

Background Material
Conflict Management

CREATIVE CONFLICT RESOLUTION - A WAY OUT

"When I see the room in a mess I feel angry because I need a clean and neat room when I return from work."

This was the statement which impressed me most at a workshop on Creative Conflict Resolution and Non-Violent Alternatives, held recently at Bangalore. What I found new about the statement was the fact that it related 'needs' to 'feelings.' The workshop emphasised the importance of being aware of our feelings and our needs if we want to be truly healthy. It revealed that conflicts arise basically because of frustrations -- in individuals, and between individuals, organisations, states and nations.

Conducted by Chris Klug of Non-Violent Alternatives, South Dakota, U.S.A., and organised by the Community Health Cell, Bangalore, between 31 May and 1 June this year, the workshop set out to make conflict a positive learning experience. It tried to explore non-violent alternatives to conflict resolution not only as a strategy for solving problems but also as an opportunity for growth.

Conflict was defined as what arises when two or more people who interact with each other perceive incompatible differences between themselves or sense threats to their resources, needs or values and behave in response to the interaction and their perception of it. (William Kriedler) A conflict occurs internally when an individual is in conflict within the self or externally when two or more individuals are in conflict.

The workshop initiated most participants into a whole new way of looking at conflicts, as we were encouraged to search within ourselves to find the cause of the conflict. The programme was divided into four sessions and the agenda for each session was kept flexible so that participants' responses to earlier sessions could be addressed. The entire workshop consisted of activities. The logic behind this was that if two people involved in a conflict could not interact with each other, then the level of tension between them would become much more difficult to resolve.

The workshop began with a few basic assumptions:

1. Conflict is an opportunity for growth.
2. Peace results from the creative use of conflict and the tension it causes rather than from evading it.
3. Conflict is a normal, unavoidable part of each person's life; so we must welcome and learn to use it.

One of the concepts emerging from the workshop is that there is such a thing as a 'safe space, which is essential to resolve conflicts. This is a space where individuals are able to feel safe to discuss and confide their problems. For this, an environment where people trust one another, see good in others and feel reaffirmed about themselves has to be created. This encourages cooperation as well as conflict resolution.

We learnt that 'conflict resolution has four guiding themes:

1. Affirmation

This helps people feel positive about and at peace with themselves, thereby enabling them to be more comfortable with others, too.

The very first activity was an affirmation exercise called the 'adjective name-game.' This also served as the introductory exercise. All participants had to attach a positive adjective to their names, which would be used along with their names throughout the entire workshop. So we had Bubbling Benjamin, Active Thomas, Listening Kalpana, Kind Chris, and others. It was surprisingly easy to recall names with their corresponding adjectives; we soon realised that each time we addressed a person, we were also recalling a positive aspect of that person.

Cooperation

Cooperation is crucial to conflict resolution because without it people cannot work together towards a goal and fulfil it jointly. A conflict between two people cannot be resolved unless both cooperate. This point was made essentially through physical exercises.

For example, two people squatted on the ground with their backs to each other and their hands entwined at each other's waist. They had to rise to their feet without the aid of their hands. This could be achieved only when they cooperated with each other and jointly generated the force to get up. Without such cooperation, both partners would collapse.

Communication

It is essential to be able to communicate about the problem or the conflict in question. In a conflict situation it is important to keep channels of communication open.

'Back to back drawing' was the exercise used to illustrate this theme. Again, two partners sat with their backs to each other. Partner A had to draw a picture behind partner B's back and then describe it to the latter in such a way that he/she could draw a similar one. Then the exercise was reversed. A comparison of the partners' drawings reflected the effectiveness or otherwise of the communication between the two.

Problem solving

At the root of every conflict is a problem which needs to be looked at in an objective manner. In problem solving we were divided into groups of three or four; we had the freedom to select a problem -- personal or official -- and analyse it in the context of the techniques we had learnt. One of these techniques was the 'I statement,' an example of which is quoted at the beginning of this report. Our group found the 'I statement' an effective tool.

The statement is made up of three components: When I..., I feel..., and Because I need.... In the first part of the statement the cause of the conflict is placed on oneself in order to avoid making accusations. In the second segment one's feelings are expressed and in the last part one's needs are highlighted. In this way it becomes clear that it is one's own needs which are being frustrated and that to be truly healthy one must pay attention to these needs and try to fulfil them as much as possible.

After each activity we reassembled to share our perceptions. Often suggestions were made on how a particular activity could be modified to serve a special purpose -- for example, for use with children. During the workshop the objectives of each exercise were not previously stated; some participants felt that prior information could increase the level of participation.

In the definition of conflict, 'behave' is the key word -- because it is behaviour which escalates any conflict. So we discussed the factors which help escalate or de-escalate a conflict. On further reflection and observation we found that factors which escalate conflict are usually unconscious and/or emotion-based, whereas factors which de-escalate require more conscious effort and objectivity.

A conflict can be resolved in four ways: a win-win situation in which both parties get what they need, a lose-win situation in which the second party wins, a win-lose situation in which the first party wins and a lose-lose situation in which both parties are not satisfied. In most situations one tries for a win-win solution.

~~In the last session we briefly dealt with conflicts in family situations. A family meeting was simulated, with members meeting in a circle and talking about needs and feelings. It is important to start this process with children when they are young so that they can be introduced early to healthy ways of dealing with a conflict-filled world. Such regular sharing can create a safe space where children feel free to discuss their feelings and problems; it helps build good relationships among family members.~~

Most participants felt that activities highlighting cooperation should be introduced first to children. The agenda should be quite lengthy and involve many activities as children tire of any activity quickly and do not readily go into discussions. Stories could be used with children, especially those which have a conflict resolution situation within them.

I found the workshop personally helpful and I feel any personal development reflects itself in the work situation. Though temperamental by nature, I now feel capable of thinking about the conflicts within me and reasoning through conflicts in my work situation. This is sure to help me build better relationships personally and professionally.

That conflict is an integral part of the universe is indisputable. We live in a world where resources are few and contenders for them many; it is inevitable that conflicts occur. It is left to us to resolve our conflicts in the best way possible to build a happier and healthier world.

Caroline Wesley

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INSTRUCTIONS

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement which is most characteristic of your own behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior; but please select the response which you would be more likely to use.

- 1. A. There are times when I let others take responsibility for solving the problems.
B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
- 2. A. I try to find a compromise solution.
B. I attempt to deal with all his and my concerns.
- 3. A. I am usually firm in pursuing my goals.
B. I might try to soothe the other's feelings and preserve our relationship.
- 4. A. I try to find a compromise solution.
B. I sometimes sacrifice my own wishes for the wishes of the other person.
- 5. A. I consistently seek the other's help in working out a solution.
B. I try to do what is necessary to avoid useless tensions.
- 6. A. I try to avoid creating unpleasantness for myself.
B. I try to win my position.
- 7. A. I try to postpone the issue until I have had some time to think it over.
B. I give up some points in exchange for others.
- 8. A. I am usually firm in pursuing my goals.
B. I attempt to get all concerns and issues immediately out in the open.
- 9. A. I feel that differences are not always worth worrying about.
B. I make some effort to get my way.
- 10. A. I am firm in pursuing my goals.
B. I try to find a compromise solution.
- 11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.
- 12. A. I sometimes avoid taking positions which would create controversy.
B. I will let him have some of his positions if he lets me have some of mine.
- 13. A. I propose a middle ground.
B. I press to get my points made.

14. A. I tell him my ideas and ask him for his.
B. I try to show him the logic and benefits of my positions.
15. A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tensions.
16. A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.
17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tensions.
18. A. If it makes the other person happy, I might let him maintain his views.
B. I will let him have some of his positions if he lets me have some of mine.
19. A. I attempt to get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have had some time to think it over.
20. A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.
21. A. In approaching negotiations, I try to be considerate of the other persons's wishes.
B. I always lean toward a direct discussion of the problem.
22. A. I try to find a position that is intermediate between his and mine.
B. I assert my wishes.
23. A. I am very often concerned with satisfying all our wishes.
B. There are times when I let others take responsibility for solving the problems.
24. A. If the other's position seems very important to him, I would try to meet his wishes.
B. I try to get him to settle for a compromise.
25. A. I try to show him the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person's wishes.
26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all our wishes.
27. A. I sometimes avoid taking positions that would create controversy.
B. If it makes the other person happy, I might let him maintain his views.
28. A. I am usually firm in pursuing my goals.
B. I usually seek the other's help in working out a solution.
29. A. I propose a middle ground.
B. I feel that differences are not always worth worrying about.
30. A. I try not to hurt the other's feelings.
B. I always share the problem with the other person so that we can work it out.

CONFLICT MODE INSTRUMENT

Circle the letters below which you circled on each item of the questionnaire.

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	Competing (Forcing)	Collaborating (Problem Solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			A		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A

Total number of items circled in each column.

Competing

Collaborating

Compromising

Avoiding

Accommodating

INTERACTION, FACE-TO-FACE

The primary form of communication for humans, the one from which all other forms have developed. Both intuition and the work of investigations indicate that face-to-face interaction is essential in the development of individuals and in the maintenance and transmission of CULTURE. Interaction is generally accepted as the vehicle for such crucially important and interrelated functions as establishing the parent-infant bond, nurturing and guiding the social and cognitive development of the child, defining and sustaining cultures and subcultures, and providing a medium the transactions between individuals-the CONVERSATION, play and games, religious and secular RITUAL, commercial exchanges, greetings and the like that make up everyday life.

The term face-to-face interaction most immediately suggests occasions when people join together to talk or otherwise jointly sustain a single focus of attention. However, also pervasive in everyday life is the focused interaction in which participants make adjustments in their actions in response to the presence of others, such as changing one's course on the the walk to avoid an oncoming pedestrian, changing one's position in a theater seat to let another move across the aisle, or standing in a certain position and with a certain body tonus in the presence of others in an elevator.

Phenomenologically, face-to-face interaction may be said to come into being when each of at least two participants is aware of the presence of the other, and each has reason to believe the other is similarly aware. In these conditions interaction may be said to have occurred even if there is no perceptible communicative e action by either participant. This is because, given a state of reciprocal awareness, interaction might have occurred, and thus even its absence becomes meaningful.

However, investigators cannot rely on a phenomenological definition. Participant's states of awareness are not readily accesible for direct observation. For research purposes we must focus on participant's overt actions. From this viewpoint, interaction occurs as soon as the actions of two or more individuals are observed to be mutually interdependent. Through detailed studies of films or videotapes of interactional events such as greetings, it has been possible to show how people engage in an elaborate process of mutual adjustment of their actions, including their bodily orientations, movements in space, and direction of gaze. In typical, everyday interactions, participants actions appear to embody strong regularities that lend themselves will to systematic research.

A full analysis of interaction would include many different kinds of action. USE OF LANGUAGE is a frequent component: the way words are pronounced, elements of intonation or prosody, syntax, and semantics. In addition to intonation there is quality or manner of speaking, such as variations in loudness and pitch beyond that involved in intonation, tempo, resonance, pauses, and nonfluencies, as well as non-language sounds such as laughing and sighing. Non-speech actions include FACIAL EXPRESSION and bodily movements such as posture and GESTURE; the way in which interactions space themselves and orient their bodies to one another and how they arrange themselves in relation to the physical layout of the environment; and the part played by TOUCH and SMELL and the use of cosmetics, CLOTHING, and artifacts such as pencils, pipes, and canes.

Traditions of Research

One of the earliest attempts to analyse the process of interaction was undertaken by U.S. psychologist Eliot Chapple in 1939. He proposed that any instance of interaction could be treated as a sequence of actions and inactions by the participants. In a conversation, for example, periods of talk by a participant could be treated as stretches of action and periods of silence as stretches of inaction. The patterning of these periods could be subjected to quantitative analysis. To facilitate data gathering, Chapple developed the interaction chronograph, a device on which investigators could record the length of speech and silence or other actions and inactions by pressing keys. Chapple used such information to investigate the process terms as a complex system of interaction. His emphasis on objective analysis of interaction events was highly influential in the great expansion of work on face-to-face interaction that took place shortly after World War II, especially in the United States.

Beginning in the early 1950s considerable interest developed in what has come to be known as NON-VERBAL COMMUNICATION. This term draws attention to the complex and subtle ways in which people provide information for one another in interaction through what they do and how they do it, in addition to what they say and how they say it. Much research on nonverbal communication has been carried out by experimental social psychologists intrigued with the possibility that certain nonverbal actions might be used as indicators of other phenomena, such as type of interaction, attitudes or feelings of the participants, their hidden motives and the like; or of other personal characteristics, such as individual differences. Most of this work has been concerned with measurement of just one or two nonverbal actions at a time. Gaze direction in interaction has proved a particularly popular object of investigation.

