

California Social Work Education Center

C A L S W E C

**NON-VIOLENT CONFLICT
MANAGEMENT:**

**CONFLICT RESOLUTION
DEALING WITH ANGER
NEGOTIATION AND MEDIATION**

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CaISWEC PREFACE

The California Social Work Education Center (CaISWEC) is the nation's largest state coalition of social work educators and practitioners. It is a consortium of the state's 17 accredited graduate schools of social work, the 58 county departments of social services and mental health, the California Department of Social Services, and the California Chapter of the National Association of Social Workers.

The primary purpose of CaISWEC is an educational one. Our central task is to provide specialized education and training for social workers that practice in the field of public child welfare. Our stated mission, in part, is "to facilitate the integration of education and practice." But this is not our ultimate goal. Our ultimate goal is to improve the lives of children and families who are the users and the purpose of the child welfare system. By educating others and ourselves, we intend a positive result for children: safety, a permanent home, and the opportunity to fulfill their developmental promise.

To achieve this challenging goal, the education and practice-related activities of CaISWEC are varied: recruitment of a diverse group of social workers, defining a continuum of education and training, engaging in research and evaluation of best practices, advocating for responsive social policy, and exploring other avenues to accomplish the CaISWEC mission. Education is a process, and necessarily an ongoing one involving interaction with a changing world. One who hopes to practice successfully in any field does not become "educated" and then cease to observe and to learn.

To foster continuing learning and evidence-based practice within the child

welfare field, CalSWEC funds a series of curriculum modules that employ applied research methods to advance the knowledge of best practices in child welfare. These modules, on varied child welfare topics, are intended to enhance curriculum for Title IV-E graduate social work education programs and for continuing education of child welfare agency staff. To increase distribution and learning throughout the state, curriculum modules are made available through the CalSWEC Child Welfare Resource Library to all participating schools and collaborating agencies.

The module that follows has been commissioned with your learning in mind. We at CalSWEC hope it serves you well.

INTRODUCTION

The rationale for this set of modules is that conflict is inherent in every facet of the programs that are part of CalSWEC's mission. These conflicts include (but are not limited to) conflicts between family members, between clients and social workers, between social workers who collaborate on cases, between social workers and their supervisors, between supervisors and their administrators, and between administrators and the media. Most writers in the field recognize that workplace conflict is inevitable, and if unresolved, has negative impacts that reach far beyond the principal parties (Wilmot & Hocker, 1998). Learning to manage conflict in a non-violent manner can increase the ability to work more effectively with clients, staff, and other personnel. Theories of non-violent conflict management are based on the notion that becoming comfortable with the existence of conflict is necessary in order to learn how to manage it in a direct, yet supportive manner. The most effective way to address this topic is through a combination of skill-building and philosophical discussion, to enable participants to become invested in the idea that non-violent conflict management is *better*, more effective, and more efficacious in the long run than either avoidance of conflict, or an aggressive approach that leaves some participants *winners* and others *losers*. Having workshops that specifically target the problems and challenges faced by child welfare employees is important because *generic* material is often seen as too idealistic to be realistically possible in the complex and chaotic world in which child welfare employees operate. The material in these modules needs to be transformative. It must be presented in a way that allows participants time to process the material, so

that it becomes more and more useful over time.

One of the main purposes of weaving this coursework into the training received by child welfare workers is that participants will become more effective at modeling (up and down the hierarchy) the kinds of conflict management behaviors that clients are encouraged to display towards their own family members, especially children. If it is desirable for parents to explain why a child is in danger without belittling or verbally or physically abusing that child, then workers will be more able to *teach* parents that skill, if they are not belittled by their supervisors when they make a *wrong* decision. Also, supervisors will be more able to effectively mentor and teach trainees if their managerial staff does not belittle them when problems emerge. From the newest line worker to the Director of the agency, all employees can operate more effectively in a climate where non-violent conflict management is promoted.

Child welfare is moving in a direction that promotes family decision-making and involvement with their own treatment plan, despite the fact that initially many of these families are involuntary clients. In working with involuntary clients, research has demonstrated that “clues to more positive outcomes appear to be based in client-practitioner interaction, including motivational congruence” (Rooney, 1992, p. 80). In other words, dealing with the conflict of being an involuntary client means forming a partnership and working together towards common goals.

Module I deals with the general elements of non-violent conflict resolution such as defining conflict; the phases of conflict, and how conflict can be escalated and de-escalated; the different styles of conflict that people use, along with their results in terms of working effectively with people; the dynamics of cooperation and assertiveness that

are present in conflict interactions; and the kinds of power that are used and misused in conflict situations. This module is appropriate and essential for beginning students who have limited knowledge about non-violent conflict management.

Module II focuses on anger and how to defuse it (one's own and other's), the use of communication skills such as *I-messages* and neutral language, active listening skills, and understanding how to surface underlying conflicts which may be blocking any kind of effective conflict management. This module stems from the basic assumption that angry people are out of control people, and that defusing anger is a necessary prerequisite to effective problem solving. Material that allows trainees to examine their own *triggers*, and effective methods of calming one's own anger are also examined.

Module III focuses on negotiation and mediation, in terms of managing conflicts between groups of people, or as a neutral outside third party. It includes some issues related to working with cultural differences, which often impede effective negotiations. It also provides participants with skills to become more effective in a variety of areas that are incorporated within their job responsibilities by giving them confidence in their competence to manage conflicts between workers, or workers and family members.

These modules are appropriate for presentation in different lengths of training sessions, from one class to an entire semester. The author's bias is that separating the modules over time allows more time for integration of skills, and more effective use of the second and third modules, which build upon the first.

ACKNOWLEDGEMENTS

The author would like to acknowledge the assistance of Donna Welch, MSW, who was a graduate assistant for this project while completing her Master of Social Work degree at California State University, Long Beach. Ms. Welch's assistance in the evaluation component of this project, the preparation of the annotated bibliography materials, and in organizing the material used in the training was invaluable.

Additionally, some of my initial efforts in training in the area of conflict resolution were based primarily on material developed by Ruby Johnston in 1991. This material has been adapted and changed over time, but its value is inestimable to me.

The assistance of Stella Corrales and James Ferreira in our Child Welfare Training Center was also greatly appreciated. With good grace and high levels of competence, they facilitated the scheduling of the trainings, the budgeting and grant money expenditures, and the compilation of the handouts and materials used in the training sessions.

EVALUATION OF MODULES

Research Design

To examine the relationship between the participants' levels of conflict management competency before and after training, a pretest/posttest design was utilized. Results are compared by training program length, and participant demographics.

Sample and Data Collection

The sample consisted of 57 DCFS supervisors who attended either 1-day (N = 22) or 2-day (N = 35) trainings in conflict management. Prior to the trainings, a pretest was administered (Appendix A) to determine the subjects' baseline abilities and knowledge on conflict management. At the conclusion of the training, a similar posttest (Appendix B) was administered.

Prior to the current evaluation, a pilot study was conducted at California State University, Long Beach. Two classes of graduate level social work students (N = 50) were trained in similar course content in a 3-credit-hour, full semester course. The pre- and posttests were also administered. Results will be discussed in later sections.

Instrument

The pre- and posttest surveys each contained 14 statements with Likert-style response categories, ranging from 1-4. A response of 1 = *strongly agree*, 2 = *agree*, 3 = *disagree*, and 4 = *strongly disagree*. The survey scores for both tests were tabulated by adding the total number of points scored on each question. Questions 7, 8, 11, 12, and 13 were reverse-scored.

The data for this study was tabulated and analyzed using the *Statistical Package for the Social Sciences* (SPSS).

Demographics of the Sample

The first group consisted of 22 subjects who attended the 2-day training on March 14th and 16th, 2000. The second group consisted of 35 subjects who attended a 1-day training on either May 31st or June 6th, 2000. As shown in Table 1, both groups were predominantly female. Ethnically, the three largest groups participating in the 2-day training were African Americans (36.4%), Whites (22.7%), and Hispanics (13.6%). In the 1-day training, it was Whites (45.7%), African Americans (28.5), and Hispanics (17.1%). In both groups, participants over the age of 37 outnumbered those age 37 or younger, by a greater than 2:1 ratio.

Table 1
Demographics of the Sample

Category	2-Day Training (N = 22)		1-Day Training (N = 35)	
	F	%	F	%
Gender				
Male	3	13.6	7	20.0
Female	14	63.6	27	77.1
Missing Data	5	22.7	1	2.9
Ethnicity				
African-American	8	36.4	10	28.5
White	5	22.7	16	45.7
Hispanic	3	13.6	6	17.1
Asian/Pacific Islander	0	0	1	2.9
Other	1	4.5	1	2.9
Missing Data	5	22.7	1	2.9
Age				
37 and below	5	22.7	12	34.2
38-49	5	22.7	17	48.5
50 and above	7	31.8	5	14.5
Missing Data	5	22.7	1	2.9

RESULTS

Pre- and Posttests Comparisons

In the 2-day training group, the subjects' scores ranged at pretest from 38-49 and from 41-54 at posttest. The 1-day training group had slightly larger score ranges (pretest from 38-51 and posttest from 33-54). T-tests for paired samples were run to determine whether the subjects in the two groups demonstrated significant after-training improvements. Results indicate that the 2-day training subjects' survey scores improved significantly. The mean pretest/posttest score difference was somewhat smaller for the 1-day training group, although the t-test result was still significant (Table 2). However, due to the large number of participants who either did not identify their pre- and posttests or did not take both tests, over half of the subjects in the 1-day group were not included in this statistical procedure.

The university-based pilot study yielded similar results, with a t-test for paired samples run on the pre- and posttests of the class given in Fall 1999 (N = 28), demonstrating significant improvement at the conclusion of the course. The mean score difference was higher than that of the two experimental groups. The Spring 2000 class (N = 22) also demonstrated significant improvement at the conclusion of the course.

Table 2
Results of the t-Test for Paired Samples
Comparing Pre- and Posttest Scores for Both Groups and the Total Sample

Group	Mean Pretest scores	Mean Posttest scores	t	p
2-day training (N = 15)	44.07	47.20	4.150*	.001
1-day training (N = 17)	44.65	46.82	5.156*	.000
Total (N = 32)	44.38	47.00	6.241*	.000

(Results significant $p \leq .001$, 2-tailed)

In order to include the entire sample, *t*-tests for independent samples were also run for both training groups. As shown in Table 3, these procedures resulted in significant differences in the pre- and posttest scores of the 2-day group, but the 1-day group did not show significant improvement as a result of this statistical procedure.

Table 3
Results of *t*-Test for Independent Samples
Comparing the Pre- and Posttests for Both Groups

Group	Mean Pretest Scores	Mean Posttest Scores	<i>t</i>	<i>p</i>
2 day training (N = 20)	44.06	47.45	2.834*	.008
1 day training (N = 35)	44.14	45.52	1.416	.161

(Results significant $p \leq .01$, 2-tailed)

These statistics demonstrate two major points. First, social workers in training sessions are often fearful of using their names, even on a confidential survey; perhaps because they are afraid of consequences if they do not *perform* adequately. This seems to be an important point to be addressed in the training session. Second, the statistics demonstrate that time helps the ability to process the information, which leads to attitude change. The pilot group (two classes) showed the most change and these were the participants who met weekly over 15 weeks. (To be fair, it is also true that they received much more in-depth information due to the class length.) Still, the participants in the 2-day training had larger attitude changes than the people in either of the 1-day trainings, perhaps due to having some time for information processing.

Further, for the pilot study group, telephone interviews were conducted 2 months after the conclusion of the course. This follow-up demonstrated the long-term benefits of the course content as the students enthusiastically reported their improved abilities in

anger defusing (in themselves and others), listening and communication skills, working with different conflict styles, assessing conflict situations, confronting effectively, win-win negotiating, and shifting perspectives to see things from the other person's point of view. These improved skills were found to be particularly useful to the students in both personal and work relationships. Many of the students have gone on to use this material at work in designing therapeutic interventions for individual clients as well as groups.

At a later date, telephone interviews will be conducted with participants in the 1- and 2-day trainings (although few people left their telephone numbers).

Individual Questions

For both groups, t -tests for paired samples were run for each question, pre- and posttest, to determine whether or not the subjects' responses to each question demonstrated significant improvement. Table 4 lists the t -values and significance levels for each question.

For the 2-day training group, the results of this procedure for Questions #1 ("Conflict is something we should try to avoid."), #7 ("Saying the words 'I'm sorry' can help to resolve a conflict."), #8 ("If both people in a conflict agree on a solution, they are more likely to stick by it."), and #13 ("I can effectively defuse a conflict.") were found to be significant. The results for Question #14 ("Usually I avoid conflict by agreeing with the other person even if I disagree.") approached significance. The pre- and posttest comparison for Question #3 ("When you have a conflict, it is important to show the other person that 'you are the boss.'") showed no after-training change in the mean score. Question #9 ("If you make promises to others and do not keep them, they will understand.") was the only question in which slightly negative overall results were

observed, although these were not statistically significant. On the remainder of the questions, the subjects demonstrated after-training improvements, although these were not statistically significant.

