inefficient delivery process---instead of grouping deliveries by destination, we make hundreds of extra trips each week to provide "Just In Time" Service! Boon doesn't like it that I speak up, even though I am usually proven right each time! Maybe Boon is mad and punishing me!	I just want to get along and please my own boss. Andy is always trying to change things around here! We've always done it this way, and it worked fine! It's better not to rock the boat. Just get along to get along!
HOW EACH WAS IMPACTED BY THE ISSUE	**ANDY's FEELINGS**: I feel used. Mis-used, actually! I have skills to bring to this project, but instead Boon is giving me useless tasks and trying to make me look bad, by assigning me to something I know nothing about.	**BUN's FEELINGS:** I have my hands full! Nobody appreciates how hard my job is!
WHY EACH DISPUTANT BEHAVED AS THEY DID AND/OR WHY THEY WERE IMPACTED AS YOU WERE	**WHY ANDY WAS IMPACTED THE WAY S/HE WAS**: I'm offended and hurt that my skills and contribution are never recognized, and that my time is not valued---as evidenced in having me spend my valuable time learning this useless platform that we're just about to phase out. And I feel I have been passed over for various promotions, in favor of Boon and Bun's friends. Boon and I have been here the same number of years, and yet I never get promoted, while Boon has been promoted twice!	**SECRETLY: WHY BOON ACTED THE WAY S/HE DID**: I assigned the key tasks to the other team members because we are already aligned in our thinking, and there's less learning curve to get things done. Andy is just so different, it's difficult working with Andy!