More relevant to the issue of the process of face-to-face interaction has been another line of research that has examined how participants are able to accomplish a given interaction. Normal everyday interaction is governed in part by a system of rules known by all participants that renders action intelligible, give rise to a set of mutual expectations regarding appropriate conduct, permits routinely coordinated action by the participants, and-of particular interest to investigators - introduces strong regularities in participant's actions. The research focus here is on the organisation (or structure) of interaction, including as far as possible all the actions relevant to that organisation. Emphasis is also placed on analysing sequences of actions involving all participants in the interaction, thus centering on interactive regularities rather than regularities in messages produced by individual participants.

Certain investigators, including GREGORY BATESON, Ray Birdwhistell, ERVING GOFFMAN, Norman-McQuown, and Albert Scheflen, were particularly instrumental in the development of this approach during its formative period in the early 1950s. Bateson and Birdwhistell were trained as anthropologists. Goffman as a sociologist, McQuown as a linguist and Scheflen as a psychiatrist. Given this diversity, the intellectual influences on these founders can be briefly summarized. However, two authors are prominently cited by almost all of them. Sociologist GEORG SIMMEL emphasized interaction as a basic constituent of society and thus an activity of central importance to sociology. Linguist EDWARD has similarly stressed the centrality of interaction to society, as well as the importance of nonlinguistic segments of interaction. Sapir's work was influential in giving current structural work on interaction its strong linguistic cast.

Bateson, Birdwhistell, and McQuown were among the participants in a year-long study group in 1956 that focused on the systematic and comprehensive investigation of interaction. "Natural History of an Interview", a two-volume manuscript resulting from that collaboration, was essentially completed in 1955 but never published. Nevertheless, this work and the contributors to it have exerted considerable influence on the shape of research on face-to-face interaction. In addition, Birdwhistell brought the study of body motion to the attention of investigators; his terms for the area-KINESICS-is widely used.

Several lines of structural research have been pursued, distinguishable mainly by differences in methodology rather than in underlying conceptional frameworks. Greatly influenced by the contributors to "Natural History of an Interview", Scheflen developed context analysis. This was an attempt to adapt for interaction research the methods developed by structural linguists in the United States. Scheflen's substantive work began with detailed analysis of rather unorthodox approaches to psychotherapy but expanded to include general treatments of interactions and territoriality.

Goffman was perhaps the most prominent writers on interaction. An innovative and influential sociologist, Goffman firmly established the study of small scale interactional processes as a legitimate area of research. Drawing on his own participant observation and on examples derived from many sources including news reports and books of etiquette, Goffman was unexcelled at articulating the subtlety complexity, and diversity of interaction and at illuminating the order underlying it.

Conversation analysis, though deriving from the school of sociology known as ethnomethodology, is very similar to the previously mentioned approach in its conceptual framework. As implied by its name primary emphasis is on the study of conversations. Under the early leadership of U.S. sociologists Harvey Sacks and Emanuel Schegloff, conversation analysis have focussed on the linguistic elements of conventions, although there are notable exceptions. Among the many contributors of conversation analysts are discussions of the design features of interaction systems and demonstrations of the complex ways in which syntax is used in the service of interaction, as well as of the ways in which interaction process can affect the production of linguistic utterances.

Components of Interaction

There is more to interaction than structure, however. A complete description of an interaction would have to range beyond signals, rules, and other structural elements. At least two other major components would also have to be included: strategy and situation. Each of the three components-structure, strategy, and situation-is closely linked to the other two.

Situation or context involves an apparently large set of cultural categories that applies to the participants, their relationship, the social setting of the interaction, and other factors. A participant's definition of the situation-that is, the assignment of values to relevant categories-for a given interaction permits choice of appropriate conventions. This matching of convention to situation is possible because each convention carries a set of situational requirements specifying the categories and their respective values that must apply in order for the convention to be appropriately used.

Work on forms of address provides an interesting example of research on situation. In one study U.S. linguist Susan Ervin-Tripp, observing her own rules of address, sought to identify the categories and values underlying the use of such forms as title-plus-name, Mr.-plus-last-name, and first name. Using a dichotomous category system, she found, for example, that she used first name in several situations, one of which was when the setting was not status marked and the partner was a friend or colleague who was neither of higher rank nor fifteen years older.

Because of the situational requirements of convention, the use of given convention by participants provides information on the categories and values respectively assigned by them. When one participant first uses a convention in an interactional issue whether or not the partner chooses to ratify or join in the enactment of the convention, thereby tacitly agreeing to the participant's definition.

Strategy, the third major component of a description of interaction, derives from the choices participants make regarding both structure and situation. In either case strategy involves choice among legitimate alternatives and failure to act appropriately (relation of applicable rules). In its relation to structure, strategy is roughly analogous to the notion of strategy in games. If structure is similar to the rules of a game, then strategy is the way the participants operate within or break the rules. A move in a chess game would be a single element of strategy: the exercise of an option when more than one move is available within the rules. One cannot operate within a structure without simultaneously engaging in a strategy. At the same time, it is structure that makes the choice of actions meaningful.

Strategy becomes involved in a situation through a participant's choices in assigning values to social categories, selecting and ratifying conventions congruent with those assigned values (a violation). Situation and its attendant strategy includes but extends beyond the study of individual differences in interaction.

A theme that has emerged in virtually all structural research is that interaction is constructed through the common participation of all those involved. Significantly extending the earlier notions of message or information exchange and of sequential influence of actions, the notion of common participation has been fundamental to the structural analysis of interaction process from its beginning. From this perspective, interactional events such as the exchange of speaking turns are achieved only through the joint, coordinated action of relevant participants. One effect of common participation is that the frequency, duration, and other characteristics of actions such as gazes or smiles, once regarded by many investigators as belonging exclusively to one participant, can be deeply affected in various ways by the actions of the partner.

The notion of common participation emphasizes the deep interconnectedness of things in interaction. The full implications of this basic phenomenon continue to be explored by investigators. On the one hand, common participation appears to complicate some more traditional approaches to interaction research. On the other hand, common participation provides a powerful resource for investigators. By capitalizing on the complex network of relationships among the many different actions by all participants, investigators not only can facilitate research on the process of interaction itself, but also can make more effective use of interaction processes in examining other phenomena of interest, such as individual differences and cognitive processes.

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From the 'Encyclopedia of Communications'

BARGAINING

A process whereby two or more interdependent parties attempt to settle their differences through an exchange of proposals and counter proposals. A number of theorists treat negotiation and bargaining as synonyms, while others define bargaining as the exchange process taking place within the act of negotiation. Here negotiation and bargaining are treated as synonyms.

Characteristics of Bargaining

Five characteristics distinguish bargaining as a form of problem solving. First, bargaining is generally treated as a subset of conflict in that the parties hold or perceive that they hold incompatible goals or interests. Second, the two parties engaged in bargaining are interdependent in that one party's gain or loss depends on the other party's choices. Within a framework of competition, then, the two parties must cooperate to reach their individual goals. Each party has the power to constrain or prevent the other from attaining a goal.

The third characteristic, social interaction, refers to the means through which the bargaining is carried out. Interaction can be both tacit and explicit. Explicit communication consists of the messages conveyed openly between the bargainers, such as demands, concessions, and information; tacit communication refers to hints, signs, nonverbal gestures, and other indirect messages that shape interpretations of the interaction. Tacit bargaining typically accompanies explicit messages, but in conditions of low trust bargainers might substitute tacit maneuvers for explicit communication. Fourth, bargaining occurs through an exchange of offers and counteroffers that represents each party's effort to find a mutually satisfactory solution. Thus proposals, concessions, and policy arguments form the substance of the interaction. Finally, bargaining is a strategic activity in that both parties plot moves and countermoves based on estimates of their system of shared rules.

Bargaining is an activity that is found in most interpersonal, intergroup, and international contexts. At the interpersonal level, bargaining undergirds buyer-seller relations, employment negotiations, reprimand situations, legal transactions, and consumer relations. Husbands and wives negotiate household chores, subordinates bargain for salary raises, and public relations personnel negotiate with media employees. At the intergroup level, negotiations take place between racial groups, organizations involved in environmental or regulatory disputes, and departments vying for scarce resources. International negotiation provides the basis for treaty formation, hostage release, and trade contracts.

The preceding types of bargaining situations differ in terms of their overall purpose; their tasks; the number, importance, and sequencing of issues; the role of constituents; the presence of deadlines and legal constraints; and the cultural norms that governs the behavior of negotiators. Thus, communicative patterns in bargaining are different in situations with different constraints. For example, a one-shot, one-issue negotiation without constituent representation differs in the type, amount, and sequencing of messages from a serial negotiation with constituent pressures exerted on multiple issues.

The study of Bargaining

Historically, game theory and social exchange models have dominated research on bargaining. Game theory is derived from classical economics and assumes that bargainers are rational, want to maximize their gains and minimize their losses, have perfect knowledge of the possible outcomes and the values attached to each, and are able to calculate their relative advantage from the moves of their opponent.

Social exchange theory, a derivative of the pure game theory model, centers on the rewards and costs incurred from the bargaining exchange. Early studies on communication and bargaining employed game and social exchange models to test the impact of amount and medium of communication on bargaining outcomes. At first, researchers concluded that increased communication led to cooperative outcomes; but in highly competitive bargaining, more communication increased distortion and manipulation, which, in turn, heightened error and misunderstanding. Research also demonstrated that face-to-face interaction facilitated cooperative outcomes more frequently than did audio, video, or written modes of communication (see INTERACTION, FACE-TO-FACE). Thus the frequency of communication enhanced cooperative settlements only if bargainers were predisposed to be cooperative and were bargaining face-to-face.

Research on information exchange and message strategies has also adopted game theory models of bargaining. Bargainers use strategies and tactics as ways of increasing their own strength, reducing their opponent's strength, or gaining control over the negotiation context. A strategy represents the overall plan - for example, to be cooperative on problems of working conditions and to be tough on resource issues. Tactics consist of the communicative behaviors that make up a strategy, such as threats, commitments and agreements. Bargainers reach agreements by making reciprocating concessions and by avoiding firm commitments that signal freezing into a set position. Threats and promises, while generally successful in inducing compliance, tend to intensify a conflict and make it more difficult to reach a satisfactory settlement.

Message strategies are also examined through the set of process models of communication and bargaining. Process models center on the evolution of bargaining over time. Researches focus on behavior patterns and regularities that indicate how bargaining goals, issues, and values change through the interaction process. Unlike game theory, this perspective assumes that bargainers have minimal knowledge of alternative outcomes and rely on types and sequences of tactics to anticipate their opponents' moves.

Process theories of bargaining frame the research on conflict cycles, information management, issue development and phase analysis. Here discourse and conversational analysis models are used to study bargaining arguments and interaction sequences. Studies of conflict cycles reveal that bargainers typically balance offensive and defensive maneuvers to buffer the escalation of conflict. One type of buffer used to reduce conflict spirals is information exchange. Questions obligate an opponent to respond, a pattern that produces an information- expansion sequence of questions and short, abrupt answers. Bargaining interaction is also controlled by shifting the claims of an argument occurs as negotiators begin to package agenda items, drop or simplify subissues, accent or sharpen issues and reveal their interpretations of a problem..

The study of conflict cycles has led researchers to examine phases of bargaining development. Ann Douglas in *Industrial Peacemaking* (1962) uncovered three major stages of bargaining: establishing the bargaining range, jockeying for position, and precipitating the decision-reaching crisis. Not all bargaining sessions pass through the same stages, however. Procedural restrictions and deadlines may preclude a set pattern of phasic development. A spinoff of the work on phases focuses on bargaining events. Some organisational researchers treat bargaining as an annual rite of conflict characterized by ritualistic behavior and stories of past negotiations that are enacted in tacit and explicit communication. These studies reveal that procedural norms, nonverbal behaviors of participants and the historical precedent of tactics and strategies become ritualized over time and affect the bargaining settlement.

Fact Finding, Mediation and Arbitration

When the outcome of bargaining is an impasse, the conflicting parties typically turn to third-party intervention, such as fact finders, mediators or arbitrators. Fact finders are outsiders who are called in to examine the information presented by both parties and to uncover additional data that might help move the sides toward a settlement. Mediators are primarily facilitators who control the communication process between the two sides. Mediators control topics of interaction, provide advice to both parties, offer proposals, and help the two parties to save face. Thus mediators function as communication counselors by clarifying and interpreting complex issues, providing background information, setting up the agenda, and focusing the interaction. Arbitrators, unlike fact finders and mediators, act as judges and have the power to make decisions. The two disputing parties typically bring final offers or argument briefs to the arbitrator, who rules in favor of one side or the other.

Communication is the essence of mediation activities, and it serves a dominant information-processing role in fact finding and arbitration. In bargaining, communication is also crucial: for information processing, PERSUASION, identification of patterns and regularities, and coordination of outcomes.