The results demonstrated by the 1-day training group were somewhat less impressive. On only two of the questions, #1 and #4 (“I believe that it is O.K. to call each other names in the middle of a conflict.”) were significant after-training improvements demonstrated. However, Question #2 (“The best way to get someone to do what you want is to give them a clear order.”) and #11 (“I can respond to the conflict styles people are using.”) approached significance, and overall after-training improvements were shown on all the remaining questions, although these were not statistically significant.

Again, when the same statistical procedures were run on the pilot study scores, improvements on an even greater number of questions (6) were found to be statistically significant.

Table 4
Results of t-tests for Paired Samples for Both Groups
Comparing Pre- and Posttest Scores by Question Number

Group	2-Day Training Group			1-Day Training Group		
Question number	Mean difference	t	p	Mean difference	t	p
1	.588	3.922*	.001	.369	2.689*	.015
2	.118	.566	.579	.263	1.756	.096
3	.000	.000	1.00	.211	1.166	.259
4	.059	.436	.668	.211	2.191*	.042
5	.118	.808	.431	.105	1.455	.163
6	.059	.436	.668	.000	.000	1.000
7	.588	3.405*	.004	.421	2.036	.057
8	.471	2.219*	.041	.211	1.287	.215
9	-.059	.324	.750	.105	.622	.542
10	.059	.566	.579	.111	.697	.495
11	.125	1.00	.333	.294	2.063	.056
12	.125	1.00	.333	.211	1.455	.163
13	.412	3.347*	.004	.211	1.714	.104
14	.353	1.852	.083	.053	.438	.667

(Results significant, $p \leq .05$, 2-tailed)

COMPETENCIES IN NON-VIOLENT CONFLICT MANAGEMENT, DEALING WITH ANGER, AND NEGOTIATION AND MEDIATION

This project focused on a large number of the CALSWEC competencies as they related to employees effectively carrying out their job responsibilities. Some of the competencies that were especially emphasized were in the following areas:

Section 1 - Ethnic Sensitive & Multicultural Practice

- 1.4 Student can develop relationships, obtain information, and communicate in a culturally sensitive way.
- 1.8 Student understands the importance of client's individual language and its use in assessment and treatment of children and families in child welfare services.

Section 3 - Social Work Skills and Methods

- 3.1 Student demonstrates social work values and principles; this includes self-determination, respect for human dignity and worth, and respect for individual differences.
- 3.4 Student conducts effective casework interviews.
- 3.6 Student is aware of his or her own emotional responses to clients in areas where the student's values are challenged, and is able to utilize the awareness to effectively manage the client-worker relationship.
- 3.7 Student assesses family dynamics, including interactions and relationships, roles, power, communication patterns, functional and dysfunctional behaviors, and other family processes.
- 3.11 Student can engage clients, especially non-voluntary and angry clients.
- 3.12 Student engages families in problem solving strategies and assists them with incorporating these strategies.
- 3.21 Student effectively and appropriately uses authority, while continuing to use supportive casework methods to protect children and engage families.

Section 4 - Human Development and the Social Environment (HBSE)

- 4.8 Student understands the interaction between environmental factors especially in terms of racism, poverty, violence, and human development.

Section 5 - Workplace Management

- 5.1 Student effectively negotiates with supervisor and professional colleagues, systems, and community resources to further accomplish professional, client, and agency goals.
- 5.6 Student can effectively use advocacy skills in the organization to enhance service delivery.
- 5.11 Student is aware of organizational policies about workplace safety and is able to develop skills at identifying and solving potentially dangerous situations on the job.

GENERAL INTRODUCTION TO MODULES

The trainer should introduce him or herself and share the information that the training content consists of a combination of ideas about philosophy and specific skill areas. In order to become invested in non-violent conflict management, anger management, and mediation and negotiation (as opposed to *violent* resolution), one must believe that human beings would prefer to *get along*. One must believe that when people behave *badly*, they are *taking their best shot at getting their needs met*. If they could be more effective at getting those needs met, they would. The author shares this piece of philosophy at the beginning of the training, as it sets a tone for the discussions that can be returned to when participants are frustrated at the demands that this content puts on themselves. The underlying assumption of this material is that a person has the most control over his or her own behavior. In fact, that is the only thing they have control over. Therefore, if a conflict is not going well, if someone is angry, if someone is not willing to mediate, the participant needs to change something about his or her own behavior. Although this puts the *responsibility* squarely on the shoulders of the participant (and may not be *desired*), it is also extremely empowering, because one always has the ability to change something about one's own behavior.

It is also helpful with each module to discuss the participants' *worst and best case scenarios*. In other words, what would help the participants to feel that this training was really valuable, and what would leave the participants feeling that it was a waste of time? This also becomes part of the agreement between the trainers and participants as to how the time will be used.

MODULE I

NON-VIOLENT CONFLICT RESOLUTION

NON-VIOLENT CONFLICT RESOLUTION

This module introduces students to the basic definitions and concepts that underlie theories of non-violent conflict resolution. Topics include defining violence and conflict; the phases of conflict, and how conflict can be escalated and de-escalated; the different styles of conflict that people use, along with their results in terms of working effectively with people; the dynamics of cooperation and assertiveness that are present in conflict interactions; and the kinds of power that are used and misused in conflict situations.

Goals and Objectives

After completing this module, students will be able to:

- Understand a broad definition of *violence* that includes emotional, intellectual, and physical components,
- Develop knowledge about the constructive, creative alternatives that exist to solve human problems without resorting to violence,
- Apply knowledge about non-violent conflict management to their social work practice with colleagues and clients,
- Distinguish between different responses to conflict, and the consequences of each of these responses,
- Understand issues related to power and gender, and their impact on conflict resolution.

Definitions

Violence is defined simply as *anything that hurts anybody*. This definition puts the rest of the module into context. Most participants are far too sophisticated to engage in physical violence, which is where most people's definition stops. That allows people to avoid taking responsibility for all of the other ways in which people hurt each other, and

thereby lead to violent conflict resolution. If violence is *anything that hurts anybody*, then when someone is sarcastic, intimidating, threatening, withdrawing, or condescending, they are committing violence. Some discussion is held about the continuum of violence; obviously hitting someone is *worse* than insulting someone. However, it allows participants to start owning some responsibility for some of the conflicts that they have been part of that have not been resolved to their satisfaction.

Conflict is defined as a “real or perceived difference which may affect actions or outcomes that we believe are important” (Johnston, 1991). Each part of this definition is important, because it demonstrates the action that we need to take. If one person feels that he or she has a difference, we must accept it as valid (hence, the *real or perceived difference*). However, we all have hundreds of disagreements that do not become conflicts because they are only tangential to the reason that people come together. For example, if you are *pro* death penalty, and I am *anti*, we have a disagreement, but if we are cooking a meal together, that difference does not affect us. Finally, we make choices about which differences are important enough to *fight* about. For example, if the temperature is too hot for me, I may choose to take off my sweater rather than change the thermostat, if you have just told me that you are cold.

Elements of a Conflict

There are six elements to a conflict (Handout 1). Each element is briefly described, with an example. Conflict is inevitable. Unless there is a way that we could be *cloned*, there **will** be disagreements. Conflict by itself is neither good nor bad; it is what happens that has good or bad outcomes. In Chinese writing, the characters for the word conflict are actually the characters for two other words--danger and opportunity. In

essence, the *danger* of unresolved or ineffectively resolved conflict can lead to *bad* outcomes, and the *opportunity* of working through a conflict can lead to *good* outcomes. Conflict is a process (rather than a moment in time). We each make choices every time we respond to the other person in a conflict, and those choices dictate what happens next. Conflict consumes energy, but so does **not** dealing with conflict. Everyone is familiar with that knot-in-the-stomach feeling that goes along with avoiding someone with whom one has an unresolved conflict. Conflict has elements of both content and feeling. A conflict is rarely just about what it is about (content); it usually has more to do with the feelings underneath. For example, if two people repetitively argue about who takes out the trash, the argument is probably *really* about feeling respected and validated, rather than the garbage! Finally, one has a choice in conflict to be proactive or reactive—and the more non-violent one chooses to be, the more proactive a person will become. The participant will learn to act when he/she senses conflict, so that it can be resolved before it festers and grows.

Exercise – Escalation of a Conflict

Participants are asked to act out a conflict situation. Often I use a situation that is kind of *silly*, so that people do not become self conscious about sharing the things they do that are *ineffective*. For example, each person takes a partner and acts out a situation between two neighbors, where one has grown beautiful roses and the other has a dog that has destroyed the roses. I divide the room in half, and suggest that one half can be as *unreasonable* as they want in their conversation, and the other half should really try to come to a resolution of the problem. The group usually has fun with this, and then processes the kinds of verbal and non-verbal behaviors that accompanied

being unreasonable, and trying to come to resolution. This exercise serves as a reminder that we do have a lot of input into the direction in which a conflict goes.

This exercise also serves to demonstrate the life cycle of a conflict (Handout 2). A conflict begins as an undercurrent (for example, you wake up in the morning brooding about a conversation that you had the day before with someone). It surfaces either directly or in a passive-aggressive way (by slamming a book down on your desk when the person you had the conversation with walks in the room). The conflict develops when there is some interaction between the two people, and at some point, it *peaks*, because we have only a limited amount of energy to spend on any one conflict. At that point, people *adapt* either functionally (whereby the conflict is resolved) or dysfunctionally (whereby the conflict goes back underground). In that case, it usually resurfaces later, as a larger problem, because it has elements of the previous unresolved issue as well as whatever current concern emerges. It is preferable to deal with conflicts with as little of this *extra baggage* as possible.

“Baggage” Brought to Conflict Situations

It is also important to examine the things we bring to conflict situations (Handout 3): unmet needs, beliefs about the world, past grievances (either with that person or others that we have interacted with in similar situations), and favorite solutions. The challenge for participants is that in those situations where our favorite solutions and the other person’s favorite solutions aren’t working, an impasse occurs. And, since we have little control over the other person’s behavior, non-violent conflict resolution demands a change on our part. Using this philosophy demands that one accepts that even if someone is *usually* an effective conflict resolver, when faced with a situation where

one's favorite solutions are not working, it is incumbent upon **us** to make a change.

Non-violent conflict resolution takes only one reasonable, willing participant. It takes persistence, because the *other* may distrust your new efforts to resolve an issue in a way that leaves both parties *winners*. If we prematurely decide that the other person is unwilling to resolve the conflict, we give up too easily. An important basic premise is that there is no true resolution unless both participants in a conflict *win* in some way. That means giving up the idea that there is a *right* and *wrong* answer—the answer is what makes both parties invested in the outcome.

One way to begin this process is to try and understand where your *conflict-partner* is coming from. It helps to think about a conflict about which you have some hope for—in other words a person or situation that seems difficult, but that you believe might have a great deal of potential if the conflict were resolved!

Conflict Goals

Another important issue is deciding what the *goals* of a conflict are. We are used to thinking about the *content* goals—what one wants to get as a result of *winning* a conflict. However, for most conflicts, there are three other goals to consider as well. The first is relationship goals; to understand that one's relationship with the other person is important, and therefore has to be respected. The second has to do with *face-saving*—the concept that one needs to allow the other person to change his or her mind or course of action while retaining his or her dignity. There is a Chinese proverb “never burn down the bridge that you want your enemy to retreat across.” So, if you want your opponent to go in a specific direction, you have to leave him or her a way to do it. Most people will attack when they feel pushed to the wall. If you pay attention to your

opponent's need for dignity, he or she will be more likely to stay engaged in resolution, rather than in *fighting back*. Last, if one is invested in non-violent conflict resolution, *process goals* are important—to feel that you are engaging in an effective process. Ask yourself, “Do I like the person that I became during this conflict? More importantly, did my actions lead to resolution or make things worse?” If you maintain *good process* throughout a conflict, you feel better about yourself at the end, and you are more likely to have productively engaged the other person.

Pejorative Language and Eccentricity Credits

Another important set of concepts involves *pejorative language* and *eccentricity credits*. Pejorative language refers to labels we use that are guaranteed to escalate a conflict situation. Most of us are *smart* enough to avoid *generic* pejorative language—for example, calling someone a *jerk* or *stupid*, because it is obvious that the other person will react defensively. However, we use more subtle labels that stem from our knowledge of the other person. For example, if you have not been working for the past 6 months and are sensitive about that, my implication that you cannot find work is going to ensure a non-resolution of our problem.

Eccentricity credits refer to the idea that we build up credits for periodic episodes of *bad* behavior, by our generally positive relationships with another person. For example, when you are short-tempered to your boss who generally regards you as competent, your mood will be *excused*, although you will use up some of the eccentricity credits you earned by your competence. At some point, the *bank* is empty, and nothing further will be tolerated. We use up these credits much faster than we earn them, so it is in our best interests to refrain from saying things that use up these credits

rapidly. We **do** have control over what we say if we become invested in the non-violent conflict resolution process. In work relationships, you lose credits faster than in personal relationships, due to the fact that there is less relationship investment. That makes conflict in this arena more difficult to solve.

Assumptions

In order to successfully resolve conflict in a non-violent manner, a number of operating assumptions are made about the situation (Handout 4). These assumptions include the perspective that all needs are legitimate (the other person's are every bit as legitimate as your own!), and that if people can think creatively, resources can be found to meet the needs because within every individual, there is untapped power and capacity. Most social workers really do believe this, because they have chosen a career that focuses on helping people release their power and potential. The assumption that process is as important as conflict also helps to achieve conflict resolution, as participants pay attention to the ways in which they are interacting with others. Of course, there are situations in which the task is primary. If you, as a supervisor, feel that a child needs to be removed from a home, you cannot *compromise*. However, the *process* of communicating with your worker greatly influences his or her ability to go along with you. Another important belief is that improving situations is different from solving problems. Some problems cannot be immediately resolved, but managing the conflict effectively can create improvement in the situation, even if the problem does still exist. Each participant in a conflict is *right* from his or her own perspective. If the assumption is made that people do things for a reason, it puts us into the mode of problem solving rather than blaming or accusing. Last, it is important to remember that

solutions and resolutions are temporary states of balance. If you become competent and confident at improving situations in the short run, you also are more able to deal with larger and more long-term situations.

Behavior Styles

To promote non-violent conflict resolution, it is important to look at different behavior styles. Briefly, people can act passively, aggressively, or assertively. Passive behavior is withdrawn and avoidant behavior, and the reality is that most people cannot stay *passive* for too long, without becoming passive-aggressive (because of their own anger that their needs are not being met). Passive people go along with whatever is easiest in the short run but is ineffective in the long run. Aggressive people, on the other hand, are very clear that their needs are more important than anyone else's and they pursue the fulfillment of their own needs, even at the cost of other people's needs and feelings. The balance, of course, is in learning assertive behavior—that which is clear about the legitimacy of both one's own needs and that of the other person. Additionally, aggressive people who are met with assertiveness understand that they cannot continue to walk over the other person. Passive people who are met with assertiveness understand that they will not be walked over! In both scenarios, the assertive person has a chance to model the behavior that would be most effective for the other person, in terms of enhancing the chances that both parties will get their needs met. The assertive person is usually well respected, which means that even if some personal *dislike* exists, a working relationship is still possible.

An important question to ask in a work situation is what styles of behavior in conflict resolution make for effective colleagues and supervisors.

Exercise – Conflict Styles Quiz

Before discussing conflict styles, use this short *quiz* that forces participants to choose between styles (Handout 5). Participants complete the worksheet, which leads to a discussion. Explain the scoring: The category with the lowest score attached is the one that participants are most likely to choose. Participants should be reassured that the styles they choose are not set in stone, and that their answers to this quiz depend on their mood, and the specific day, as well as what they really believe about conflict situations. Afterwards, when they score their work, and have a sense of which styles they most intuitively choose, the following material is presented.

Thomas and Kilmann (1974) studied supervisors in a variety of work situations in the work world and identified five different styles of conflict resolution (Handout 6). Underlying the choice of style are two personal dynamics (choosing between the importance of the issue or task versus the importance of the relationship with the other person, and choosing between assertiveness and cooperation). Neither dynamic is an either/or choice--we fall somewhere on the continuum between these two ideals, and that choice is played out by the conflict style that is used: avoidance (which says that neither dynamic is important), accommodation (which says that relationship is more important than task), competition (which says that task is more important than relationship), compromise (which recognizes the importance of both, and is willing to pay attention to both in a partial manner), and collaboration (which recognizes the importance of both, and demands a great deal of attention to both!). Collaboration, of course, is *ideal* and is most people's first choice. However, one cannot collaborate alone and so the next important question is related to what styles are most effective

when collaboration is impossible. Thomas and Kilmann's research found that accommodation and compromise are generally more effective than competition and avoidance because they do not ignore the relationship variables, which underlie most conflict situations. This discussion can be effective in helping participants to understand that people can choose their behavior according to what is effective although not necessarily instinctual, and can ignore efforts that do not work.

Issues Related to Power

There are a variety of different kinds of power, all of which have different impacts on the people with whom one is relating (Handout 7). There are three kinds of external power (coercive, connection, and reward) that relate to the idea that you have the authority to *make* someone do your bidding either by inducement of a reward or threat of a punishment. Legitimate power goes along with a position (such as a social worker). However, it varies greatly from person to person. For example, if you asked a 5-year-old child what his or her parents have the *power* to tell him or her to do, the answer would be *everything*. If you asked a 17-year-old teenager what his or her parents had the power to tell him or her to do, the answer would be *very little*. There are also three kinds of internal power (information, expertise, and referent), which are freely given to a person whom someone else decides has trust and credibility. In this training, if I am effective at sharing my information in a credible way, the participants may go out and use these skills. If they do, they have *given me* internal power. If they do not believe I am credible, I have very little *external* power or control, and so the training is a waste of time. This is also true for most work situations. Unless you want to monitor someone's every action, using threats of punishment or promises of rewards are ineffective in

creating attitude change. It is only when someone wants to listen to you that internal changes occur. Towards that end, it becomes important to work on having the power in relationships be primarily internal, even though it is also a reality that we often use external kinds of power in some specific situations.

Concluding Remarks

When concluding each module, it is important to give participants a chance to speculate on how they might apply some of these concepts to real life situations. This helps them to internalize the material and also plan how effective consequences might result from its use in the future. Most important, participants can feel empowered that they do have the ability to influence the outcome of different conflict situations in which they are involved.

MODULE II

DEALING WITH ANGER

DEALING WITH ANGER

This module introduces issues related to dealing with anger. It focuses on defusing one's own and others' anger, the use of communication skills such as *I-Messages* and neutral language, active listening skills, and understanding how to surface underlying conflicts which may be blocking any kind of effective conflict management. This module stems from the basic assumption that angry people are people who are out of control, and that defusing anger is a necessary prerequisite to effective problem solving. Material that allows trainees to examine their own *triggers*, and effective methods of calming one's own anger are also presented.

Goals and Objectives

After completing this module, students will be able to:

- Understand anger and some of its related underlying feelings,
- Develop knowledge about one's own triggers, and bodily cues to anger,
- Develop the ability to apply calming mechanisms to one's own feelings of anger,
- Apply a *defusing* model of anger to social work practice with colleagues and clients, and
- Utilize *I-Messages* to effectively confront problem behaviors without anger.

Definition of Anger

Anger can be defined (Confer, 1989) as a feeling of displeasure or hostility, along with an urge to act upon the feeling, and along with an implication that one has been wronged. Anger emerges from a pattern of experiencing unmet needs (Handout 8).

All of us have basic human needs that we strive to meet--having a sense of belonging, power, freedom, fun, and security. Nobody gets all of their needs met all of

the time; however, we subconsciously have a sense of whether or not, overall, we are experiencing enough satisfaction of these needs to feel that we are fulfilled.

Anger can be described as *one taking their best shot at getting their needs met*. Admittedly, this tactic rarely works effectively; however being cognizant of this notion can take away your anger at the person who is acting out of anger. Additionally, anger is sometimes an effective way of controlling a situation in the short run (as when we are intimidated by another person's anger, and give in to his or her demands). It can also be a justification for someone not taking responsibility for his or her own situation. For example, if a person of color rightfully feels that we live in a racist society, that anger about racism can be used to avoid taking responsibility for succeeding in school. The feeling is justified, but the resulting behavior is self-destructive. In reality, that is the reason to learn how to effectively deal with anger--in the long run, the consequences for the angry individual are usually self-destructive.

Exercise—Understanding Human Needs

Ask the participants to remember a specific time in their lives when they felt a deep sense of fulfillment of each of these five needs. Ask them to visualize the situation, and try to re-enact the feelings that went along with it. Ask for volunteers to describe such situations. For example, someone may describe being at their own birthday party as a time when they had the feeling that they really belonged. Then, ask the participants to remember another specific time when they felt a deep sense of lack of fulfillment of each of these needs. Again, ask them to visualize the situation, and try to re-enact the feelings that went along with it. Ask for volunteers (if this is taken seriously, sometimes it becomes difficult to get volunteers because the participants are immersed in painful

feelings). For example, someone may describe the lack of belonging that they felt when they were not invited to a close friend's wedding or birthday party. What happens in everyday life is that all of us have a balance sheet in our minds of times when our needs were met and times when they were not. If overall, our needs are satisfied, we get through the times when they are not. If however, overall, the deficits outweigh the surpluses, then every experience feels like the *last straw* and elicits anger.

Underlying Feelings

Anger can also be described as a *tip of the iceberg* feeling. Just as an iceberg hides most of its bulk below the waterline, anger is a feeling with hidden deeper emotions. If one examines situations (triggers) that cause anger, it is easy to understand that those situations are really causing feelings of hurt, anxiety, shame, frustration, etc. However, it is quicker and less painful to describe them all as *anger*. This will become clear after the following discussion and exercise.

Exercise – Examining Triggers, Bodily Clues, and Calming Mechanisms

Using a flip chart, participants are asked to shout out *triggers*, personal situations that are almost guaranteed to lead to anger. The situations usually refer to behavior directed toward the participant that is perceived as disrespectful in some way. Lying, stealing, condescending, patronizing, avoiding, and shaming are often mentioned. It is helpful to get a comprehensive list from the group, because each person only identifies with some of the behaviors. After the list is compiled, it becomes clear that it catalogs *clues* that anger will occur in a specific situation (because it always does). Therefore, if lying is one of my *triggers*, and you lie to me, I can be aware that in all probability, I will become angry.

It is important to understand how bodies display anger. Ask participants to remember a time when they were angry, and let them revisit that feeling. Then ask them how their bodies are telling them that they are angry. Use the flip chart to make a list of these bodily clues. A rise in heartbeat and blood pressure, gritting one's teeth or clenching one's fists, becoming tense, sweating, grimacing, and feeling a knot in one's stomach are often mentioned. Body signals are the second *clue* that you are going to have to do something with your own anger.

It is helpful to repeatedly make the point that one **must** do something with one's own anger before effectively interacting with other people. It is a truism that, "When anger is high, cognition is low." Therefore, to be an effective problem solver, it is imperative to deal with one's own anger before interacting with others. People can often laugh at themselves when they are able to recount instances where they **did** deal with other people through the filter of their own anger, and how ineffective the results were. It is irrelevant whether your anger is justified or *righteous*--it works against your own best interests because it makes you unable to negotiate effectively.

When one *catches* those first two clues, there are self-calming mechanisms and ways to get rid of the body's surging adrenaline so that it is again possible to think clearly and problem solve effectively. Using the flip chart again, ask participants to identify effective strategies they have used to calm themselves down. Counting to ten, taking deep breaths, taking a walk, venting, meditating, and hitting a pillow are some of the strategies that are usually listed. These all have a physical reason for being successful--they release chemicals into the brain and body that help rid it of some of the extra adrenaline that makes a person want to either fight or flee.

Consider the options in the animal kingdom. When an animal is threatened, its system releases adrenaline. The adrenaline gives the animal the extra energy needed to either flee (if the opponent is bigger or more ferocious), or remain and fight (if the opponent is smaller and/or weaker). These are the only choices that the animal has, and it comes from their instincts in assessing their chances of survival in both scenarios. As human beings, we have a third choice--talking or negotiating. However, to effectively use this third alternative, the adrenaline has to be dispersed so that we can think clearly, which is necessary for negotiation.

Use of "I-Messages"

An *I-Message* (Handout 9) is a process that allows a person to effectively confront another person about a problem behavior or situation in a manner that enhances the chances that they will be accurately heard. Diplomacy, or communicating in a way that is hearable by the other person takes extra work and energy and may not seem fair. However, to be an effective problem solver, both persons must be engaged in the discussion. Therefore, it is important to remember that the other person is not *bad* or *evil*—but rather a specific piece of behavior is problematic. The trainer needs to involve the participant in a discussion whereby he or she goes over the six specific steps of a) clearly specifying the problematic behavior, b) describing the consequences of the behavior, c) describing the feelings that the behavior evokes (what makes this behavior problematic to someone?), d) stating the behavior that would be preferable, e) stating the positive consequences for them from making this change, and most importantly, f) involving the other person in a dialogue in some way. The *I-Message* process is not, in itself, a way to resolve the conflict--it is a way to open up the problem-

solving process for both participants in the conflict. The operating assumption behind this process is that anytime there is a problem, it is shared by both participants involved. Letting go of the concept of fault frees up both participants to be involved and invested in finding solutions.