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From the 'Encyclopedia of Communications'

H.R.D and QUALITY CIRCLES

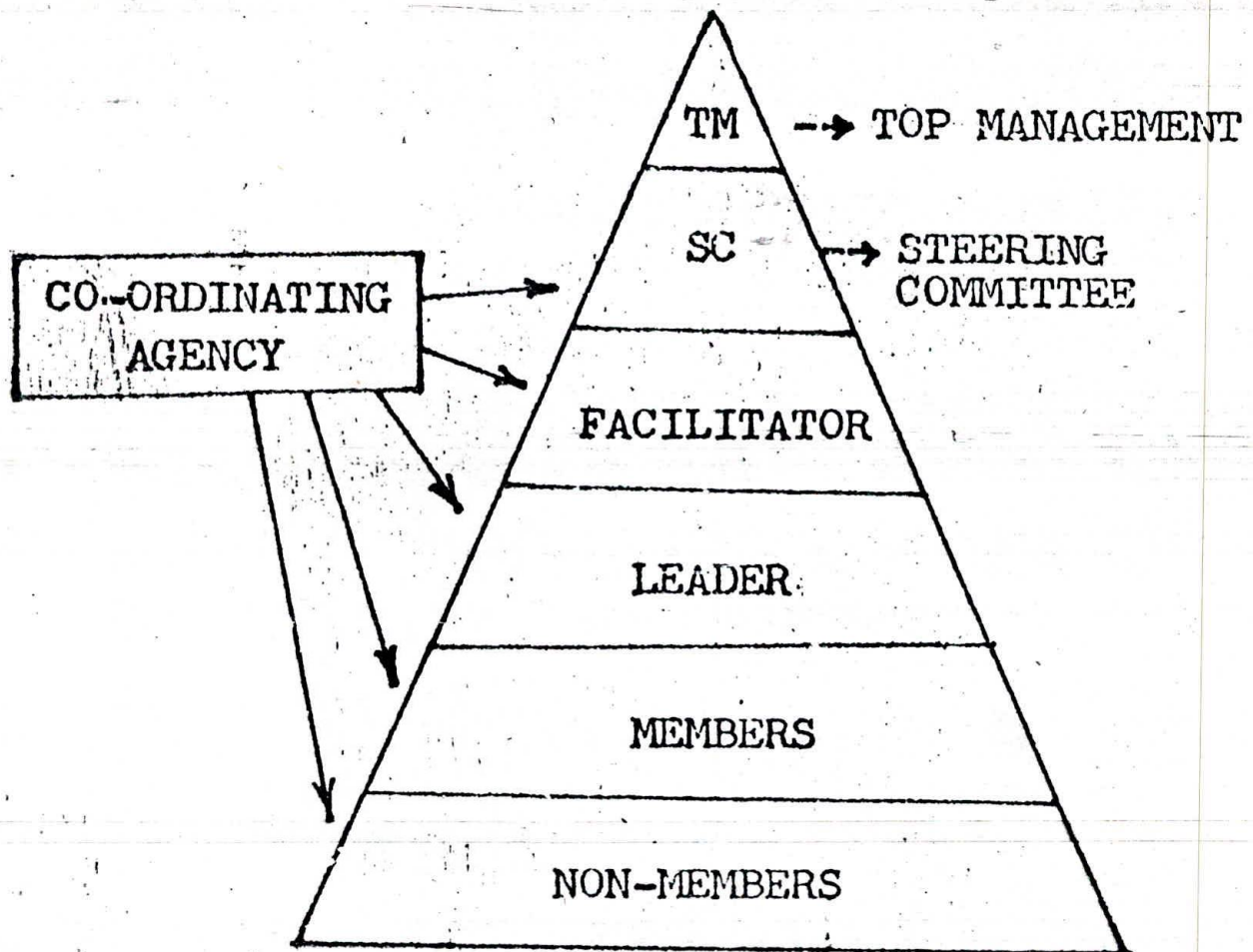
REASONS FOR PAST H.R.D. EFFORTS' FAILURE WRONG EMPHASIS BY MANAGEMENT

- ON
1. SYSTEMS APPROACH - PERFORMANCE APPRAISAL, JOB ROTATION, STAFF MEETINGS etc.
 2. HUMAN APPROACH MISSING - EMPLOYEES TREATED AS ECONOMIC RESOURCES.
 3. PRODUCTION-ORIENTATION INSTEAD OF HUMAN ORIENTATION
 4. STRESS ON RESULTS FROM ONLY MACHINES AND TECHNOLOGY IGNORING HRD
 5. FIRE-FIGHTING INSTEAD OF LONG-TERM PERCEPTION
 6. CONFRONTATIONIST INSTEAD OF COOPERATIVE APPROACH - MISTRUST
 7. CONCENTRATION ONLY ON MGT. CADRE - NEGLECTING EMPLOYEES AT GRASSROOTS

OBJECTIVES OF H.R.D.

1. HOLISTIC APPROACH - Looking AT TOTAL PERSON
2. SYNERGY - (GREATER THAN SUM OF ITS PARTS)
3. ENCOURAGE CREATIVITY
4. IMPART SKILLS TRAINING
5. SATISFY AFFILIATION AND SELF-ACTUALISATION NEEDS
6. SELF AND MUTUAL DEVELOPMENT TO FULL POTENTIAL
7. SELF-MOTIVATION
8. DEVELOP COMMITMENT TO ORGANISATIONAL GOALS.

∴ Q. CIRCLES IS AN H.R.D INTERVENTION



STRUCTURE OF QUALITY CIRCLES

RECOMMENDED

HOSPITAL QUALITY CIRCLES CASE-STUDY (CONTD)

IMPLEMENTATION OF SUGGESTIONS

1. MORE WINDOWS OPENED — IMPROVED SERVICE
2. GYNAECOLOGY CASES SEGRGATED — BETTER ATTENTION
3. REVOLVING CHAIR PROVIDED — ACCESSIBILITY IMPROVED
4. 1st & 2nd SHIFT BALANCED — FASTER SERVICE
5. READY-MADE PACKETS OF MEDICINES — QUICKER DISPENSING
6. DISEASE CODES MADE COMPULSORY — FAST-MOVING DRUGS LOCATED NEARER
— HELPFUL FOR PREVENTIVE HEALTH CARE
7. SEMI-CIRCULAR TABLES PROVIDED — SAVING TIME FOR PICKING UP DRUGS

BENEFITS

1. WAITING TIME REDUCED FROM 3 TO 0.75 Mts.
 2. PATIENTS HAPPIER AT QUICK SERVICE
 3. MORALE BOOSTED AND STRAIN REDUCED OF PHARMACISTS
- +
- INTANGIBLE IMPACT ON
Q.W.L AND ORG. CULTURE

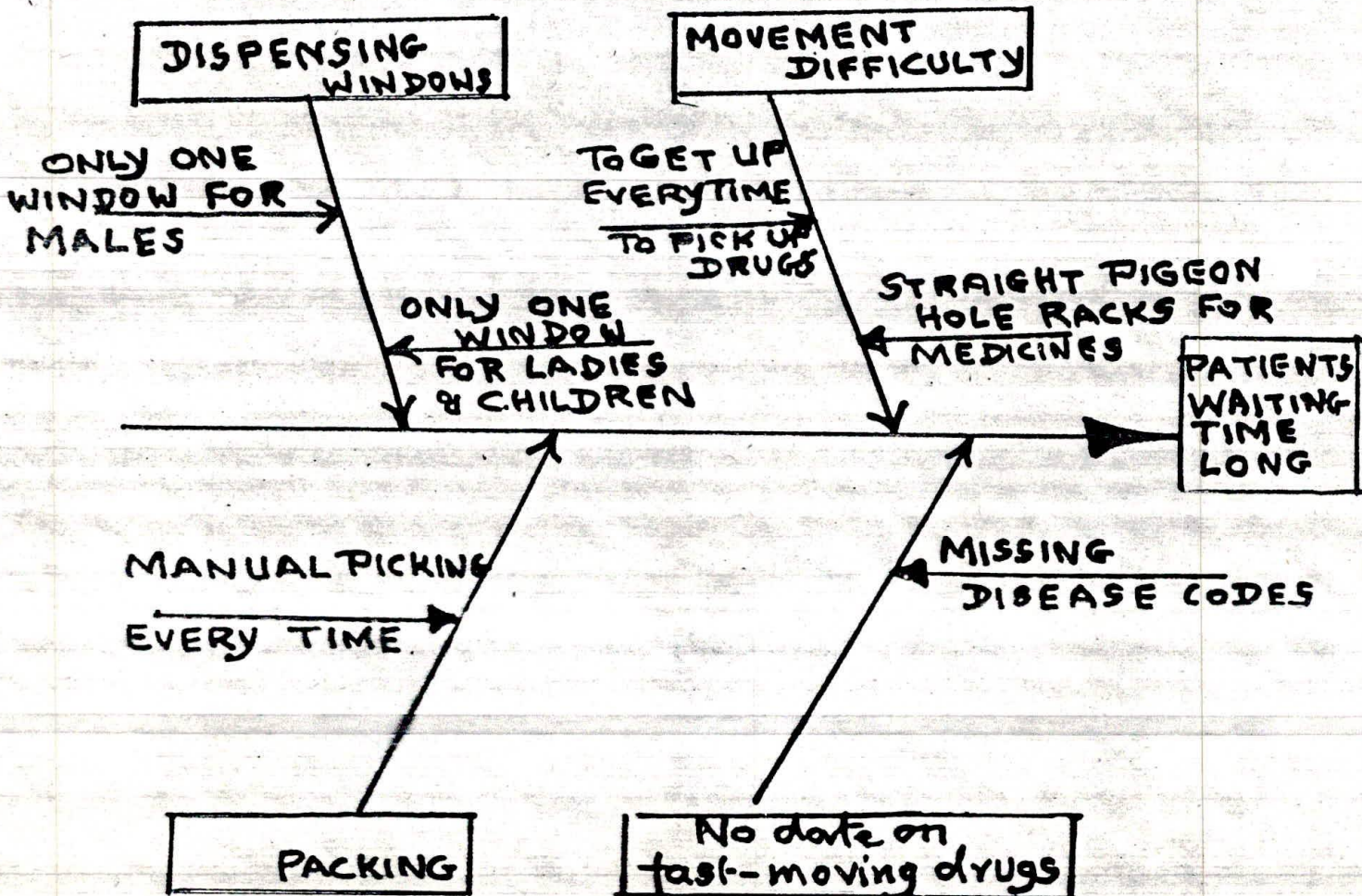
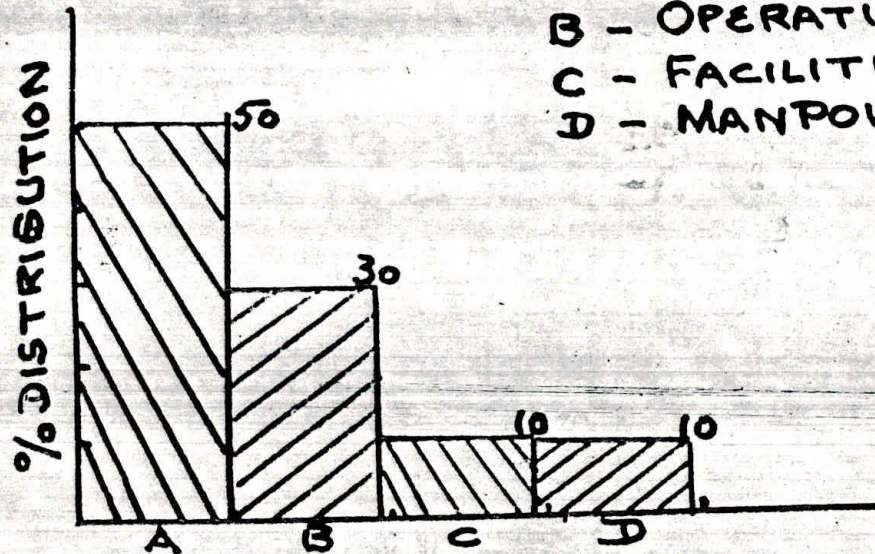
HOSPITAL QUALITY CIRCLE'S CASE-STUDY

WORKPLACE - PHARMACY AREA

NO OF MEMBERS - SEVEN

PROBLEM :- WAITING TIME FOR MEDICINES LONG.

- A - WORKING SYSTEMS
- B - OPERATIONAL COST
- C - FACILITIES
- D - MANPOWER



WHAT IS A QUALITY CIRCLE ?

1. SMALL GROUP OF EMPLOYEES
2. HOMOGENEOUS
3. VOLUNTARY
4. MEET REGULARLY
5. ONE HOUR EVERY WEEK
6. IDENTIFY, ANALYSE AND RESOLVE
7. WORK-RELATED PROBLEMS
8. TO IMPROVE QUALITY, PRODUCTIVITY AND TOTAL PERFORMANCE
9. TO ENRICH QUALITY OF WORK-LIFE OF EMPLOYEES

WHY A PHILOSOPHY.