Exercise – Using “I-Messages”

After discussing the process of giving *I-Messages*, participants pair up, think of a problem situation that they would like to confront, and take turns giving and receiving *I-Messages*. This exercise is not meant to turn into a role-play. After the first person gives an *I-Message*, the team should stop and discuss what it was like to deliver that message, and what it was like to hear it. Participants switch roles and the previous listener becomes the new *I-Message* giver. Afterwards, a group discussion is held about the issues that came up for both people. Some issues commonly mentioned have to do with the difficulty of doing the message in one’s own language, of feeling artificial, and worrying about being accused of using *jargon*. Most of these concerns are alleviated with practice. The recipients often make comments that the message was more *hearable* even though it confronted them about a behavior that they were being asked to change. And that is the purpose of using *I-Messages*--to be able to confront behavior in a way that does not make the other person defensive.

Defusing Other People’s Anger

This is a developmental model (Handout 10), which means that in order to be effective, users begin at step one, and then go to step two, step three, step four, and step five, in that sequence. There is a temptation to *cut to the chase* and go directly to step five. However, when someone is angry, he or she is not ready to discuss an issue

rationally (i.e., “when anger is high, cognition is low”). Therefore, the first four steps focus on defusing the anger, and it is only when we reach the fifth step that we can open the door to problem solving. Sometimes, the anger can be dissipated in one, two, or three steps, and in that case, it is possible to move to problem solving. However, it is the angry person who *decides* (when he or she is able to let go of his or her anger) when it is possible to move on to problem solving.

The first step is to **listen**--which means paying attention to both the words and the feelings behind what your conflict partner is expressing. Many people interrupt the speaker (which re-escalates anger) because they are afraid that the person will vent *forever*. In reality, that does not happen. People stop venting if they believe you are listening because they want a reaction from you. If you do not interrupt, they will stop talking to get that reaction. Our perception of the passage of time is skewed in these kinds of scenario. Two minutes of an angry diatribe can seem like an eternity.

The second step is to **acknowledge the anger**. This means making a process observation about what you see (i.e., I can see that you are really upset) without any judgment attached. It is also important to stop after each step and allow time for processing. If you rush ahead to explain away the anger, the other person will not feel acknowledged.

The third step is to **apologize**. In our society this is often difficult for people because we feel that apology is synonymous with taking responsibility. Therefore, if something was not my fault, how can I take responsibility for it? However, what you are really saying is that you are sorry for the other person’s pain (as when you pay a condolence call and tell someone you are sorry about the death--you do not believe that

you caused it, but you are focusing on the feelings of the person in front of you). It is possible to be genuinely sorry for someone's pain without taking responsibility for causing the pain.

The fourth step is to **agree with the truth**. This is difficult for people who are reluctant to own part of the problem (especially if you think the person is unreasonably angry). However, if everyone is *right* from his or her own perspective (which is what non-violent conflict resolution theory believes), then you are not saying his or her perspective is the only one, but that it is a legitimate perspective. Statements such as "If I were in your position, I'd be angry too" can help de-escalate the situation so that problem solving may occur. These statements have to be real, rather than platitudes. This process can be both time and energy consuming. However, if this process is not used, and the other person stays angry, effective problem solving cannot occur.

Finally, if the other person has calmed down somewhat he or she will be open when you **invite criticism**. This means involving the other person in a discussion of how the situation could have been handled differently. This is useful information for you, so that in the future, either in similar situations, or with this specific person, more options are available to you. Although this process may seem long, it is one that respects the feelings of the other person, and gives him or her the opportunity to regain his or her cognitive abilities by reducing anger. This process also engages the other person as an ally and refrains from blame or accusation.

Examining the *don'ts* on this handout (sarcasm, blame, judgment) helps workshop participants realize the ways in which they may sabotage the defusion process.

Exercise – Defusing Anger

After this model is discussed in detail, participants take turns trying to defuse a person who is clearly *angry*. (Participants love to volunteer to be the angry person, and it is sometimes helpful for the trainer to demonstrate how you can turn someone's anger around if you are consistently patient and listen effectively.) This can also be a time when videotaping might be useful. When participants review the tape, they *catch* the mistakes they have made, and realize how they might be more effective. However, just as in the videotaping used in the module that follows, sometimes participants are reluctant to volunteer, and then the discussion and review can be done with the trainer playing the role of defuser.

Concluding Remarks

Recognizing that anger is one's *best shot at getting one's needs met* has the effect of helping a person feel compassion rather than reciprocal anger. It also empowers participants to believe that they can make a difference in terms of influencing other people's affect and behavior. Using these skills can allow us to interact more effectively with people instead of *giving up* on them because they communicate ineffectively as a result of anger.

MODULE III

NEGOTIATION AND MEDIATION

NEGOTIATION AND MEDIATION

This module introduces the concepts and processes involved in negotiation and mediation. Topics include a breakdown of each process, as well as *social contracting*, which is a form of negotiation, and an exercise allowing participants to go through a negotiation process and evaluate their own effectiveness. Material is also included related to working with culturally diverse populations, and how misunderstanding often impedes effective negotiation.

Goals and Objectives:

After completing this module, students will be able to:

- Understand the differences between arbitration, negotiation, and mediation.
- Develop knowledge about effective negotiation and mediation processes that allow for effective resolution of larger conflicts.
- Apply their knowledge about negotiation and mediation to their social work practice with colleagues and clients.
- Understand issues related to cultural diversity that affect negotiation and mediation situations.

Definitions

Negotiation, mediation, and arbitration are all forms of conflict resolution processes that have specific structures and formats.

Arbitration (which is only touched on lightly in this module) refers to the process where two or more parties with an unresolved dispute go to a neutral third party, which has the authority to hear the issue and make a decision. Arbitration can be either binding (where both people agree in advance that the outside authority's decision will be honored), or non-binding (where people reserve the right not to honor the decision if

they feel it is unfair). Arbitration, in some ways, is an admission of *failure*. When someone submits to arbitration (as when a judge decides custody issues as compared to the parents deciding themselves), all ability to influence the decision is lost, and the parties are totally dependent on the competence and good will of the external judge. Therefore, it is far more desirable to build up one's skills in negotiation and mediation in order to retain some personal power in conflict situations.

Negotiation is a process where individuals or groups discuss problems among themselves to come up with solutions that they can live with.

Mediation is a process by which a third party is brought in to facilitate a discussion between the involved parties. The mediator is not a judge who decides upon a solution to a conflict; rather he or she empowers people to come up with their own solutions.

Negotiation

Fisher and Ury (1991) describe a method of *principled negotiation* in which they advocate the negotiation of issues of conflict on the basis of merit, as determined by impartial standards (Handout 11). Their first major concept is to separate people from problems, meaning that the parties are allies in finding a solution to a problem, rather than enemies who are on different and mutually exclusive *sides* of a problem. The second concept is to focus on interests, as compared to positions. When someone has a *position*, he or she either *sticks to it* or is forced out of it. If the other person's position is not initially the same as yours, the situation is set up so that someone wins and someone loses. However, if two people with a problem focus on their common interests (what should come out of it), they have a chance to be creative and find solutions that

meet both their needs. For example, if two people are fighting because they both *need* a bag of oranges, and each gets stuck in their position of *needing* them, someone will get them and someone won't. If they decide to split the bag, neither one may have enough oranges for their needs. However, if they discuss their *interest* in the oranges and find that one needs the rinds to make a cake, and one needs the fruit to eat, both parties can get exactly what they need (and want) if they work together. The third principle in this model is that a variety of possible solutions can be generated through the process of brainstorming. The fourth principle is that solutions should be measured along a yardstick of impartial fairness, which demands that both parties honor the legitimacy of the other party's interests as well as their own.

Exercise - Negotiation

The *Breakdown Form* (Handout 12) facilitates an exercise in which participants go through a mini negotiation. The group is asked to work in pairs, and start from the scenario of two friends who have won free tickets to a very big movie that has a limited engagement. The friend who is holding the tickets has cancelled the plans to attend the movie three times. The other friend is upset and begins the negotiation process. The participants are told that they need to follow the steps of principled negotiations and see what happens. During the exercise, what usually occurs is that the friend who cancelled had legitimate reasons that he or she hadn't shared with the other friend. If the partner stays open to the process, they find out a way for both participants to *win*. If either one of them closes down, they become stuck in the *old way* of thinking--in other words the person does become the problem, the participants get stuck in their positions and forget about the common interests, and the options for solution greatly diminish.

BATNA – Best Alternative to a Negotiated Agreement

This exercise opens the door to Fisher and Ury's final concept--Best Alternative to a Negotiated Agreement (BATNA). In other words, what will happen to each person if he or she walks away without reaching an agreement? Often, the answer to this question is that both parties *lose* in both relationship and content areas. The notion that participants in negotiation must ask themselves what will happen if the negotiation does not end successfully often serves to push participants to try harder and longer to reach an agreement that works for both parties!

Mediation

Mediation can be an extremely useful process as an alternative to a formal *grievance* process in any bureaucratic system. Unfortunately, once people enter the formal system, they immediately begin to perceive the other person as an enemy and a decision is eventually made that paints one person as a *winner* and the other person as a *loser*. Consider the following example from academia, as it is similar to the bureaucracy of child welfare. If a student wants to file a grievance against a teacher, he or she **must** use the words *arbitrary, capricious, and/or prejudicial* in the wording of the grievance. Those words are almost guaranteed to make the teacher defensive, which will impede his or her ability to listen to the issue that caused the grievance. In most cases, what occurs is that each tells *their side* in writing, with no understanding of the other side and the end result is that one person is labeled *right* and the other *wrong*. In a mediation process, much greater opportunity exists to help that teacher and student (or social worker and supervisor, or social worker and client) to sit with each other and discuss the issues, and come up with a solution that may work for both parties.

Specific Mediation Skills

Before discussing the mediation model, it is useful to examine the specific mediation skills that are necessary to be effective (Handout 13). The single most important skill is to demonstrate neutrality. If one person in a discussion where emotions are running high perceives the mediator as *siding* with the other party, he or she is likely to disengage (or quit) from the mediation process. Neutrality means that regardless of the opinion that you have about the issue, you remember that you do not have to live with the solution; the participants do. It is also important to build rapport with the participants so that they stay invested in the process. Other skills, which deal with specific stages in the mediation process, will be explained during the discussion of the mediation process.

A Mediation Model

Most mediation models are extremely structured, which is generally perceived to be a benefit, as people come to mediation with high levels of emotion (Handout 14).

Phase I involves an introduction to the process, and the agreement on a number of ground rules, which are crucial to fostering an environment in which the parties do attempt to listen to each other. It is especially useful to get verbal agreement about the rules related to not interrupting, using swear words, and yelling, because if those rules are then violated, you can remind participants that they had previously agreed to them. The mediator's role is explained clearly. Emphasis is put on the fact that a mediator is a facilitator, not a judge, and that the participants retain the power of their own decision-making. The operationalization of neutrality begins here as the mediator makes sure to take turns asking the participants to go first. If one person is consistently asked to go

first, that could be misread as an indication of partiality.

In Phase II, each disputant tells his or her story to the mediator. He or she may need to be reminded to *talk to me, not to each other*, as that process helps participants to get the stories out in the open without becoming angrier as they tell them. The mediator asks clarifying (not interpretive or judgmental) questions, and summarizes his or her understanding of the story.

In Phase III, the disputing parties talk directly to each other. During this process, the listening participant is asked to verify any part of the story that he or she agrees with, and to describe any inaccuracies that he or she has heard. After each party has spoken, he or she is asked what areas they have in common, and what his or her perceptions of the other's feelings are. In this phase, the goal is for each participant to develop understanding of the situation from the other's point of view and perhaps even some empathy for the other's perspective.

In Phase IV, brainstorming to find solutions that are acceptable to both parties occurs. The *rule* here is that all options are to be put out on the table with no immediate evaluation or criticism. This is extremely important so as not to stifle creativity. This process must be taken seriously, although it is likely that some of the initial ideas will be absurd to you. For example, in a custody dispute, one solution is for one parent to never see the child. The second parent will likely counter that the **first** parent should never see the child. While it is quite clear to the mediator that these solutions will not be acceptable, it is important for the participants to come to this realization on their own. Sometimes, a whole list of solutions are generated and then thrown out, and it is when a second list is started that participants start to develop solutions that are more

reasonable. It is helpful to keep pointing out that they are in charge of finding solutions that will work for both of them. This is important; chances are that the two people will still have to continue working together after this specific mediation is over.

In Phases V and VI, an agreement is formally written up and signed by both participants. Since mediation is non-binding, this contract is for psychological purposes; if people sign something that they have developed, they become more committed to following through. Acknowledgment should be made for the work that the participants have done as part of closure of this process.

Issues Related to Diversity

In conflict resolution, generally, and negotiation and mediation, specifically, there are differences between people of different cultures that impede communication and understanding and make conflict resolution more difficult. It is important to be able to talk openly about the differences so they do not influence interactions outside of people's conscious awareness (Handout 15).