1. UNDOES TAYLOR'S IMPACT.
 2. REMOVES BARRIER OF MISTRUST.
 3. HUMANISES THE WORK.
 4. MAKES WORK-PLACE MEANINGFUL.
 5. SHOWS CONCERN FOR THE TOTAL PERSON.
- ∴ - NOT A JUST ANOTHER TECHNIQUE.
- IS A PEOPLE-BUILDING PHILOSOPHY.

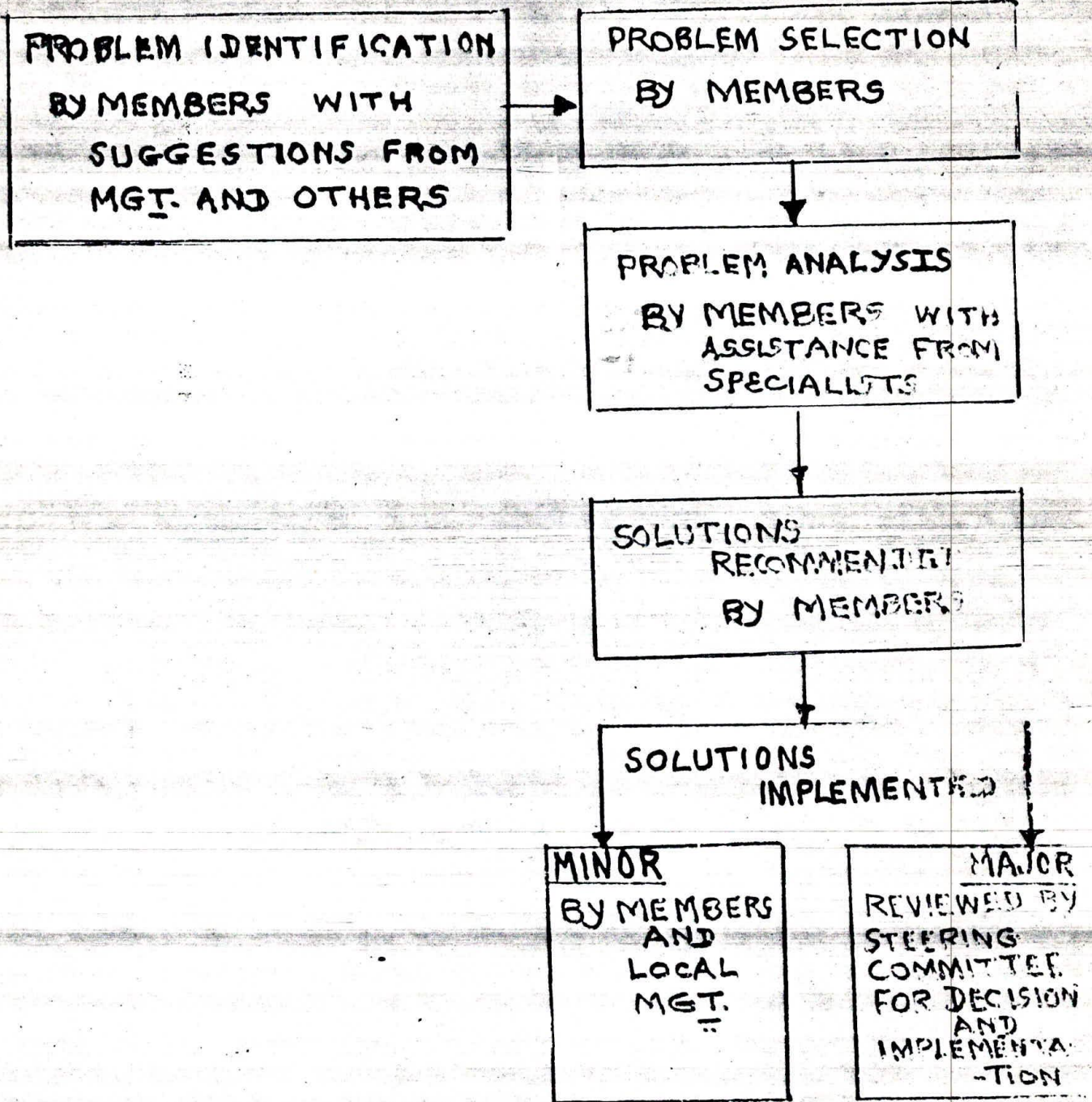
KEY TO EXCELLENCE

1. TOTAL AND COMPANY-WIDE THRUST FOR HIGH QUALITY AND PRODUCTIVITY
 2. CONCERN FOR THE PEOPLE
 3. PARTICIPATIVE STYLE OF MGT.
 4. Mgt. AND LABOUR JOINING HANDS FOR BETTER PERFORMANCE
 5. SHARING GAINS OF IMPROVED PRODUCTIVITY WITH EMPLOYEES.
 6. OPEN MANAGEMENT.
 7. HUMAN RESOURCE DEVELOPMENT.
-

ORGANISATIONAL NEEDS

1. HIGH PERFORMANCE - TO COMPETE IN GLOBAL MARKETS
 2. HIGH FLEXIBILITY - TO MEET CHANGING MARKET CONDITIONS
 3. HIGH COMMITMENT - FROM ALL EMPLOYEES FOR CONTINUOUS IMPROVEMENT.
-

OPERATION OF QUALITY CIRCLES



CONFLICT & CONFLICT-MANAGEMENT

James D. Pige's Definition

- A PSYCHOLOGICALLY PAINFUL STATE OF MIND RESULTING FROM FRUSTRATION CAUSED BY UNSUCCESSFUL ATTEMPTS TOWARDS A DESIRED GOAL.

Conflict ~~creates~~

creates - STRESS & ANXIETY

- will always appear in progressive organisms
- is not necessarily bad.
- is destructive / constructive depending on how it is managed.

WAY CONFLICT ?

People differ -

- 1) Value Systems
 - personalities
 - background
 - Education
 - Character
- 2)
 - motives
 - motivations
 - perceptions
- 3)
 - Goals
 - priorities

Stages in Development of conflict :-

- a) Latent conflict. → situations where conflict is likely to occur.

Factors generating conflict

- Scarce resources
- needs many
- low trust
- values not shared
- turnover of persons in group
- Status hierarchy not clear
- Stereo-typed perceptions

co-operation

- resources plenty
- needs few
- high trust
- values shared
- stable group
- status hierarchy clear
- flexibility in perceptions

b) Perceived conflict - when

- misunderstanding of each other's positions
 - lack of communication / unidirectional communication
 - suppressed conflict
 - ambiguity of roles
- ← lack of clarity / different perceptions
← contradictory demands
← ambiguous demands
← several demands

c) Felt conflict

- Personalization of conflict.
- "Tension" develops.

d) Manifest conflict → anger

-
- ① Non-assertive (passive)
 - ② Aggressive - infringe on others' rights
 - ③ Assertion of position.

- fluctuation between above
- ③ - most amenable to solution

Approaches to conflict mgt.

- a) Conflict mgt. is a no-win situation.
 - avoid WIN-LOSE situⁿ.
- b) Conflicts should not be suppressed.
 - should be resolved.
- c) All factors leading to conflict to be considered.
- d) back-track 2 parties to situⁿ of latent conflict.
- e) Be open to change / bi-directional communication.

f) All conflicts have a price.
- make it remunerative.

- 1) Ignore
- 2) 'Fire'
- 3) Resignation
- 4) Change system
- 5) negotiate solution - do not compromise -
to dilute original goals
- 6) Dominance
- 7) Collation.
- 8) Hierarchical decision.
- 9) Arbitration & mediating
- 10) Bargaining

Our Purpose

Nonviolent Alternatives is a resource and activity center for exploration and experimentation with alternatives to violence. We seek alternatives to violence in all relationships: with the entire earth community, with self, with God, between persons, genders, races, classes, and nations.

We consider nonviolence an active expression of truth and love, revealed in the lives of countless, courageous, human beings. We believe nonviolence and harmony are at the heart of the world's religious and spiritual traditions.

"The means may be likened to a seed, the end to a tree; and there is just the same inviolable connection between the means and end as there is between the seed and tree." MK Gandhi

With Gandhi, we see nonviolence as the means; the experience of truth and love as the end. As a result, we pay special and careful attention to means, to processes, to systems, to the ways we choose to get what we need and want. Our experience is: the resources which enable a person to choose the less violent means over the more violent come from within. Exploring, tapping, and nurturing inner resources in nonviolent ways is, therefore, the heart of our work.

We are especially committed to understanding and changing systems of violence against women, indigenous peoples, and people of color; and to understanding male violence and finding nonviolent alternatives in our own lives and the lives of our brothers.

Services Offered

EDUCATION: We sponsor courses, small groups, workshops, conferences, reconciliation/conflict resolution programs, speaking tours, musical groups, storytelling, and scholarly papers. We do classroom work in elementary to university settings. We are an affiliate in the **Children's Creative Response to Conflict (CCRC)** national network, offering CCRC basic and advanced workshops, and training in **peer mediation**. We offer **Bias Awareness** workshops, and participate as certified facilitators in the **Alternatives to Violence Project (AVP)** in the South Dakota Corrections system. We offer trainings for those who wish to develop skills as facilitators of creative conflict resolution. We have a team of certified conflict resolution trainers who can shape a workshop to meet the needs of any group.

● **NORTHERN PLAINS SCHOOL MEDIATION AND VIOLENCE PREVENTION PROJECT:** Nonviolent Alternatives provides elementary, middle, and high schools with trainings in, and curriculum for, creative conflict resolution, peer mediation, violence prevention, and bias awareness. Our team of certified trainers assists school communities and school districts in designing and implementing programs that meet the needs of their students, parents, faculty and staff.

MEDIATION: Nonviolent Alternatives provides resource persons trained in familial, group, church, generational, and racial mediation.

INTERCULTURAL EDUCATION & TRAINING IN NONVIOLENCE: Nonviolent Alternatives offers education and training programs each year that enable immersion in cultures very different from the dominant American way of life. This "radical displacement" stimulates nonviolent change. In 1994, our programs will be in India and the Lakota Nation at Rosebud, South Dakota.

● **NETWORKING ACTIVITIES:** Nonviolent Alternatives serves as a regional office for Peace Brigades International; War Tax Resistance; and the Children's Creative Response to Conflict program (CCRC).

INFORMATION & DISTRIBUTION CENTER: Nonviolent Alternatives distributes books and periodicals, and has an extensive library on nonviolence. Discounts are available for quantity purchases.

Who We Are

We are a non-profit organization with over 200 members located in Brookings, South Dakota, and serving the upper Great Plains Region. We are financially dependent on income from services offered and gifts from members and friends. Our quarterly newsletter is sent free of charge to all those who make a gift to the organization. Our local advisory council meets bi-monthly for food, mutual support, laughter, programs, and business. All are welcome. Our programs are facilitated by trained and certified members, and much of our organizational maintenance is done by volunteers.

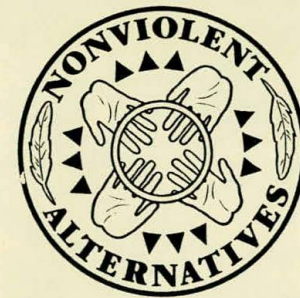
Nonviolent Alternatives is coordinated by Carl Kline and Chris Klug. A UCC minister, Carl has for many years facilitated inter-cultural education programs with the Gandhi Peace Foundation in India and on the Rosebud Reservation in South Dakota. Carl is a nonviolence trainer; a consultant to churches and universities in conflict resolution and Undoing Racism; a "Sacred Stories of Nonviolence" storyteller; a certified trainer for the Children's Creative Response to Conflict program; and a trained and certified mediator.

Chris Klug is a certified trainer for the Children's Creative Response to Conflict program, the Alternatives to Violence Project, and peer mediation. He facilitates workshop experiences focused on nonviolence, spirituality, and the earth community. He is a USA worker for *Navadarshanam* (New Vision), a community in India engaged in exploring Gandhian alternatives, and regularly leads groups there to explore Gandhian nonviolence. In 1993, he also began conducting conflict resolution trainings in India.

M 24-7
M 24-7

"A nonviolent revolution is not a program of seizure of power.
It is a program of transformation of relationships, ending in a peaceful transfer of power."
MK Gandhi

Seeking Alternatives to Violence



Nonviolent Alternatives
825 4th St.
Brookings, SD 57006
(605) 692-8465

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Nonviolent Alternatives
presents

*The
Northern Plains
School Mediation and
Violence Prevention Project*



Nonviolent Alternatives
825 4th St.
Brookings, SD 57006
(605) 692-8465

"If we are to reach real peace in this world . . . we shall have to begin with children . . ." M.K. Gandhi

The goal of the Northern Plains School Mediation and Violence Prevention Project is to train school communities in **creative conflict resolution, violence prevention, bias awareness, and mediation.**

We believe that conflict can be an opportunity for growth and creativity. We believe that when persons feel safe and trusted, they can use their skills in a cooperative way to resolve conflicts creatively.