Exercise – Understanding Cultural Diversity

For each of the 10 cultural difference categories in Handout 15, have the participants make a list of situations where they encountered difficulty with someone of another culture. The facilitator then leads a discussion (using self-disclosure as well), of what the differences might mean and how that understanding defuses the tension between people, so that brainstorming about new solutions can occur. For example, people's *sense of self and space* varies considerably by culture. There is a theory related to zones of comfort that postulates that high context cultures (i.e., those with dense living conditions, a great deal of interdependence, and little privacy) generally

foster feelings of comfort in close proximity with others. Individuals from low context cultures (i.e., cultures that highly value independence and that afford higher degrees of privacy) usually need a larger area between people to maintain their comfort level. Cultures also have a good deal of variance in the amount of touching sanctioned. When those propensities clash, it is important to keep these factors in mind, to remark on the process, and negotiate for comfortable physical space. This piece of understanding is what allows people to avoid labeling the other as *rude*, either by being intrusive if they come too close or standoffish if they remain too far away. Each of the categories can be discussed in this manner.

It is also important to point out how gender differences sometimes operate in the same vein as cultural differences. For example, the second characteristic, that of communication and language is often explored in terms of the differences in the ways men and women communicate with each other. Tannen (1998) suggests that all people have needs for both autonomy and connectedness. Females, however, who tend to be socialized in a high context culture are more likely to rank connectedness as the more important of the two needs, while males, who tend to be socialized into more of a low context culture are more likely to rank autonomy as the more crucial of the two needs. This difference frequently causes conflicts. For example, if a female walks into a room limping, she may expect that a coworker would ask her about her leg before going into a work-related discussion. A male worker may feel that a question regarding her health would be intrusive, or would make the assumption that she has taken care of the problem and that drawing attention to it would imply some form of weakness. By ignoring the limp, the male might feel that he was being appreciative of his co-worker's

ability to handle her own issues, while the female might be offended, because her value for connectedness had been left unattended to.

Social Contracting Model

Social contracting (Handout 16) presents a nine-step process that is intended for use in patterned conflicts (i.e., those in which the same kinds of conflicts keep recurring). It is important to note that this process is not meant for minor conflicts because it takes a great deal of commitment and energy. When someone has an on-going conflict with a co-worker, a client, or a supervisee or supervisor, and wishes it could be different, and believes (with some analysis) that the other person is not the *bad guy*, this process can be very useful.

A brief explanation of each social contracting step should be given along with a rationale. For example, the reason for asking for the other person's *wants* before expressing your own *needs* is that people usually listen *better* after they have had a chance to talk and it models your feeling that the other person's issues are as legitimate as your own. This process as a whole gives the message that *I believe in you and our ability to work effectively together*.

Exercise – Social Contracting

Pairs of participants work together to choose a situation that they have *wanted* to deal with in their workplace, but have not yet addressed. For example, a supervisor has a line worker who is chronically late with court reports, but who is otherwise fairly effective in his or her job. In the supervisor's mind, this problem has soured the relationship between them, but he or she believes that it is possible to turn the relationship around. It is sometimes helpful to paint the picture of this supervisor and

worker as a group, so that all pairs are invested in the role-play to follow. As the participants enact this scenario (and they are warned that it can last for 30-45 minutes), the facilitator videotapes different pairs at different parts of the role-play. After about 40 minutes, the action is stopped, and discussion is held about parts of the process. The videotapes are then reviewed, with discussion as to what was effective, and what was ineffective during the process.

NOTE: This exercise was initially conceived in the manner described above. Participants, however, are often very reluctant to *engage* in such an intensive role-play. Many times, this trainer has agreed to be the worker, and a participant acts as the *difficult person* while someone else from the audience videotapes the discussion. In some ways, this variation is more effective, because the workshop participants watch effective social contracting and it is easier for them to critique an outsider (the trainer) than their own colleagues. I always offer the first option to the group, but over half the time, they strongly prefer that I take the active role in the videotape. It does not really matter in the long run because the learning comes from the review of the tape and the discussion that follows every bit as much as from the role-play itself.

Concluding Remarks

As in the other modules, it is important to leave the participants with ownership of the materials and the feeling that they have learned skills that can be applied in their workplace situations. It can be useful to go around the room and have each person tell the group about one specific skill or piece of knowledge that they have learned and will try to operationalize at work in the coming weeks. This format is helpful for two reasons. Psychologically, when someone says something out loud, he or she becomes more

invested and committed to the idea, and is more likely to actually try it out in the workplace. Additionally, as the participants listen to each other, they get new ideas and new enthusiasm about how specific skills might make their work lives easier as they grow to deal with conflict more directly.

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APPENDIXES

APPENDIX A

PRETEST SURVEY

NON-VIOLENT CONFLICT RESOLUTION SURVEY

Please take a few moments to fill out this survey. You will be asked to fill out a very similar survey at the end of this training. This survey is designed to measure the impact that this training has on your opinions about conflict, and its resolution. This is not a test with right or wrong answers. I am only interested in your thoughts and would like to see if your ideas and beliefs about conflict change as a result of the training. This information will also help me to improve the content of the training material in the future. Your participation is voluntary and you may refuse to participate, or stop filling out the survey at any point. Everything you answer is strictly confidential. Thank you very much for your time and cooperation.

Name: _____

Please indicate the degree to which you **agree** or **disagree** with each statement below by circling the appropriate number. If your answer falls between the designated categories, please circle the number that most **closely** corresponds to your answer:

	Strongly <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	Strongly <u>Disagree</u>
1. Conflict is something we should try to avoid.	1	2	3	4
2. The best way to get somebody to do what you want is to give them a clear order.	1	2	3	4
3. When you have a conflict, it is important to show the other person that "you are the boss."	1	2	3	4
4. I believe that it is O.K. to call other people names in the middle of a conflict.	1	2	3	4
5. Yelling and screaming and letting all your anger out is an effective way to solve a conflict.	1	2	3	4
6. Calling other people names, such as "bad" or "stupid" may be effective in changing their behavior.	1	2	3	4
7. Saying the words "I'm sorry" can help to resolve a conflict.	1	2	3	4

Please make sure to answer the questions on the reverse side.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
8. If both people in a conflict agree on a solution, they are more likely to stick by it.	1	2	3	4
9. Sometimes, if you break a promise to someone he or she will understand.	1	2	3	4
10. In a conflict, I verbally attack first, before someone verbally attacks me.	1	2	3	4
11. I can respond to the conflict styles people are using.	1	2	3	4
12. Usually, I can disagree with someone without losing my temper.	1	2	3	4
13. I can effectively defuse a conflict.	1	2	3	4
14. Usually, I avoid conflict by agreeing with the other person, even if I disagree.	1	2	3	4

Please circle the category that applies to you:

Age:

Under 18	18-21	22-25	26-29	30-33	34-37	38-41
42-45	46-49	50-53	54-57	58-61	Over 61	

Sex:

Male	1
Female	2

What is your ethnic or cultural identity?

White	1
African American	2
Chicano, Hispanic, Latino/a	3
Asian or Pacific Islander	4
Other	5

APPENDIX B

POSTTEST SURVEY

NON-VIOLENT CONFLICT RESOLUTION SURVEY

Please take a few moments to fill out this survey. You may remember that you filled out a very similar survey at the beginning of this training. This survey is designed to measure the impact that this training may have had on your opinions about conflict and its resolution. This is not a test with right or wrong answers. I am only interested in your thoughts and would like to see if your ideas and beliefs about conflict changed as a result of the training. This information will also help me to improve the content of the course material in the future. Your participation is voluntary and you may refuse to participate, or stop filling out the survey at any point. Everything you answer is strictly confidential. Thank you very much for your time and cooperation.

Name: _____

Please indicate the degree to which you **agree** or **disagree** with each statement below by circling the appropriate number. If your answer falls between the designated categories, please circle the number that most **closely** corresponds to your answer:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. Conflict is something we should try to avoid.	1	2	3	4
2. The best way to get somebody to do what you want is to give them a clear order.	1	2	3	4
3. When you have a conflict, it is important to show the other person that "you are the boss."	1	2	3	4
4. I believe that it is O.K. to call other people names in the middle of a conflict.	1	2	3	4
5. Yelling and screaming and letting all your anger out is an effective way to solve a conflict.	1	2	3	4
6. Calling other people names, such as "bad" or "stupid" may be effective in changing their behavior.	1	2	3	4
7. Saying the words "I'm sorry" can help to resolve a conflict.	1	2	3	4

Please make sure to answer the questions on the reverse side.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
8. If both people in a conflict agree on a solution, they are more likely to stick by it.	1	2	3	4
9. Sometimes, if you break a promise to someone he or she will understand.	1	2	3	4
10. In a conflict, I verbally attack first, before someone verbally attacks me.	1	2	3	4
11. I can respond to the conflict styles people are using.	1	2	3	4
12. Usually, I can disagree with someone without losing my temper.	1	2	3	4
13. I can effectively defuse a conflict.	1	2	3	4
14. Usually, I avoid conflict by agreeing with the other person, even if I disagree.	1	2	3	4

May I call you in 2 months to ask your opinion as to the long-term effects of this material?

Yes No

If the answer is yes, please provide me with a phone number. Thank you again.

Phone Number _____

APPENDIX C

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

Module I: Conflict Resolution

Campbell, S. M. (1984). *Beyond the power struggle*. San Luis Obispo, CA: Impact Publishers.

This book addresses conflict in love and work relationships, as well as between groups. Conflict resolution is seen as a movement from an *either-or* to a *both-and* perspective with regard to the points of view of the opposing factions. Campbell discusses issues that commonly polarize the participants and provides the steps needed to approach reconciliation. A *Polar Dimensions Inventory* is included to assist readers in determining the issues around which they tend to polarize in power struggles (e.g. *Spender-Saver, Scurrier-Dawdler, Looker-Leaper*, etc.). The opposite pole is viewed as an unconscious part of the personality and an opportunity for learning and growth. Guidelines for communication and exercises for couples, co-workers, and groups are also included.

Chetkow-Yanoov, B. (1997). *Social work approaches to conflict resolution: Making fighting obsolete*. New York: Haworth Press.

This text focuses on providing social workers and other helping professionals with a systematic means of assessing and resolving conflicts. A seven-step problem-solving model is outlined for use in preventing the escalation of conflict and a four-component *systems paradigm of conflict* is explored. Next, the causes underlying conflicts are categorized as either stemming from unmet needs and value clashes, asymmetric power relationships, or victimization. Social worker roles and intervention strategies, as well as the use of volunteers are discussed to address these causal issues by applying the above-mentioned analytic models. The author then describes a variety of conflict resolution programs available for use within the field of education.

Covey, S. R. (1991). *Principle-centered leadership*. New York: Simon and Schuster.

Covey, author of the widely read *The Seven Habits of Highly Effective People*, advocates the use of a *moral compass* to establish trusting interpersonal, managerial and organizational relationships. The *seven habits* are reviewed and the author discusses their application in combating the *seven deadly sins* that lead to moral destruction in individuals and organizations. Covey examines the characteristics of principle-centered leaders and outlines a step-by-step, personal growth process. Tools are provided for resolving communication difficulties, influencing others, instilling values in children, and enriching family relationships. The second half of this text focuses on managerial and organizational leadership and assists the reader in applying the fore-mentioned principles to foster managerial

empowerment and create an organizational culture characterized by commitment to a common mission. In the final chapter, these principles are applied to the field of education.

Crum, T. F. (1987). *The magic of conflict: Turning a life of work into a work of art.* New York: Simon and Schuster.

This book explores the *Aiki Approach*, developed by the author, which aims at transforming automatic reactions to personal conflicts and crises into conscious choices leading to experiences of creativity and artistry. Illustrated examples derived from the martial art of Aikido are presented throughout to demonstrate conflict resolution without unnecessary force. Using a light, anecdotal style, exercises are given for calming and centering, dissolving ego and increasing personal connections, reducing judgment and enhancing understanding, exploring the dynamics of change and risk taking, as well as working through conflict toward collaborative creativity.

De Bono, E. (1991). *Conflicts: A better way to resolve them.* London: Penguin Books, Ltd.

This text takes the position that the Western concept of a logical argument is by its very nature antithetical to conflict resolution. The author proposes, in its place, the implementation of a constructive *design idiom* to map the road toward conflict resolution, by beginning at the desired outcome and working backwards. The use of a third party is advocated to overcome ingrained perceptual and conceptual patterns. The role of the third party as an independent, powerful entity is outlined, and techniques for designing creative resolutions to conflict are explored. Several models of conflict situations are discussed and factors contributing to conflict escalation are examined. Finally, the author proposes an international third-party organization for conflict resolution, known as S.I.T.O. (Supranational Independent Thinking Organization), and outlines its nature and function.

Juergensmeyer, M. (1986). *Fighting fair: A non-violent strategy for resolving everyday conflicts.* San Francisco: Harper & Row.

This book explores Mahatma Gandhi's philosophy of conflict resolution based on the premise that one's humanity can be retained even in conflicts with the most intransigent opponent. The author attempts to organize Gandhi's theory of non-violent conflict resolution into a simple, straightforward primer. Case studies are examined to dissect the process in both personal and organizational arenas. The final section of this work takes issue with Gandhi's theories pitting them against the ideas of Freud, Marx, and Niebuhr, as well as examples from Gandhi's life.

Kottler, J. A. (1994). *Beyond blame: A new way of resolving conflicts in relationships.* San Francisco: Jossey-Bass Publishers.

Integrating theory and research from diverse fields, the author combines an

insight orientation with a pragmatic focus on action to assist the reader in developing more effective means for resolving conflict. Toward this end, this book details a six-step method for conflict resolution in an easily accessible style. The process begins with identifying situations that trigger automatic anger responses. Next, the reader is asked to identify the developmental origins of these reactions. Once these factors are identified, the reader is encouraged to experience the internal dissonance created by these insights. The next step involves accepting responsibility for the situation, without assigning blame either to oneself or the other party. A commitment is, then, required to change these ingrained behavioral patterns. Finally, the reader is asked to experiment with alternative strategies for conflict management. The author applies this method of conflict resolution to both love and work relationships. The text concludes with an exploration of strategies for dealing with irreconcilable conflict situations.

Muldoon, B. (1996). *The heart of conflict*. New York: Berkley Publishing Group.

This text looks at conflict resolution from a philosophical viewpoint, using examples borrowed from theologians, metaphysicians, and poets. It begins by examining the origins of conflict and outlines four simple strategies for its resolution: containment, confrontation, compassion, and collaboration. The author then discusses the application of these strategies in the field of mediation. In the second half of the book, the concept of *confluence* (the synergistic bringing together of contending elements) is explored. From the point of conflict, referred to by Muldoon as the *edge of chaos*, emerges a system characterized by a flourishing creativity and co-evolution. Finally, the text examines irresolvable conflicts relating to threats to one's sense of identity. It is this struggle with unyielding opposition that the author views as the "unerring guide in the soul's quest for meaning," (p. 11).

Tannen, D. (1998). *The argument culture: Moving from debate to dialogue*. New York: Random House.

In this book, the author explores the pervasive tendency of Western culture to approach all issues from a dualistic, adversarial point of view, and examines the effects of this process in our day-to-day lives, journalism, politics, and courtroom litigation. Gender and cultural differences are also discussed, bringing to light alternatives to this prevalent culture of argumentation and aggression. The author discusses the role technology has played in exacerbating this problematic condition. The text concludes with an exploration of the historical roots of this cultural phenomenon, the costs to our society, and suggestions for overcoming personal and societal tendencies toward polarization, dualism, and opposition.

Module II: Anger

Alberti, R., & Emmons, M. (1995). *Your perfect right: A guide to assertive living*. San Luis Obispo, CA: Impact Publishers.

This book assists the reader in developing assertiveness to promote greater equality in relationships. In the first section, readers are encouraged to set goals, assess their levels of assertiveness, and monitor their growth. Next, the authors explain the differences between non-assertive, aggressive, and assertive behavior, giving concrete examples. A simple, step-by-step process is outlined to increase assertiveness. Exercises are given to overcome the anxiety that often inhibits assertive behavior. Methods for dealing with anger and *put-downs* are explored. The assertiveness techniques are then applied to a variety of circumstances. The final section helps the reader determine the appropriate time and place for assertive behavior.

Alberti, R. E., & Emmons, M. L. (1990). *A manual for assertiveness trainers: Volume II of the professional edition of your perfect right*, (2nd Ed.). San Luis Obispo, CA: Impact Publishers.

This book, intended for human service professionals, assumes that the reader has first read the previously reviewed book by the same authors. It provides the means to assess the readiness of the reader to begin the process of learning to facilitate assertiveness training programs. Client assessment tools, limitations of the training program, and contraindications are also discussed to assist in determining whether or not assertiveness training is indicated. Techniques and procedures for both assertiveness social skills training classes and therapy are provided for use in individual, as well as group contexts. Techniques for expressing anger assertively are also outlined. A wide variety of applications for this training program are discussed. The *Principles for Ethical Practice of Assertive Behavior Training*, as determined by the Association for Advancement of Behavior Therapy, are included.

Bishop, J., & Grunte, M. (1993). *How to forgive when you don't know how*. Barrytown, NY: Station Hill Press.

This short, easy-to-read text explores the meaning of forgiveness and the common myths which frequently inhibit individuals from undertaking the process of forgiving. Using a method referred to as *Inner Family Healing*, the authors explore the games and projections that stand in the way of forgiveness. Next, forgiveness is explained as a three-phase process: resentment, reaching a turning point, and finally achieving resolution through pardoning and reconciliation. Several creative exercises and case examples are provided to assist in self-exploration and facilitate the physical, emotional, and spiritual experience of letting go of resentment and moving toward forgiveness.

The Dalai Lama. (1997). *Healing anger: The power of patience from a Buddhist perspective*. Ithaca, NY: Snow Lion Publications.

The Dalai Lama approaches the development of patience in a three-tiered process: a) conscious acceptance of pain and suffering, b) reflection on the nature of reality, and c) acquiring tolerance of the injuries inflicted by others. The author explores methods of reorienting one's character to eliminate strong reactive emotions, like anger, through disciplining the mind. The four chapters are organized by days, with two sessions outlined per day. Each chapter is replete with several quoted passages from Shantideva's *Guide to the Bodhisattva's Way of Life*, a foundational text in the Mahayana Buddhist tradition. In each session, a meditation and questions for contemplation are included. A glossary of terms is also provided.

Deffenbacher, J. L. (1999). Cognitive-behavioral conceptualization of treatment of anger. *Journal of Clinical Psychology*, 55(3), 297-309.

This article is contained in an issue devoted entirely to the psychotherapeutic treatment of anger. The issue includes an exploration of several anger treatment modalities, including cognitive-behavioral, systems, experiential, self-psychology, and Buddhist perspectives. In the introduction to this issue, two case vignettes are given, which are used in the subsequent articles to exemplify the specific assessment and treatment plans for each theoretical orientation outlined. The cognitive-behavioral mode of therapy begins with an assessment of clients' readiness for change and developing a therapeutic alliance to increase motivation. Deffenbacher explains several specific techniques for use with angry clients, including client-therapist goal alignment, rapport-building, perspective-taking, exploring the consequences of behavior, self-monitoring, relaxation training, imagery and visualization, mental and physical rehearsal, biofeedback training, cognitive restructuring, as well as relapse prevention. The author discusses the necessity to tailor the means of therapy to the stage at which the client exists. The probable outcomes of the strategies are explored for both clients discussed in the vignettes, based upon their personal attributes and histories.

Flanigan, B. (1992). *Forgiving the unforgivable: Overcoming the bitter legacy of intimate wounds*. New York: Macmillan General Reference.

Through the use of diagrams and case examples, this text explores the *Transactional Model of Forgiveness*. Unforgivable injuries are defined as moral injuries committed by intimate family members or friends, which shatter the injured parties' fundamental beliefs. In Part I, Flanigan details the nature of such injuries and their sequelae. Part II is devoted to an in-depth exploration of the six-phase process of forgiveness (naming and claiming the injury, blaming the injurer, balancing the relationship [which may include punishment of the injurer], choosing to forgive, and recognizing the emergence of a new identity and belief system). Part III provides exercises to assist in each of the phases of the forgiveness process. The book concludes

with a discussion of the importance of forgiveness in personal relationships, legal matters, and in society as a whole.

Kassinove, H. (Ed.). (1995). *Anger disorders: Definition, diagnosis, and treatment*. Washington, DC: Taylor & Francis.

This book is intended for practitioners, scientists, and students in the human services and aims to provide scientifically based information for use in the treatment of clients with difficulties related to anger. The text includes an overview of the current theories on anger and aggression. The authors discuss the paucity of diagnostic categories in the DSM-IV relating to anger and propose several new anger disorders for possible inclusion in future editions. Anger is looked at from the perspective of several different theoretical orientations from a cross-cultural viewpoint, and is then examined with respect to its relationship with criminal behaviors. Finally, treatment packages for both adults and children are presented and evaluated.

Lerner, H. G. (1985). *The dance of anger: A woman's guide to changing the patterns of intimate relationships*. New York: Harper & Row Publishers.

This text is a practical guide to assist women in changing ineffective anger styles through developing a deeper understanding of the dynamics of family relationships. The author examines the means by which one person's behavior affects that of another in a circular fashion, referred to as the *dance*. Through the use of easily-accessible case examples, exercises, and genograms, Lerner helps the reader to clarify common sources of anger, develop skills in communication, self-monitoring and observation, claim responsibility, identify relationship triangulation, as well as anticipate the resistance reactions of others to changes in their behavior.

McKay, M., Rogers, P. D., & McKay, J. (1989). *When anger hurts: Quieting the storm within*. Oakland, CA: New Harbinger Publications.

This self-help book is intended for people who are concerned about their anger and are looking for a more healthy and productive means of self-expression and problem solving. Throughout the book, examples and exercises are given in a simple, readable manner. Readers are encouraged to keep an anger journal for self-monitoring. In the first section, the authors examine the physiological and interpersonal costs of anger. The text explores the cycle of anger, involving stress, triggering thoughts, and the resultant experience of anger. Issues relating to personal responsibility are examined. The second section is devoted to developing the skills needed to control anger through combating the triggering thoughts, controlling stress, stopping anger escalation, developing coping and problem-solving skills, and behaviorally responding to provocation. The final section explores anger control in the home environment, focusing on the relationship between anger and its effect on children and spouses. A protocol for facilitating *Response Choice Rehearsal* groups is included.

Peurifoy, R. Z. (1999). *Anger: Taming the beast*. New York: Kodansha International.

The author defines this work as a *self-directed study program*, designed to be used as a workbook. Early chapters focus on removing the irrational beliefs and patterns of thought which tend to inhibit the implementation of the new skills and techniques presented in later chapters. The text covers a variety of anger-related topics including, stress management, developmental issues, coping and defense mechanisms, conflict resolution, parenting skills, and intimacy. Four vignettes used throughout the book exemplify the skills and concepts presented. Each chapter includes a review of key ideas and recommended activities to assist in the assimilation of the material. The final chapter is devoted to maintenance and relapse prevention. Guidelines for choosing a therapist and finding a self-help group are provided.

Potter-Efron, R. (1994). *Angry all the time: An emergency guide to anger control*. Oakland, CA: New Harbinger Publications.

This book targets habitually angry and/or violent people and is written in the vernacular in a blunt, lively style. Part I is aimed at increasing understanding of the problem and includes examining the origins of this behavior and the pattern of anger/violence escalation. Part II impels the reader to action and outlines strategies for making a commitment to change, stopping violent behavior, controlling anger, dealing with paranoia, and releasing resentment. The penultimate chapter addresses the partners of habitually angry people and provides practical suggestions to improve the quality of their lives. Finally, the author briefly discusses conflict resolution and negotiating skills.

Potter-Efron, R., & Potter-Efron, P. (1995). *Letting go of anger: The 10 most common anger styles and what to do about them*. Oakland, CA: New Harbinger Publications.

This easy-to-read text discusses the 10 most common styles with which people characteristically handle their anger. An *Anger Styles Quiz* is included to assist readers in determining their personal style. The styles are then categorized as masked, explosive, or chronic. Each style is analyzed, delineating its inherent benefits and associated problems. Exercises are given for each style to assist the readers in working through the more harmful aspects of their anger style. This book concludes with a summary of the manner in which healthy people deal with their anger.

Robins, S., & Novaco, R. W. (1999). Systems conceptualization and treatment of anger. *Journal of Clinical Psychology*, 55(3), 325-337.

This article appears in an issue that is devoted entirely to the treatment of anger. The authors explain the systems perspective and treatment modality with regard to anger. First, the complex and interrelated origins of anger are explored. Anger is explained as an adaptive response to internal and external demands. Next, systems concepts, such as positive and negative feedback

loops, open and closed systems, inputs and outputs, equilibrium, inertia, transfer, as well as thresholds and emergent properties are related to the conceptualization and treatment of anger. The authors define the goal of this mode of therapy as to increase the clients' capacities to control anger and modify the systemic conditions that trigger and escalate dysfunctional anger responses. Anger minimizing techniques center on transforming the environment into less stressful, anger-escalating, circumstances, and changing clients' thoughts and behaviors in response to these circumstances.

Stearns, C. Z., & Stearns, P. N. (1986). *Anger: The struggle for emotional control in America's history*. Chicago: University of Chicago Press.

Drawing on material from the fields of history and psychology, this text traces the historical changes in the way anger has been viewed from colonial days through modern times. Through analyzing diaries and popular literature, the authors explore the factors that led Americans from the collective opinion that anger and angry behavior were acceptable to the increasingly strict social controls on anger in the twentieth century. As pioneers in the field of *emotionology*, the authors advocate greater awareness of the societal factors affecting the American character to facilitate greater freedom of choice in our feelings and behaviors.