The trainings and curricula we offer are designed to enable administrators, educators, students, and parents to create a safe environment where conflict skills and alternatives to violent behaviour can be learned and integrated into daily living.

What We Do

We assist school communities in designing, implementing, and evaluating a comprehensive program of trainings and curricula that best meet the needs of their community. Our services include specialized training for administrators and educators, trainings and curricula for students, trainings for parents, in-services, and facilitation.

Who We Are

We are a team of educators and parents who are trained and certified to facilitate trainings in creative conflict resolution, mediation, bias awareness, and violence prevention. While some of us have been working in this field for over 10 years, others have recently been trained and certified.

About Our Work

Every school community is in its own unique situation. We work with each community to develop a plan that best meets their needs, and remain active with them as the plan unfolds over a period of years. We encourage:

- taking the time and care to design a plan that accurately reflects the needs and resources (time, energy, money) of the local community.

- commitment to a plan for at least 3 years to insure the long term viability of the programs.

- having special components for parents and involving them in training students.

We underscore the importance of having the full support of administration, and of adults modeling the skills, attitudes, and behaviors they teach. Thus a large portion of the resources are committed to the training of staff.

Our Fees

Our fees reflect our commitment to provide school communities with quality trainings and materials. We will work with you to develop a budget that is within your means and reflects the quality of our work. Ask others about us!

Our Commitment

Widening the circle of safety within our school communities so that each member feels safe, respected, and trusted; replacing violent patterns of behavior with creative ones; and integrating the attitudes and skills necessary to resolve conflict creatively take an ongoing and courageous commitment. We are convinced that there are no quick fixes to the violence that has stolen its way into almost every aspect of our lives. We are committed to initiating and nurturing processes that with patient perseverance will bring about real change. In so doing, we can participate together in creating a less violent future for our children and grandchildren.

Program Descriptions

Beginning here, you will find descriptions of the trainings and curricula which most often form a part of a school's comprehensive plan. In addition, **we have a violence prevention curriculum for elementary schools, a bias awareness curriculum for middle schools, and conflict resolution curricula for each level, K-12.**

Children's Creative Response To Conflict (CCRC)

"The basic philosophy of the CCRC program is to create an atmosphere among children and adults which is warm, affirming, and supportive. Only in such an atmosphere is it possible for children to learn how to deal with conflict in a humane and constructive manner." (The Friendly Classroom for a Small Planet, p. 1)

The Children's Creative Response to Conflict (CCRC) program views conflict as an opportunity for growth, providing children and adults with positive alternatives to violent patterns of behavior. It offers specially designed activities that enable children to build a sense of community, know their worth as individuals, and develop the skills of creative conflict resolution. Through these activities children and adults experience new ways to examine conflicts and develop solutions.

This workshop is designed to enable participants to use CCRC concepts and activities in their work with children. It examines the theory and content of CCRC's four themes (affirmation, cooperation, communication and problem solving) through participation in specially designed activities. The workshop also draws on participants' direct experience with children.

CCRC activities allow participants to have fun while developing skills in one or more of the program's central themes:

Cooperation: Cooperation activities provide a structured setting that allows individuals to work together toward a common goal; an experience often lacking in our competitive society.

Communication: Honest communication about one's needs and feelings is often necessary in order to discover the heart of conflict. Further, conflicts often arise or escalate when there is a lack of communication. Activities that help improve listening, observing, speaking and perceiving skills are important in preparing for successful conflict management.

Affirmation: If people do not feel positive about themselves, it is difficult to feel positive about others. Affirmation activities demonstrate that everyone's ideas and feelings are valued, thus opening the way to creative conflict resolution.

Problem Solving: One of our main goals is to show that there are many alternative solutions to conflict, and to give people the means to develop them. Our activities attempt to reproduce situations in which participants might find themselves, and, thus, practice creative conflict resolution.

CCRC is a fifteen hour experiential workshop. Sessions begin by inviting everyone to sit in a circle to emphasize equality and to encourage participation. The workshop usually begins with cooperation activities to establish a safe environment. Then participants work to develop communication and affirmation skills. This builds a positive atmosphere for conflict resolution. While the approach is developmental, the themes often overlap with participants working with several at once.



Creative Conflict Resolution (High School)

This training for faculty and staff of high schools examines the dynamics of conflict with a view toward resolving conflicts creatively. It views conflict as an opportunity for growth providing adults with alternatives to violent patterns of behavior in conflict situations. Further, it teaches adults how to help young people move through conflict in creative and less violent ways. It stresses the four themes of creative conflict resolution (affirmation, cooperation, communication and problem solving), providing specially designed activities that enable adults to learn and appreciate the skills of creative conflict resolution and communicate them to young people.

This training is an eight hour experiential program. Sessions begin by inviting everyone to sit in a circle to emphasize equality and to encourage participation. Affirmation and cooperation activities help to establish a safe environment, building a positive atmosphere for conflict resolution. Participants then work to develop communication and problem solving skills, applying these to conflict situations which are common in their work with young people.

This Creative Conflict Resolution Training will enable high school faculty and staff to understand both the content and process used in the Violence Prevention Curriculum and the Peer Mediation Program, a necessary ingredient for the full implementation of those programs at the high school level.

"The goal ever recedes from us . . . Satisfaction lies in the effort, not in the attainment. Full effort is full victory." M.K. Gandhi

Violence Prevention Curriculum (High School)

The Violence Prevention Curriculum for high schools is the ten lesson *Violence Prevention Curriculum for Adolescents* by Deborah Prothrow-Stith, MD.

On page 3 of the curriculum manual, Dr. Prothrow-Stith describes the curriculum with these words:

"It deals almost exclusively with violence between peers. Such incidents are referred to throughout the course as "fighting," meaning physical violence or an interaction likely to lead to physical violence. The decision to limit the focus in this way was made primarily because this is the type of violence that most frequently affects young people. In addition, violence is such a pervasive phenomenon touching so many aspects of life, that it could easily become the subject of a year long course of study. Rather than touch lightly on many aspects of violence, this curriculum explores just one type of violence in depth. Sessions 1,2, and 3 are grouped together as introductory, statistical, and stage-setting sessions. Sessions 4, 5, and 6 focus on discussions of anger and how to respond to it. The last group of sessions specifically relate to fighting and how to prevent it."

The goals of the curriculum are:

- Increase students' awareness of the causes and effects of violence.
- Increase students' awareness of their own risk of becoming victims of homicide.
- Enable students to identify the factors that lead to violence.
- Help students realize that violent behavior is a choice, with negative short and long-term consequences.
- Illustrate to students that violence is preventable.
- Assist students in learning that anger is a normal part of life, and that anger can be expressed and channeled in healthy, constructive ways.
- Help students understand that controlling anger and violence is part of maturing.

- Enable students to identify positive ways to express anger.
- Encourage students to think about alternatives to violence in conflict situations.

Violence Prevention Curriculum (Middle Schools)

The Violence Prevention Curriculum for Middle Schools is an eighteen lesson curriculum adapted for middle school use from the *Violence Prevention Curriculum for Adolescents* by Deborah Prothrow-Stith, MD.

It consists of specially designed activities shaped around the themes of affirmation, cooperation, communication and problem solving. These themes are used because young people need more than merely problem solving skills to develop creative responses to conflict. They need to understand their feelings and the feelings of others. They need to become aware of the advantages of working together, rather than against one another, to solve problems. Cooperation and community-building exercises are, therefore, a significant part of the curriculum. The methods used in this curriculum aim to promote a healthy self-concept, enabling children to share openly, and cooperate more effectively.

Lessons one through four of the curriculum are focused on trust building, creating a classroom environment that feels safe enough for honest sharing, and that establishes a respect for differences. Lessons five through seven teach facts about homicide, while lessons eight through ten explore creative ways of expressing anger. Lessons eleven through thirteen stress personal power and individual responsibility. The final five lessons teach facts about the origins and escalation of fights, and give students an opportunity to role play alternatives to fighting and to discuss the possibility of using alternatives in actual situations.

Bias Awareness Workshops

Sometimes conflicts are rooted in stereotypes. One person may have a mistaken understanding of another, or one group may have an opinion of another group, based on inherited stereotypes. It becomes necessary for parties to the conflict to understand their own biases, and those of others, for the conflict to be resolved creatively.

In addition to correcting misinformation and replacing stereotypes with honest differences, bias awareness workshops strive to help people move toward a celebration of diversity. Cultural and racial differences become a treasure to be sought and affirmed rather than a problem to be feared and avoided.

Bias Awareness Workshops enable participants to:

1. Better understand the pervasiveness of racism as an "institutional" reality in American life, and the impact it has on young people.
2. Better understand the pluralism of American life, and the demands pluralism places on all of our institutions, especially our educational institutions.
3. Better lead students in classroom and other activities which celebrate differences and educate multi-culturally.

The Bias Awareness Workshop is one component of a total creative conflict resolution program. No matter how good one's skills are in affirmation, cooperation, communication, and problem solving, conflicts cannot be resolved creatively if attention is not given to underlying racial problems or even perceptions of racism.

The program draws from the resources of the Anti-Bias Curriculum of the National Association for the Education of Young Children; the People's Institute; and Rethinking Schools.

This is a 12 to 15 hour workshop offered over a two day period.

Peer Mediation

Peer mediation is a problem solving process, that can be learned by elementary, middle, and high school age students. Selected students are trained in the mediation process and are available to help their peers resolve conflicts through mediation.

Advantages of Peer Mediation for Students

1. Students trained as mediators show a remarkable increase in self-esteem. They gain communication and leadership skills, and develop confidence, poise, and a sense of empowerment. Their academic achievement often improves.
2. Mediation affords a positive arena for leadership training for students who may be expressing their leadership ability in negative ways.
3. Mediation offers a forum in which students can share their needs and feelings without fear of being "put down." They take part in designing their own agreements after considering many possible solutions to their conflict. They have a "say" in decisions about their own lives. They assume greater responsibility for solving their own problems and recognize that adult intervention is not always necessary.
4. In the long run, a positive change in school environment is observed as more and more mediators are trained.

Advantages of Peer Mediation for School Staff

1. Staff spend less time getting involved in and settling squabbles among students.
2. The pressure for staff to be constant disciplinarians decreases, and tension among staff is reduced.
3. Staff has a better relationship with students, improving school climate.

In-Service Topics

We offer the following in-services for administrators, educators, parents, and students. In addition, we will be happy to design an in-service that will address the needs of your group.

Anger Management
Competition and Cooperation
Affirmation in the Classroom (Home, Workplace, etc.)
Problem Solving Skills (and Practice)
Mediation Skills (and Practice)
Facilitation Skills (and Practice)
How to Facilitate Role Plays
Creating Safety in Conflict Situations
Multicultural Issues in Conflict Resolution
Conflict Resolution for Families (Parent Nights)
Facilitating Cooperative Games

The Northern Plains School Mediation and Violence Prevention Project is an independent project of **Nonviolent Alternatives**, a resource and activity center for exploration and experimentation with alternatives to violence begun in 1990 in Brookings, SD.

For further information contact:

Chris Klug, Coordinator
Northern Plains School Mediation and
Violence Prevention Project
825 4th St.
Brookings, SD 57006

**Northern Plains School Mediation and
Violence Prevention Project
c/o Nonviolent Alternatives
825 4th St.
Brookings, SD 57006**

"ONE STEP ..."

The Newsletter of Nonviolent Alternatives, Summer, 1994

News Notes

Undoing Racism Workshop: Carl joined Charlie Garriott in leading a 16 hour workshop on Undoing Racism at Sinte Gleska University April 24-25. The workshop had its origins last winter when a county commissioner in a reservation town made a racist comment during the commission meeting. The South Dakota Peace and Justice Center and Sinte Gleska University, with Charlie's leadership, offered the workshop to public officials in the community and supported it financially. Although the numbers were small, the participants were ready for understanding and help in undoing some of the racism in their community.

India Program: Chris will be leading a group to India for the four week Wholistic Alternative Program beginning June 21. The program is hosted by our long time friends TS and Jyoti Ananthu at *Navadarshanam* (New Vison) near Bangalore in south India. Chris will likely stay on after the conclusion of the program to facilitate some conflict resolution workshops, returning to Brookings in early August.

Prairie Peace Park: We are all invited to the opening of the Peace Park, June 11, 1994. We will hear the sounds of a thousand drummers, and a thousand voice interfaith choir. Raffe will be singing, Ed Asner performing, and hundreds of others will be painting a large mural, or dedicating the 80' by 10' clay-fired mural created last May by artists from 34 nations. "Amber Waves of Grain," the 33,000 piece sculpture by Barbara Donachy, will also be dedicated. Visitors will enjoy walking on the maps, in the mazes, and on the illustrated paths in the prairie. For more information, write: Prairie Peace Park, PO Box 95062, Lincoln, NE 68509.

Rosebud Program: The Rosebud program will begin June 4th with an orientation in Brookings.

(See NEWS NOTES, page 2)

Fasting

by Penny Hauffe

As I sit down to write some reflections on my first fasting experience my stomach is full. My fasting day was yesterday, Monday. I wonder if there is a difference in how I feel at the end of the 2 days. I am less tired tonight; I have some extra energy. At the end of my fasting day my energy level is low. This has caused me to think even more than usual about those who live without the abundance that my life offers.

I think that increased concentration or fortitude is needed for those of us who choose to fast and while we are also needed to prepare meals for our families. I found that I could prepare a meal, not "taste test" it, and my family still found it fit for consumption. Something I never thought possible.

There were a couple of recurring processes for me during these particular fasting days. One was that food became less important to me. As the day went on, the psychological "need" to eat was replaced with whether I was actually physically hungry or not. My feeling about food changed from feeding my emotions to feeding my body: an experience that was difficult but freeing.

Another process was that each day I fasted much more of my time was spent thinking of and talking about the very reason for the fast: in support of the people that are fasting in Washington, DC for 40 days on juice and water to promote the closing of the School of the Americas. [See *US Army School of the Americas* under *News Notes*, page 2] On other days I may get busy with my life and forget about those who are fasting in Washington. The School of the Americas are where my tax dollars are going—but not on a day of fasting.

(Penny is a member of Nonviolent Alternatives and a facilitator for the CCRC programs. She and her husband Konard own their own business in Brookings where they live with their children Jennie, Ian and Alex.)

(NEWS NOTES)

As of this writing we expect eight participants. Two will be coming from Europe and two will be from South Dakota. The group will visit with people on the Cheyenne River, Pine Ridge, and Rosebud reservations, with the last few days spent in the Black Hills.

South Dakota Counseling Association: Chris and Carl offered a workshop at the Spring Conference of the SDCA on April 15. The theme was "Creative Conflict Resolution in the School Community." It was an opportunity for us to share an overview of the programs we do for schools with school counselors from all over the state. We're grateful to Dr. Jessie Finch, past President of SDCA and a member of Nonviolent alternatives, for the invitation.

US Army School of the Americas: Rep. Joseph Kennedy has offered an amendment to the Defense Authorization Bill to cut operating funds for the School of the Americas. Members of Nonviolent Alternatives received a mailing about the effort to close the school, and were urged to support the forty day fast being held on the East steps of the Capitol, as well as to contact their Congresspersons. Please call again asking support for Rep. Kennedy's amendment. Our friends to the South call SOA the "School of Assassins." Many of those implicated in the assassinations in El Salvador of Oscar Romero, the three US Nuns and a Catholic lay worker, those slaughtered at the Jesuit University, and hundreds of civilians massacred at San Sabastian, Las Hojan El Mozote, and El Junquillo, were trained by the SOA. The school is located at Fort Benning, Georgia, and spends millions of our tax dollars yearly.

Speaking of Money for the Military: The annual average expenditures of the US government for military research and development since the mid-80's have been \$35 billion. The average expenditures for protecting the environment have been \$1.4 billion.

The developed countries spent \$540 billion in 1991 in military expenditure, and \$50 billion on aid for the development of poor countries.

A B-2 bomber, built of solid gold, would cost \$.8 billion for materials. What a B-2 will actually cost US taxpayers as currently constructed is \$2.3 billion.

Focus on Guatemala: There is still room in the Peace Brigades International Delegation to Guatemala, July 30-August 14. The focus of the trip is on accompaniment of refugees and will give participants an opportunity to see first-hand the fortitude and courage of the Guatemalan people in the face of enormous violence.

For your reading, you might try **Bridge of Courage** by Jennifer Harbury. It is life stories of Guatemalan people, inspiring stories. We have copies to lend, courtesy of members David Enyeart and Catherine Orner of Hot springs. SD.

"One Step . . ."

Our newsletter is named "One Step" from those words in the first verse of the hymn, *Lead Kindly Light*, the text of which was written by John Henry Newman. This hymn was one of Mahatma Gandhi's favorite Christian hymns. The verse is as follows:

Lead kindly light, amid the encircling gloom,

Lead Thou me on;

The night is dark, and I am far from home;

Lead Thou me on;

Keep Thou my feet,

I do not ask to see the distant scene

—one step enough for me.

Newsletter Family

One Step . . . is the newsletter of **Non-violent Alternatives**, a resource and activity center for exploration and experimentation with alternatives to violence. It is sent free of charge to all members. Editing and layout of this issue was done by Chris Klug. We welcome members' contributions. Send us articles, poetry, news, commentary, etc. Our newsletter is printed on recycled paper.

Reflections On Gandhi's 125th Birthday

by Carl Kline

This year, October 2, is the 125th anniversary of the birth of Mahatma Gandhi. A friend in India, Manmohan Choudhuri, who publishes a periodical called *Vigil*, has asked me to write an article celebrating the anniversary, and reflecting on the importance of Gandhi for someone from the West. The following is a beginning reflection and article.

Gandhi has made all the difference for me!

I think of the the following line from a poem by Robert Frost, "Two roads diverged in a yellow wood . . ." Somehow, I started along a very different road from the one I was traveling when Marty Tillman found me in the basement of the chapel at Hood College in Frederick, MD, and invited me on a Lisle Fellowship program in India. That was in 1977. There have been six more trips to India since, and several opportunities to bring followers of Gandhi to the North American continent. My road has not been straight and level, by any means, but the direction has remained essentially the same . . . looking with followers of Gandhi for alternatives to violence.

There are at least five things about Gandhi that appeal to me personally, and that I believe are especially important in reaching those of us from the West.

The first is Gandhi's followers. Since I never met Gandhi in person, I only know him through his writings, his Spirit (which still pervades some of the work done in his name), and through his followers. One of the most significant memorials to Gandhi, in my mind, is the number of people who continue to work in his name. These followers understand themselves as Gandhians. They are serious students of Gandhi's writings. They conduct their own lives as "experiments in truth." They try to model for others what they saw Gandhi model for them. And, most importantly, they live their lives as if they really believed in nonviolence as a way of life.

I can't emphasize enough how important this latter quality has been for me. I knew a little about nonviolence as a technique before my first visit to India in 1977. But I had never been with people before who had seen and experienced nonviolence as a way of life, integral to the struggle for independence, and who knew nonviolence was practical. It worked!

I was coming from a country where those interested in social change were always **debating** the relative merits of nonviolence as a social change technique, usually with little serious study of it. For many, to be nonviolent was to somehow be allied with the oppressor, not a serious advocate for the oppressed. For others, nonviolence was a high ideal, but for the naive. For still others, nonviolence wasn't practical. These people were pragmatic minded, wanting something that worked; rejecting nonviolence as something morally superior, perhaps, but practically inferior. There were exceptions to this mentality, of course, but it was common enough that I had little notion nonviolence could be more than a process for protesting, until meeting followers of Gandhi.

Here were people who "believed," passionately, in nonviolence. It was as if nonviolence were another word for God. (Little did I know then how my own conceptions of God would evolve and integrate nonviolence.)

Gandhi has followers! This is the first thing I appreciate about the man and his message. There are those people who continue to honor his name and his experiment in their living.

The second thing I appreciate about Gandhi, especially as an apostle to the Western world, is his comprehensive analysis and holistic solutions. Somehow, Gandhi was able to be a student of practically everything, from economics to agriculture, and a master of many. I remember my first visit to the Gandhi museum in New Delhi. Somehow, I stumbled on the display in the backyard. Here were row after row of toilets. Each one was a little different. It was Gandhi's experiment in sanitation for poor villagers living in arid regions of the country. How could one devise a sanitation system that would work, with little water and meager financial resources? Gandhi set to work trying to find an answer because he knew the welfare of the people and the rural communities depended on it.

It is very difficult for those of us in the West to envision our leadership putting their intellectual and architectural skills to work on toilet systems for the poor. Their analysis would be more limited, and their solutions would not be nearly as holistic.

It reminds me of the tour President Carter took of an Indian village, where he observed the working of a bio-gas facility. One of the reporters traveling with him remarked, with a grin, "Will you include that in your energy program, Mr. President?" The reporter smirked. Perhaps the President smirked as well. And, yet, the United States continues to have serious problems disposing of waste. Landfills are filled. Sewage plants overflow. And, in the meantime, we consume non-renewable energy resources at an alarming rate. Part of our problem is we don't have the larger vision where we see all the parts as they connect to make a whole. We too often see the parts, alone. Gandhi invites us to a comprehensive world-view, one that is earth and "enemy" friendly.

A third thing I appreciate about Gandhi is his emphasis on our spiritual nature. In a materialistic culture, it is important for me to hear that one can do without anything during the course of a day, except prayer.

It is also clear from the roots in Sanskrit of *Satyagraha* that the nonviolence that Gandhi was proclaiming didn't have its origins in technique. *Satyagraha* has its origins in the divine, and the best of the human. Without such a rooting in the spiritual life, nonviolence can quickly succumb to the rigorous blows a violent society inflicts. Violence and injustice will eat away at love and conscious suffering until one looks like what one hates.

My experience has been that those of us in the West, and especially the young, are hungry for teachers who are rooted in a viable spiritual life; a spiritual life that gives form to its worship. Gandhi is such a teacher!

(GANDHI, from page 3)

A fourth thing Gandhi offers those of us in the West is a model for the potential power inherent in the individual. In a society like the US, known for an emphasis on individual rights, it is especially heartening to see what one "great soul" can accomplish.

One of the quotes from Gandhi I use most often comes from *Young India* in 1920. "Nonviolence in its dynamic condition means conscious suffering. It does not mean meek submission to the will of the evil-doer, but it means the pitting of one's whole soul against the will of the tyrant. Working under this law of our being, it is possible for a single individual to defy the whole might of an unjust empire to save his (sic) honour, religion, and soul."

Here we have a person demonstrating what he preaches. Gandhi is a living example of what he claims. If we really believe in the US in the individual, as we claim, Gandhi is a challenge to us to use our unique personal power for the betterment of humankind.

Finally, I'm so grateful Gandhi conducted "experiments" in truth. I find the word so helpful.

Our society is so determined to assign labels of winners and losers, of success and failure, and dole out rewards and punishments. What can it do with someone like Gandhi who says, "Satisfaction lies in the effort, not in the attainment. Full effort is full victory."

Our organization, Nonviolent Alternatives, states our purpose this way. "Nonviolent Alternatives is a resource and activity center for exploration and experimentation with alternatives to violence." We experiment! We do the best we can. Others certainly do better. But we will continue to experiment in our own modest way, in our place, as best we are able.

What a wonderful word, "experiment," to describe our common task in the world-wide community of nonviolence. Thank you, Gandhi, and Happy Birthday indeed!

(Frank James is a member of Nonviolent Alternatives and a worker for Dakota Rural Action. Frank recently located some material on Cargill for us, so we could send it to friends in India who are fighting to block Cargill from locating there. Frank wrote this piece as he was reflecting on the proposal to locate an enormous feed lot near Brookings; and the numbers of family farmers who get sacrificed to notions of progress and efficiency.)

May 5

by Frank James

Bright straws of sunshine
fall to spring's earth.
I travel north with tappets clattering
This old truck has seen years of sunny springs

Maybe another coat of paint will heal the time
Another rag in the hole by the pedals
My old truck slows, this young man's life
45 slow mile an hour gives me time to recall
Where I've been and where I might be going

A gravel road with the stone beating my knees
The hole in the floor brings a painful smell
Out the cracked window the trees begin the
journey
I just can't tell anymore why we choose this
road
The world can still travel fast in an old Ford
truck

My father says stand still and the world passes
by
But here I see most have not moved
Peeling paint shows care from the past
I know I'm moving, but
I wish this world had a reverse that worked.

Another pickup travels somewhere
The truck is new the driver is gray
The children don't play on hay stacks any-
where
Unless Mr. Cargill has some kids
But then he'd build a real playhouse.

1968 this truck was built,
One year younger than me,
The changes we've seen and the places we
must go
This Ford's destination could be the scrap heap
Who wants to travel at a slow speed

Only a young man who wants to
See his children playing on haystacks or
Playing games with sticks.
Damn you Mr. Cargill
Give me a different road.

Heaven Help(s) Us!

by Legia Spicer

Schindler's List deserved to win its large share of Oscars. The movie portrays the complexity of humanity in a stunning way. No do-gooder-he—this man who saved 1,200 Jews from the death chambers! Oscar Schindler had as many weaknesses as he had strengths. Both good and evil were present in this hero, a man whose heart softened and opened to other human beings over the course of the war and developing holocaust.

Move ahead now 50 years to March 1994. The Dalai Lama, the exiled leader of Tibetan Buddhists, is visiting the Vad Vashem Holocaust Memorial in Israel. Referring to the Nazis he says: "Even in such people, deep down there is a seed of human compassion. This is my belief." The Dalai Lama's statement brings a quick retort from Israeli Environment Minister Yossi Sarid: "Any relating to Nazis in terms of humanity is unconscionable."