Tavris, C. (1989). *Anger: The misunderstood emotion*. New York: Simon and Schuster.

This book adopts a social perspective on anger, rather than the prevailing biological and psychological theories. Instead of defining anger as a single entity, Tavris discusses the different forms of anger, emanating from different processes and leading to differential consequences. The author explores anger from a cross-cultural perspective, dissects this emotion from a cognitive and physiological point of view, and exposes myths regarding expressed and suppressed anger. The final chapter provides strategies for living with anger and moving beyond it.

Thomas, S., & Jefferson, C. (1996). *Use your anger: A woman's guide to empowerment*. New York: Pocket Books.

Written in a light, humorous style, this book is the result of the first large-scale empirical study of women's anger. Each chapter is replete with numerous quotes from the women interviewed, data borrowed from recent scientific studies, exercises, and questionnaires to assist the reader in developing insight. The text begins by defining anger and differentiating between this emotion and frustration, hostility, and aggression. A format is supplied for a daily anger journal to keep a record of anger incidents and facilitate more productive usage of anger. Strategies are provided for relieving stress, improving self-esteem, as well as managing anger in the workplace, in intimate relationships, and with children. Guidelines for spouses and children are included for resolving anger associated with divorce.

Walmesley, C. (1991). *Assertiveness: The right to be you*. London: BBC Books.

This text assists the reader in developing assertive behavior to improve relationships with family, friends, co-workers, other members of the community, and oneself. Each chapter begins with objectives and a summary of the material covered. Practical exercises relating to the chapter objectives are detailed in a fill-in-the-blank format. At the end of each chapter, space is allotted for the creation of a personalized *action plan*, including resolutions regarding the behaviors targeted for change. A questionnaire is provided to assess the readers' current level of assertiveness.

Williams, R., & Williams, V. (1993). *Anger kills: Seventeen strategies for controlling the hostility that can harm your health*. New York: Times Books.

Having done extensive research on *Type A Personalities* and the health risks associated with hostility, the authors combine scientific theory with personal experience to create this easily accessible text. The book provides a *Hostility Questionnaire*, measuring the readers' levels of cynicism, anger, and aggression. Next, the authors review recent medical studies, demonstrating the relationship between hostility and serious health risks. The bulk of this book is devoted to strategies for overcoming hostility through thinking and acting more effectively, improving relationships, and adopting a positive attitude. For each of the seventeen strategies explored, the authors describe when, how, and why this strategy is used, as well as simple exercises to facilitate implementation. The final section assists the readers in developing strategies for dealing with hostility in others.

Module III: Negotiation and Mediation

Anstey, M. (1991). *Negotiating conflict: Insight and skills for negotiators and peacemakers*. Kenwyn, South Africa: Juta & Co., Ltd.

This book provides tools for settling disputes for practitioners working with labor, community and political conflict. The nature and causes of conflict are explored and factors contributing to its escalation and de-escalation are outlined. Various methods of negotiation and problem solving are discussed, based upon cooperation, mutual tolerance, and a commitment to the stability of the system. The author describes the phases and tactics of the *distributive bargaining approach*, providing basic skills and techniques useful in the negotiating process. In a review of related literature, creative alternatives to this approach are rendered. Communication skills are detailed for use in persuasion and attitude change. The key issues and skills of mediation are also discussed. Finally, a checklist for practitioners is provided, summarizing practical guidelines for negotiators and mediators.

Barsky, A. (1999). Community involvement through child protection mediation. *Child Welfare*, 78(4), 481-501.

This article focuses on the issue of community participation in mediating child

abuse and neglect cases. The author defines mediation, in this context, and outlines the goals of this process, as well as several models currently in use. Barsky argues that community involvement in this process serves the purposes of providing support for the child and family, as well as assisting the mediator in understanding culturally based issues. Community involvement in child protection mediation is then compared and contrasted with more traditional service modalities. A chart is provided listing the advantages and disadvantages of community involvement in this mediation process.

Fisher, R., & Ury, W., with Patton, B. (Ed.). (1991). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin Books.

This book explores the method of *principled negotiation*, developed by the Harvard Negotiation Project. The authors advocate the negotiation of issues of conflict on the basis of merit, as determined by impartial standards. This method is broken down to four basic points: separate the people from the problem; focus on interests, not positions; generate a variety of possible solutions; and base the results upon a fair standard. The book includes answers to 10 commonly asked questions regarding fairness in negotiation, dealing with people, tactics, and issues relating to power.

Fisher, R., & Ertel, D. (1995). *Getting ready to negotiate: The getting to yes workbook*. New York: Penguin Books.

This workbook provides a systematic approach to preparation for negotiation, as a follow-up to the book *Getting to Yes*. The author defines the seven elements needed in preparing for successful negotiations and provides step-by-step exercises with fill-in-the-blank forms, addressing each element. For each of the seven components, common preparation mistakes are listed and these are contrasted with the actions of the well-prepared negotiator.

Kolb, D. M., & Associates. (1994). *When talk works: Profiles of mediators*. San Francisco: Jossey-Bass Publishers.

Using material obtained from in-depth personal interviews, this book profiles 12 accomplished mediators in diverse fields of practice. The authors organize the mediators into three categories: a) professional, full-time mediators; b) practitioners, who have contributed to this field through writing, training, advocacy, and work on professional standards; and c) those who do not specifically define themselves as professional mediators, but use mediation skills and techniques to meet people's needs or facilitate the creation of a more peaceful world. The final section is a summary and critique of the major themes extrapolated from these interviews.

Kritek, P. B. (1994). *Negotiating at an uneven table: Developing moral courage in resolving our conflicts*. San Francisco: Jossey-Bass Publishers.

This book addresses negotiation and conflict resolution in situations in which some of the participants have less power than others, although this power

differential is unacknowledged. The author attempts to provide the reader with the necessary tools to recognize these *uneven tables*. Traditional responses to negotiating these situations are explored and the author demonstrates the deficiencies in these approaches, suggesting more constructive *ways of being*. Creative exercises in self-exploration are supplied in an effort to expose reader resistance and personal blind spots. Drawing on examples from health care and educational settings, parables, illustrative stories, and poetry are proffered to furnish alternate ways of learning these concepts.

Kruk, E. (Ed.). (1997). *Mediation and conflict resolution in social work and the human services*. Chicago: Nelson-Hall Publishers.

This mediation practice text is directed toward social work students and practitioners, as well as other human service professionals, and aims at the integration of the theoretical underpinnings governing mediation with generalist social work theory. The chapters, written by experts in each field of practice, include a wide range of applications to be implemented with diverse populations. Structured intervention strategies are outlined for mediating disputes in the following arenas: marriage, divorce, parenting, stepfamilies, child protection, adoption, aging adults, health care, mental health, people with disabilities, communities, education, workplace harassment, criminal justice, social policy, and multicultural practice. The *Standards of Practice for Social Work Mediators*, developed by the National Association of Social Workers, are included.

McRae, B. (1998). *Negotiating and influencing skills: The art of creating and claiming value*. Thousand Oaks, CA: Sage Publications.

The author defines this book as a teaching tool for developing negotiating and influencing skills for use in both personal and professional arenas. Within the text, numerous exercises are outlined to assist the reader with the learning process by moving up *the ladder of knowledge*. This involves moving from an intellectual understanding of the tools required in negotiation to a level of competence in implementing these tools, taking all the salient environmental factors into consideration. After the basic principles and tools are explored, the author describes specific techniques for use in particularly difficult situations. The latter part of the text is devoted to the development of *higher-order* negotiating skills and commitment to the negotiating process. An annotated bibliography is included.

Umbreit, M. S. (1999). Victim-offender mediation in Canada: The impact of an emerging social work intervention. *International Social Work*, 42(2), 215-227.

This article analyses the outcomes of a three-year Canadian study of victim-offender mediation. In this unique context, the involved parties are not disputants, and thus the goals differ from those traditionally prescribed in other modes of mediation. In this process, mediators facilitate dialogues

between victims and offenders. This empowers the victims by providing an opportunity for them to voice the manner in which the crime affected them, to receive answers to questions they may have, and to participate directly in the development of a restitution plan. This study demonstrated the success of this process in increasing client satisfaction and perception of fairness, as well as decreasing fear of revictimization. A chart is provided comparing the results of similar studies in England, Canada, and the U.S.

Whitney, C. (1986). *Win-win: Negotiations for couples*. Gloucester, MA: Para Research, Inc.

This book assists couples in developing negotiating skills for making difficult joint decisions. The first chapter goes over the basics of the win-win concept, including discussions regarding commitment, trust, risk-taking, cooperation, effective communication, and strategies for joint decision-making. Later chapters address specific choices commonly faced by married couples, and include strategies, examples, checklists and recommended readings to assist them in making decisions about lifestyle, budgeting, career, household chores, the balance of power, sex, vacations, holidays, leisure time, and parenthood.

Wiseman, J. M. (1990). *Mediation therapy: Short-term decision making for couples and families in crisis*. Lexington, MA: Lexington Books.

This book details a short-term therapeutic approach aimed at assisting close members of families in reaching important decisions about their future. The author provides a practical structured format including a session-by-session outline of the therapeutic process. Techniques used in this approach are drawn from mediation, conflict resolution, and decision-making theories. The goal of mediation therapy is for all participants to increase understanding of themselves, their relationship, and the viewpoints of the others to arrive at a successful resolution of the specific problem at hand. Also included in the text are suggestions regarding client selection, exercises to facilitate examination of therapist values and biases, a sample form for a family genogram, basic techniques of conflict resolution, and a discussion of the effects of separation and divorce on children.

HANDOUTS

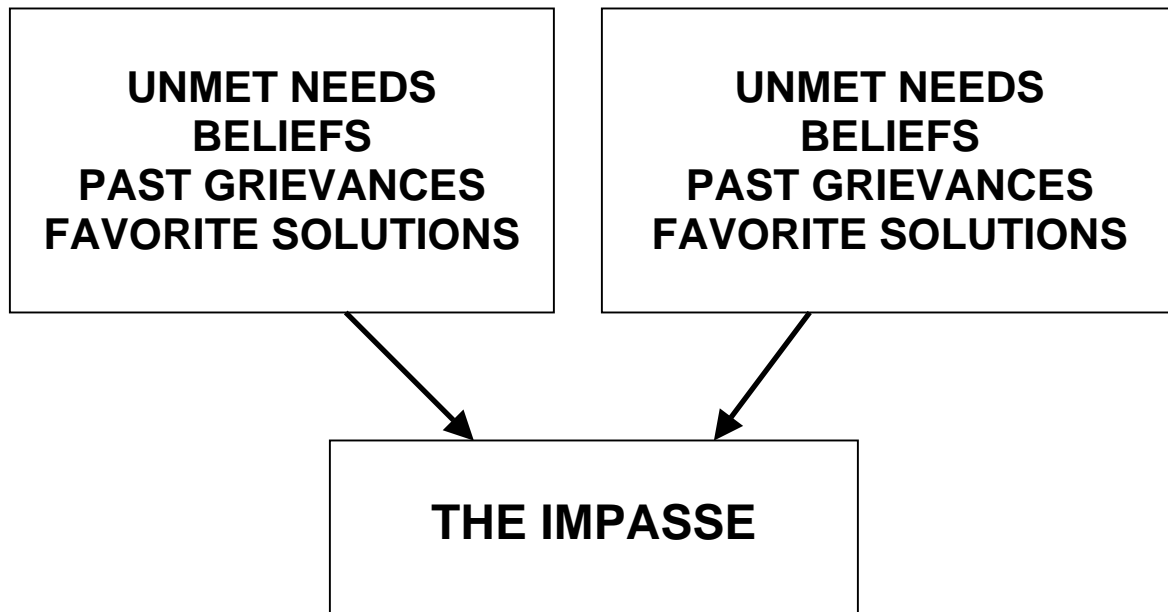
CONFLICT CHARACTERISTICS

- ❖ Inevitable**
- ❖ Neither good nor bad**
- ❖ Process**
- ❖ Consumes energy**
- ❖ Content and feeling**
- ❖ Proactive or reactive**

LIFE CYCLE OF A CONFLICT: SIX PHASES

- ◆ Undercurrent begins
- ◆ Surfaces
- ◆ Develops
- ◆ Peaks
- ◆ Adapts
- ◆ Resolves/Goes under

WHAT PEOPLE BRING TO THE CONFLICT SITUATION



OPERATING ASSUMPTIONS FOR APPROACHING CONFLICT

- ◆ All needs are legitimate.
- ◆ There are enough resources to meet all the needs.
- ◆ Within every individual lies untapped power and capacity.
- ◆ Process is as important as content.
- ◆ Improving situations is different from solving problems.
- ◆ Everyone is right from his or her own perspective.
- ◆ Solutions and resolutions are temporary states of balance.