And here we have the perennial question: how is each of us related (or unrelated) to human movements of evil—to our shadow side? How do people begin to go wrong, and what within each of us is prone to the idolatry which can lead to genocide? What is the relationship between the holocaust perpetrated against the Jews and the holocaust perpetrated against the American Indians? Who were/are the players in this demonic desire to remove whole races of people from the face of the earth? What makes a human being human, humane? Compassion. Rationality. Community. Generosity. Courtesy. Courage. Understanding of the relationship between created and Creator. Respect. We know this. Then whence the shadow side? And does denial of shadows make them grow?

Some of you have read **Dead Man Walking**, by Sr. Helen Prejean. In it she details the lives of men serving in prison and awaiting execution. In opposing the death penalty, Sr. Helen concludes, "People are more than the worst thing they have ever done in their life." Her conclusion agrees with that of the Dalai Lama. Do we agree? Is there humanity in the midst of depravity?

I believe that self-examination, confession, asking for forgiveness, and accepting forgiveness are critical for the healthy and joyful func-

tioning of the human animal. We are more than what we do, as Sr. Helen argues; but we have also "met the enemy and s/he is us," as Pogo says. Facing reality helps open us to heaven. What reality do we see? And what heaven? (Legia, a member of Nonviolent Alternatives, is mother and grandmother, writer and theologian, and the Director of the South Dakota Peace and Justice Center in Watertown, SD. This article first appeared in the South Dakota Sun, the newsletter of the South Dakota Peace and Justice Center, March/April, 1994.)

*"At some ideas you stand perplexed, especially at the sight of human sins, uncertain whether to combat it by force or by humble love. Always decide, "I will combat it with humble love." If you make up your mind about that once and for all, you can conquer the whole world. Loving humility is a terrible force; it is the strongest of all things and there is nothing like it." **The Brothers Karamozov** Dostoevski*

Snaps: Poetry and Prose From a Family Album

We are very happy to recommend to you this collection of prose and poetry by Nonviolent Alternatives' member and University of South Dakota law professor Frank Pommersheim. In this series of intimate poetry and prose commentary, Frank evokes a portrait not only of members of a particular family, but of all families as well. The resulting portrait not only describes but transfigures familial reality through a compositional process in which "strict economies of means release a powerful concentrate of feelings."

Snaps is available for \$7.95 (tax and postage included) from Rose Hill Books, 28291 444th Ave. Marion SD 57043.

CCRC Basic Workshop

The Northern Plains School Mediation and Violence Prevention Project will be offering a 15 hour **Basic Workshop** in Children's Creative Response to Conflict (CCRC) from 8:30 am to 5:00 pm on Tuesday, **August 23** and Wednesday, **August 24**. The basic philosophy of the CCRC program is to create an atmosphere among children and adults which is warm, affirming, and supportive. In such an atmosphere it is possible for children to learn how to deal with conflict in a humane and constructive manner. Participants will experience specially designed activities which they can use in their work with children that help to create a healthy, affirming environment, and develop skills in each of the four thematic areas of affirmation, cooperation, communication and problem solving; and will learn and practice a six step process for the creative resolve of conflict. Graduate credit is available from Sioux Falls College. Tuition for the training is \$100, with \$30 more for graduate credit. The training will take place in either Brookings or Sioux Falls.

South Dakota Peace and Justice Center
Nonviolent Alternatives Project
825 4th St.
Brookings, SD 57006


Training for Trainers

The Basic Workshop will be followed by a two day **Training for Trainers** on Thursday, **August 25**, and Friday, **August 26**. This training prepares persons who have already completed the CCRC Basic Training to facilitate trainings and workshops in creative conflict resolution. Participants will learn how to shape a conflict resolution workshop to meet the needs of a specific group, and will learn and practice facilitation skills. There will be input and discussion of process, group dynamics, creating agendas, training techniques, learning styles, feedback, and the use of role plays; and discussion of ways to set up conflict resolution and violence prevention programs within school communities. Participants will become acquainted with the other programs the Northern Plains School's Project offers: Violence Prevention curricula, Bias Awareness Workshops, and Peer Mediation. Those who successfully complete the training will be certified trainers for the CCRC program. Tuition for the training is \$100. **For more information and registration, please contact us at 605-692-8465.**

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About the Process

The roots of violence lie deep in our culture and the kinds of behavior our society promotes reflects those roots: competition, hostility in response to aggression or fear, the put-downs heard daily in the classrooms, corridors, and playgrounds of our schools. The process modelled in this CCRC workshop seeks to create "safe space" where persons can openly express how they feel and what they need, where they feel free to cooperate using communication and problem solving skills to resolve their conflicts creatively. We model this process so that you can experience its effects, and consider using it, at least some of the time, in your classrooms.

For example, we sit in a circle, which is an expression of equality. After we complete an activity, we encourage participants to share about what it was like for them to experience that activity, with no evaluation from anyone. This enhances self-esteem and encourages us to focus on the positive in ourselves and others.

Ground rules may be especially useful in creating safe space. We suggest those listed below and encourage participants to add or subtract from the list as they feel appropriate, practicing consensus decision making when they do.

Ground Rules

- We sit in a circle.
- We look for the positive in ourselves and others. No put-downs.
- We listen to each other without interrupting.
- We keep the conversations we have in this room to ourselves. We observe confidentiality.
- Everyone has the right to pass.
- We enjoy ourselves!

By focusing on these ground rules and reviewing them before each session, we encourage participants to focus on the quality of the environment we are creating together which (hopefully) makes it safe for them to share their feelings and needs, and to practice their new skills.

Agenda Review

At the beginning of each session, we ask participants to review the agenda with us and make suggestions that will help to meet their needs. This exercise, however brief and simple, is a way of empowering persons to make choices and to affirm what they think and feel about what is going on. If anyone does not understand the planned activities, this is the time to explain them. A group will accept a plan that takes their needs into account. If there is general disagreement with the plan, it is the facilitator's role to help the group come up with a new one quickly so they do not spend the entire time deciding what to do.

The Right to Pass

Participants also have the right to pass. Both the agenda review and the right to pass allow persons to make a choice **not** to do something. This skill is critical for all of

us (perhaps, especially for young people) as we make the difficult choices life demands of us, e.g., saying "no" to drugs, and violent ways of dealing with conflict.

Evaluation

Evaluation encourages participants to give feedback after each session. Evaluations are helpful in adapting subsequent sessions since they identify the needs of participants more directly. Along with the agenda review, evaluations engage participants in a partnership of learning with the facilitators. The participants feel empowered as equal partners in co-creating their learning experience.

"Light and Livelies"

"Light and Livelies"(L&L) are another technique used in almost every session. These activities relieve tension by encouraging participants to laugh, act playful, and have fun. They also increase the energy level in a group and focus peoples' attention on what's going on. They are not usually tied to the theme of the lesson, but serve the purpose of freeing up folks to think more clearly. The trust that's required for persons to play together is similar to the trust necessary for the creative resolve of conflict. If a group can play together, it's chances of resolving conflict creatively are greatly enhanced.

Closings

There is a definite closing to each session. This gives participants an opportunity to bring things to closure, and affirms and honors them and their experience of the session.

Affirmation and Cooperation

Elements in the workshop that promote **affirmation** are:

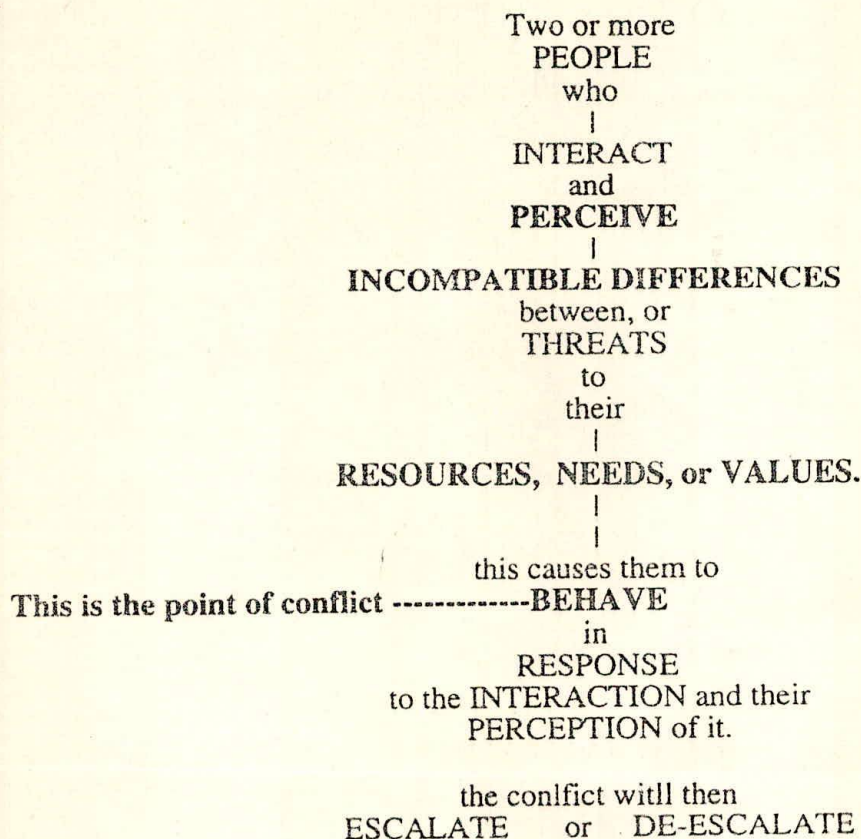
- Brainstorming: when the facilitator writes everything the participant says on the newsprint or board, it affirms the importance of the comment.
- Giving persons the right to pass affirms their ability to be in touch with activities that are too threatening for them to participate in.
- Being careful to remind persons of the the ground rules.
- Role plays give persons the chance to build self-confidence by standing in front of the others and performing in a non-threatening way.
- Consensus on and revision of ground rules.
- Daily agenda review and evaluation: When these are done openly, participants are encouraged to take responsibility for their education.

Besides specific activities whose purpose is cooperation, other elements in the workshop that promote **cooperation** are:

- Role plays.
- Any decision reached by consensus, whether revision of ground rules or agenda, or role play content.
- "Sharing circles" where everyone has a chance to speak.

Description of Conflict

From **Creative Conflict Resolution**,
by William J. Kreidler



The conflict will **escalate** if:

1. There is an increase in exposed emotion, e.g., anger, frustration.
2. There is an increase in perceived threat.
3. More people get involved, choosing sides.
4. The parties were not friends prior to the conflict.
6. The parties have few peacemaking skills at their disposal.

The conflict will **de-escalate** if:

1. Attention is focused on the problem, not on the participants.
2. There is a decrease in exposed emotion and perceived threat.
3. The parties were friends prior to the conflict.
4. They know how to make peace, or have someone to help them do so.

All of this can take place in the space of three minutes, or three months, depending on the specific conflict.

De-escalation cools the conflict, keeping it from spreading and becoming violent. At its best, conflict resolution is a de-escalation of a conflict that channels it along functional rather than dysfunctional lines.

Mapping the Conflict

[from Everyone can Win: Cornelius and Faie, Schuster 1990]

The diagram is a large rectangle divided into four quadrants by a vertical and a horizontal line that meet at a central box labeled "THE ISSUE". Each quadrant is further divided by a diagonal line from the outer corner to the center. The labels "WHO:", "NEEDS:", and "FEARS:" are placed in the sections of each quadrant, with dotted lines for writing.

The process of mapping has many benefits:

- It structures the conversation and usually keeps it away from excesses of emotion. People can lose their tempers any time but do tend to keep them toned down while mapping.
- It creates a group process so that the problem can be aired cooperatively.
- It provides a forum where people can say what they need.
- It builds empathy and acknowledges people who may not feel they were being understood before.
- It enables you to see both your own and other people's points of view much more clearly.
- It organises everyone's views on an issue.
- It points out new directions.

SUMMARY

There are three steps to mapping:

STEP 1: Define the issue in a general statement.

STEP 2: Name the major parties involved.

STEP 3: What are the needs and fears of each person or group involved?

Use maps alone, with a friend, with your conflict partner and with groups of people. Analyse your map for new insights, common ground, and a common vision. Focus on key issues and identify

elements on which to build the win/win. Then move to designing new options.

- Look for hidden agendas such as particular pay-offs for one party if a problem is solved one way and not another. A common unexposed pay-off is the desire to save face. Clarify the hidden agendas as additional needs and concerns on the map.
- Look for the areas of difficulty that most need attention.
- Look for leads. What didn't you know before that now seems to need following through?
- Build wins. Identify elements that would help someone else—especially concessions you could easily oblige with.
- Look for what it would take to make wins for all parties.