From: Gerstein, A., & Reagan, J. (1986). *Win-win: Approaches to conflict resolution*. Salt Lake City, UT: Peregrine Smith Books.

CONFLICT SITUATIONS WORKSHEET

Read each of the following statements and rate each response according to your most probable action or choice in each case. 1 would be your first choice, 2 would be your second choice, 3 would be your third choice, etc. Rank all five answers.

1. You are about to go into a meeting in which a new policy will be offered. There has been much disagreement. Your perspective to this policy is quite different than the majority. Resistance to the majority will likely aggravate many of the planning team members. You are most likely to:
 - _____ a. Stand fast for your position.
 - _____ b. Look for some middle ground.
 - _____ c. Go along with the wishes of the majority.
 - _____ d. Remain silent during the meeting.
 - _____ e. Try to re-frame the issue so that all sides can be included in the solution.

2. I would say the following about differences:
 - _____ a. Differences are to be expected and reflect the natural order: some have resources and others have none, some are right and some are wrong.
 - _____ b. Differences should be considered in light of the common good. At times parties are obliged to lay aside their own views in the interest of the majority.
 - _____ c. Differences serve only to drive people apart and their personal implications cannot be ignored.
 - _____ d. Differences reflect the basic attributes of people and are largely beyond influence.
 - _____ e. Differences are a natural part of the human condition and are neither good nor bad.

3. Regarding conflict:

- _____ a. Ultimately right prevails. This is the central issue in conflict.
- _____ b. Everyone should have an opportunity to air feelings as long as they do not block progress.
- _____ c. Conflict requires self-sacrifice, the placing of the importance of continued relationships above one's own needs and desires.
- _____ d. Conflict is one of the evils in human affairs and should be accepted.
- _____ e. Conflict is a symptom of tension in relationships, and when accurately interpreted, may be used to strengthen relationships.

4. Regarding the handling of conflict:

- _____ a. Persuasion, power, and force are all acceptable tools for achieving resolution and most expect them to be used.
- _____ b. It is never possible for anyone to be satisfied. Resolving conflict means persuasion combined with flexibility.
- _____ c. It is better to ignore differences than to risk open conflict. It is better to maintain the basis of relationship than to risk it.
- _____ d. Impersonal tolerance is the best way to handle conflict.
- _____ e. Conflict resolution requires confrontation and problem solving, often going beyond the apparent needs and opinions of the parties involved.

SUM YOUR RESPONSES FOR EACH OF THE FOLLOWING LETTERS.

A. _____

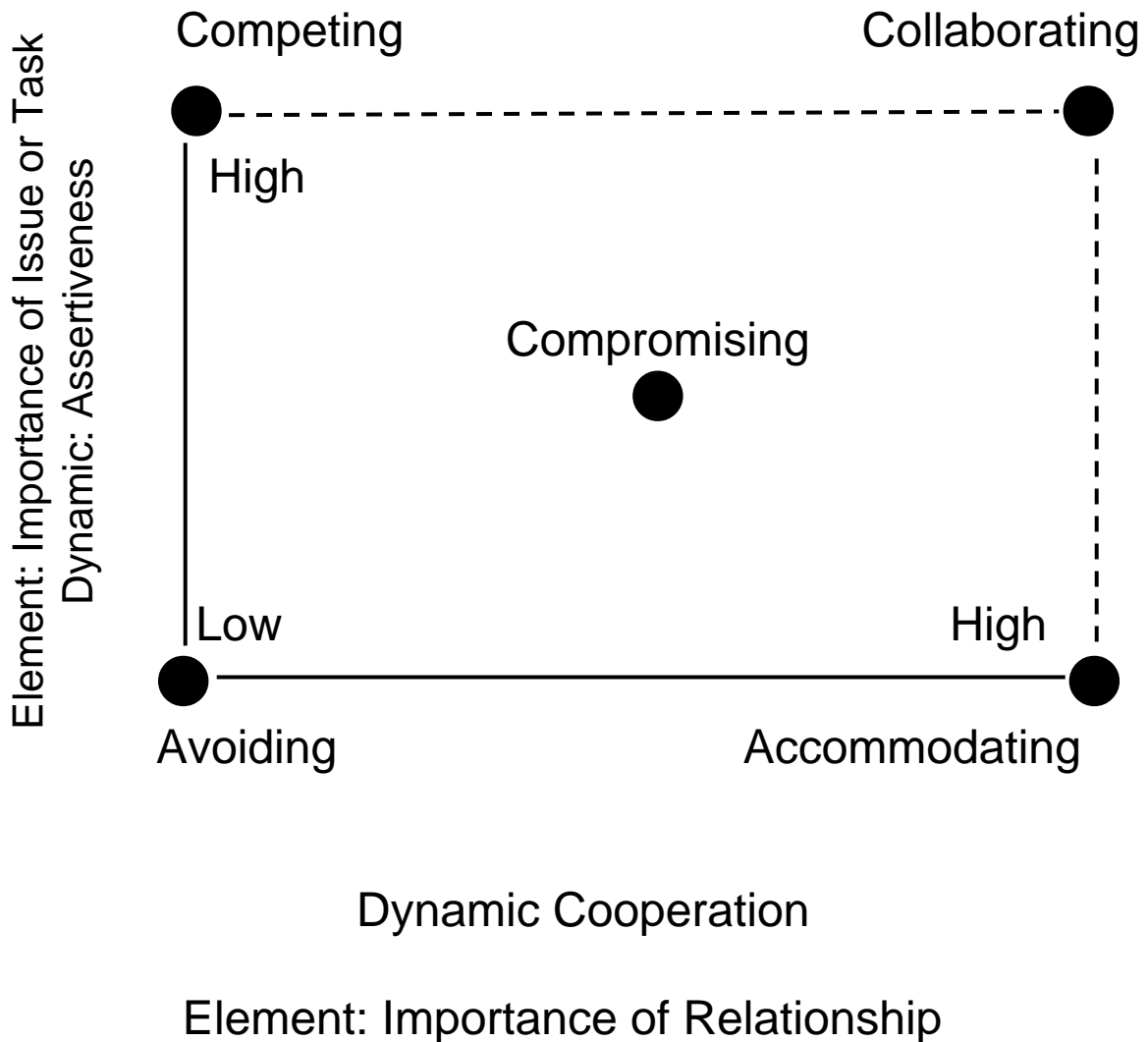
B. _____

C. _____

D. _____

E. _____

CHANGE AND CONFLICT STRATEGIES



Model adapted from page 9: Thomas, K. W., & Kilmann, R. H. (1974). *Thomas-Kilmann Conflict Mode Instrument*. Tudexo, NY: Xicom Incorporated.

DIFFERENT KINDS OF POWER

External

- 1. Reward**
- 2. Coercive**
- 3. Connection**

Legitimate

Internal

- 1. Information**
- 2. Expert**
- 3. Reference**

FOUR BASIC NEEDS

❖ **Belonging**

❖ **Power**

❖ **Freedom**

❖ **Fun**

COMPONENTS FOR EFFECTIVE CONFRONTATION

STEP I

“When...”

Describe the behavior that is causing the problem.
Describe the behavior objectively, using concrete terms.
Describe a specific time, place, and frequency of the actions.
Describe the action, not the “motive.”

STEP II

“The effects
are...”

Describe concretely how other’s behavior affects your life.
Describe what it is you do in response to other’s behavior.
Include short and long-term effects for you and the other person. Think of
what the end result is.
Be as specific and clear as possible.

STEP III

“I feel...”

Express your feelings calmly.
State feelings in a positive manner, as relating to a goal to be achieved.
Direct yourself to the specific offending behavior, not to the whole person.

STEP IV

“I’d prefer...”

Ask explicitly for change in the other’s behavior.
Request a small change, and only one or two at a time.
Specify concrete actions you want to see stopped, and those you want to
see performed.
Take account of whether the other person can meet your request without
suffering large losses.
Specify (if appropriate) what behavior you are willing to change to make
the agreement.

STEP V

“The
consequences
will be...”

Make the consequences explicit.
State how appreciation will be shown if he or she abides by the contract.
State the negative consequences (punishment) that will occur if the
behavior continues.

STEP VI

“What’s your
reaction...”

Ask what the other person heard--did he or she understand.
Ask if he or she has an alternative.
Ask how the other person feels and thinks.

DEFUSING SKILLS

- **Listen**
- **Acknowledge the anger**
- **Apologize**
- **Agree with the truth**
- **Invite criticism**

DEFUSING ANGER: SOME DON'TS

- **Debate the facts**
- **Ask “why” questions**
- **Jump to conclusions**
- **Rush**
- **Use sarcasm**
- **Criticize and blame**
- **Impose your value judgments**
- **Nag and preach**
- **Counterpunch**
- **Take a statement at face value**

PRINCIPLED NEGOTIATION

1. **Separate people from problems**
2. **Focus on interests, as compared to positions**
3. **Brainstorm**
4. **Measure solutions along a yardstick of impartial fairness**

Fisher, R., & Ury, W. (1991). *Getting to yes: Negotiating agreement without giving in*, (2nd ed). New York: Penguin Books

Breakdown Form

.....

Parties
Who is involved in this problem?

_____	_____
_____	_____
_____	_____

Perceptions
What does each party think of the other and of the situation?

_____	_____
_____	_____
_____	_____

Positions
What is each party demanding?

_____	_____
_____	_____
_____	_____

Interests
What does each party *really* want and why?

_____	_____
_____	_____
_____	_____

Creative Options
What are all the possible things the parties could do?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Fair Standards
What guidelines can help the parties decide what's fair and what's not?

_____	_____
_____	_____
_____	_____

Backup Plans
What would each party do if they didn't reach an agreement?

_____	_____
_____	_____
_____	_____

SPECIFIC MEDIATION SKILLS

1. Demonstrate neutrality
2. Build rapport
3. Appear confident and competent
4. Increase the number of options
5. Identify underlying interests (getting factual and subjective information)
6. Build on small agreements (determining areas of prior agreement)
7. Focus on common goals (identifying issues and setting the agenda)
8. Clarity
9. Direct clients to address each other
10. Demonstrate active-listening
11. Use reality testing
12. Empower weaker clients
13. Assess negotiating flexibility
14. Recognize your own biases
15. Hear each client out on every issue
16. Reframe
17. Call a halt to unacceptable behavior

A MEDIATION MODEL

PHASE I. INTRODUCTION

1. Welcome
2. Credit disputing parties for coming
3. Introduce all present--ask for name preferences
4. Explain ground rules--notes taken, and purpose, note court mediators are guides not judges, not guilt or innocence--6 steps
5. Verbal agreement about interactional ground rules--don't interrupt, respect each other, stay seated
6. Ask if there are any questions

PHASE II. TELLING THE STORY

1. Use active listening skills; paraphrase, reflecting, crediting, questioning, acknowledging (SOLAR)--non verbal skills
2. Allow for silence--don't rush parties
3. Have each person talk to the mediator--clarify the issues, elicit feelings and identify feelings, identify common interests
4. Mediator should be able to summarize each party's story

PHASE III. UNDERSTANDING THE PROBLEM

1. Parties talk to each other; not the mediator
2. Ask what was accurate/inaccurate about what they heard each other say
3. Ask parties to...
 - a. Change places: how does he or she think other party feels
 - b. Identify areas they have in common
 - c. Tell other party what he or she wants them to really hear/understand
 - d. Identify what he or she thinks other party is not hearing
4. Make sure each understands other side

PHASE IV. ALTERNATIVES SEARCH

1. Explain brainstorming process
2. Encourage parties to think of meaning, consequences, and effects of all possible solutions
3. Make sure one party isn't giving up everything
4. Allow rejection of some ideal
5. Credit people for effort in working through
6. Agree on some solutions, with details

PHASE V. RESOLUTION

1. Record each statement--dates, times, amount of money, etc.
2. Make sure everyone signs agreement

PHASE VI. DEPARTURE

1. Be friendly--give credit to all for efforts. Identify progress they've made
Congratulate them on ability to reach an agreement
2. Ask each party how they feel, thank for using mediation

ASPECTS OF CULTURAL NORMS AND VALUES

1. Sense of self and space
2. Communication and language
3. Dress and appearance
4. Food and eating habits
5. Time and time consciousness
6. Relationships, family, and friends
7. Values and norms
8. Beliefs and attitudes
9. Mental processes and learning style
10. Work habits and practices

Harris, P. R., & Moran, R. T. (1979). *Managing cultural differences*. Houston: Gulf Press.

NINE-STEP PROCESS: SOCIAL CONTRACTING

1. Acknowledge personal feelings
2. Communicate understanding of the problem and reach agreement about the problem
3. Elicit others' wants
4. State your wants
5. Negotiate mutual offers
6. Reach agreement
7. Elicit feedback about control and vulnerability
8. Give support
9. Restate agreement

Adapted from: Block, P. (1981). *Flawless consulting: A guide to getting your expertise used*. San Diego, CA: University Associates.