Analyse these considerations yourself and with all the participants. Then list the points demanding attention. Now you are ready for the next stage—developing options

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Step by Step Process

Objective	Tools
1. De-escalate	Affirmation, speaking and listening skills, body language, cooperative atmosphere, etc.
2. Discover the roots of the conflict. e.g., needs, resources, values.	Kreidler description, needs assessment, "I-statements", mapping, role playing, listening skills, etc.
3. Brainstorm all possible solutions without evaluation.	Brainstorming, Imagination, creativity, etc.
4. Evaluate each solution.	"Win/Win Window"; Positions Vs Needs or Interests.
5. Choose a solution.	
6. Agree on a plan (timetable) for implementation and evaluation.	

1. Why am I angry?



2. At whom am I angry?



3. How angry am I on a scale of one to ten?



4. What am I going to do about it?



2. Tell students that, when they are angry, they should try imagining themselves as comic book characters with these thought bubbles. Suggest that they learn to answer these questions before acting.

Discussion:

Why might answering these questions help you express anger?

Why might it help to rank your anger on a scale of one to ten?

What are some of the ways you might express it?

What can you do if you're not angry at any particular person?

(Creative Conflict Resolution More than 200 Activities for Keeping Peace in the Classroom, William J. Kriedler. Scott, Foresman and Company, 1984.)

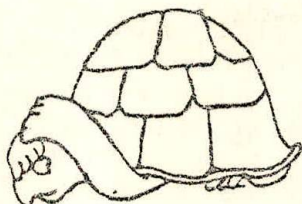
Conflict Styles: What Are You Like?

HANDOUT

Different people have different styles of handling conflicts. These styles are learned, usually when you are a child. And they seem to function automatically. Usually we are not aware of how we act in conflict situations. We just do whatever seems to come naturally. But we do have a personal style and because it was learned, we can always change it by learning new and more effective ways of handling conflicts.

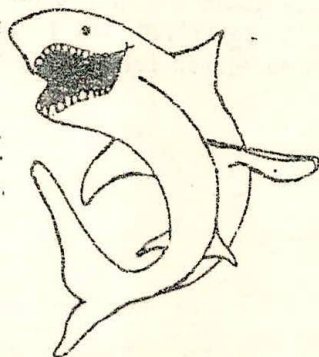
There are two major concerns in a conflict. *The first concern is achieving your personal goals.* You are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance. *The second concern is keeping a good working relationship with the other person.* You need to be able to work effectively with the person in the future. The relationship may be very important to you, or it may be of little importance. How important your personal goals are to you and how important the relationship is to you affects how you act in a conflict. Given these two concerns, five styles of managing conflicts can be identified.

1.



The Turtle. Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

2.



The Shark. Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of other persons. They do not care if other persons like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy and failure. They try to win by attacking, overpowering, overwhelming and intimidating other persons.

3.



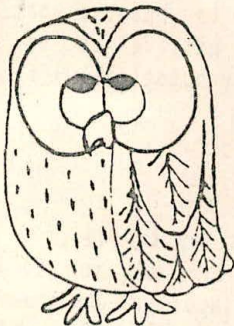
The Teddy Bear. To Teddy Bears, the relationship is of great importance, while their own goals are of little importance. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided in favour of harmony and believe that conflicts cannot be discussed without damaging relationships. They are afraid that if the conflict continues someone will get hurt and that would ruin the relationship. They give up their goals to preserve the relationship. Teddy Bears say, "I'll give up my goals and let you have what you want in order for you to like me." Teddy Bears try to smooth over the conflict in fear of harming the relationship.

4.



The Fox Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek a compromise. They give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a solution to conflicts where both sides gain something, the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

5.



The Owl Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict. Owls see conflicts as improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

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Assertive and Non-Assertive Behaviours

Aggressive

I am aggressive (non-assertive) when I stand up for my rights in such a way that the rights of others are violated or ignored.

I am aggressive when I dominate, humiliate, or put the other person down.

I am aggressive when I attack the other person in some way.

Passive

I am passive (non-assertive) when I allow my rights to be violated by another person, or let another person take advantage of me.

I am passive when I do not speak up even though I know I am being abused.

Manipulative

I am manipulative (non-assertive) when I use indirect means to get my own way without stating openly what I want.

I am manipulative when I flatter, coax, "guilt-trip", or act helpless to get my own way.

Assertive

I am assertive when I stand up for my rights in such a way that the rights of others are not violated.

I am assertive when I am honest and direct, and express my needs, opinions, thoughts and feelings appropriately.

I am assertive when I am respectful and thoughtful about the other person, though not necessarily respecting or agreeing with their behaviour.

APPROPRIATE ASSERTIVENESS

WORKSHEET

Comparing Non-Assertive, Aggressive and Assertive behaviour and their consequences.

Non - Assertive Behaviour:- FLIGHT - Soft on the problem and the people

- Traits: Not expressing your own feelings, needs, ideas, ignoring your own rights, allowing others to infringe on them.
- Behaviour: Emotionally dishonest, indirect, inhibited, self denying.
- Results: Anxiety, disappointment with self, possible anger and resentment later.
- Pay-offs: Avoidance of unpleasant situations eg. tension confrontations and conflict.
- Problem: Needs are not met, anger builds up, feelings of low self-worth.

Aggressive Behaviour:- FIGHT - Hard on the problem and the people

- Traits: Expressing your feelings, needs and ideas at expense of others; standing up for your rights but ignoring rights of others; trying to dominate, even to humiliate others.
- Behaviour: Expressive but also defensive, hostile and self defeating.
- Results: Anger, self-righteousness, possible guilt later.
- Pay-offs: Way of venting anger and achieving goals short term
- Problem: Distancing of self from others; feelings of frustration, bitterness and isolation.

Assertive Behaviour:- FLOW - Hard on the problem, soft on the people

- Traits: Expressing your feelings, needs and ideas and standing up for your legitimate rights in ways that do not violate the rights of others.
- Behaviour: Emotionally honest, direct, expressive and self-enhancing,
- Results: Confidence, self-esteem, while being assertive
- Pay-offs: Achievement of goals and even if this does not occur, there are feelings of self-worth which stem from being straight forward. Improvement in self-confidence leading to freer, more honest relationships with others.
- Problem: ?

HANDLING CONFLICT

1. The ELEMENTS of conflict, as exemplified from "The Prisoners' Dilemma":

A: ASSUMPTIONS:

They may be accurate or inaccurate.

1. Accurate: "The object of this game is to make as much money as possible, without hurting or helping the other".

2. Inaccurate: "The object of this game is to beat the others".

B: INTENTIONS:

They may be genuine or exploitive.

1. Genuine: "We must earn money"

2. Exploitive: "We must win".

C. COMMUNICATION:

It may be evaluative (judgemental, accusatory) or merely descriptive (direct, non-accusatory); and it may include positive or negative feelings.

1. Evaluative and judgemental: "You crooks can't be trusted!"

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3. With negative Feelings: "You're cheating!" (Anger)

4. With positive feelings: "Let's both play the blue card"(Trust)

D. BEHAVIOUR:

It may be reactive (against) or proactive (for); rejecting or accepting; defensive or open.

1. Reactive : "We'll play the red card!"

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TWO POSSIBLE APPROACHES to resolve a conflict;

A. From the level of Assumptions and Intentions:

ASSUMPTIONS

Accurate

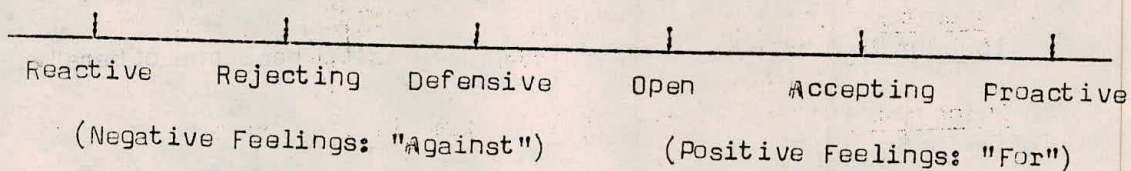
Co-operative

Inaccurate

Competitive

-- To move from Conflict situation to a Problem-solving one, correct the assumptions and intentions of both sides. (see Page 3)

B. From the level of Communications and Behaviour:



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PARENT-ADOLESCENT CONFLICT

Situation:

An over-protective mother and a rebellious teenager.

Mother: "All I want is that my son should be happy and secure."

Son: "I wish she'd stop talking about my happiness. It's she who makes my life miserable. Her whining and worrying and ragging are driving me crazy!"

Assumption:

1. Inaccurate:

Mother: "He needs me to look after him."

Son: "She's out to embarrass me and make my life miserable."

2. Accurate:

Mother: "He doesn't like my babying him."

Son: "She's concerned about me."

Intentions:

1. Exploitive:

Mother: "He'll do as I think best and like it!"

Son: "I'm going to see that she keeps out of my hair!"

2. Genuine:

Mother: "I really want my son to grow up happy."

Son: "I want to prove to her that she need not worry about me".

ASSUMPTIONS

Accurate

Mother: "He doesn't like my babying him, so I have to find out how I can best help him to be happy and mature".

Son: "She's worried about me, so I have to show her, that she need not be; that I can stand on my own feet".

PROBLEM-SOLVING

Denial

Inaccurate

Mother: "He's not old enough to look after himself, so I've got to do what is best to help him grow up happy".

Son: "Until I can prove to her that I don't need her to wipe my nose; she's going to drive me crazy. So I'd better show her that I am old enough to take care of myself."

HELPING APPROACH

INTENTIONS

Mother: "He may not like it, but he'll do as I say as long as he's my son."

Explosive

Son: "Let her worry! I'll pay her off against my father. What she doesn't know won't hurt her!"

MANIPULATION

Mother: "He is not old enough to look after himself, so I intend to tell him how to behave, whether he likes it or not! After all, Mother knows best!"

Son: "As long as she keeps nagging me and embarrassing me in front of my friends, I'm going to stay as far away from her as possible, and do whatever I please!"

CONFLICT

HANDLING CONFLICT

1. The ELEMENTS of conflict, as exemplified from "The Prisoners' Dilemma":

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They may be accurate or inaccurate.

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- 2. Inaccurate: "The object of this game is to beat the others".

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They may be genuine or exploitive.

- 1. Genuine: "We must earn money"
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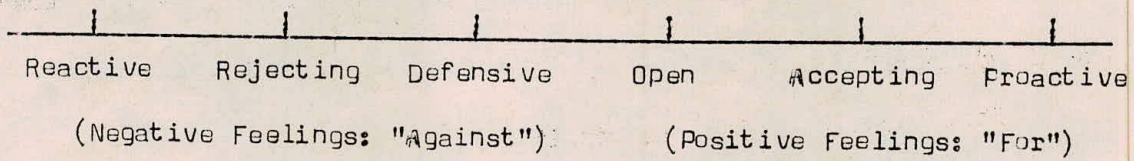
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CONFLICT

Genuine

Explosive

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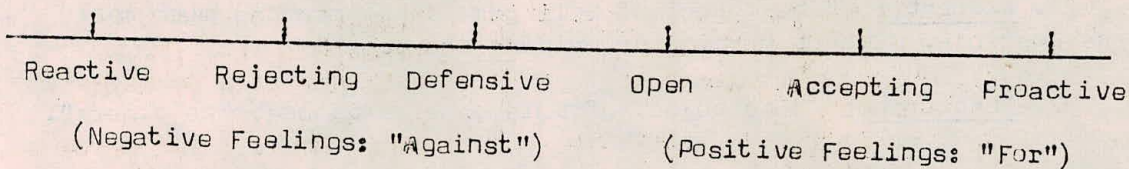
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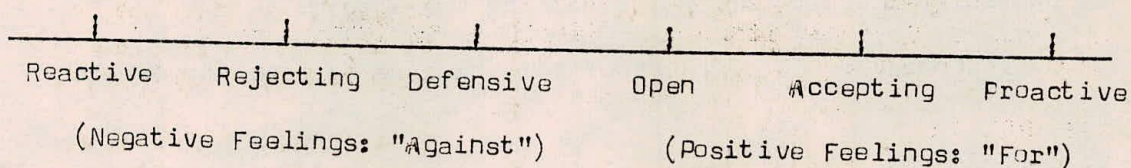
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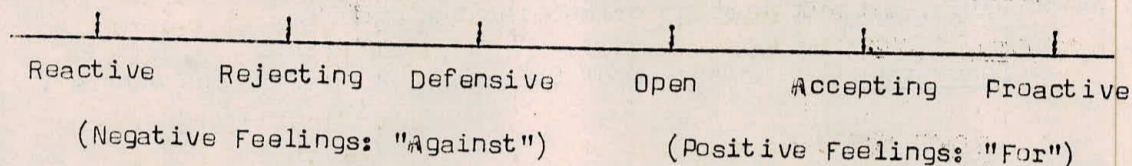
A. From the level of Assumptions and Intentions:

ASSUMPTIONS

<u>Accurate</u>		<u>Inaccurate</u>
Problem-solving behaviour		Helping

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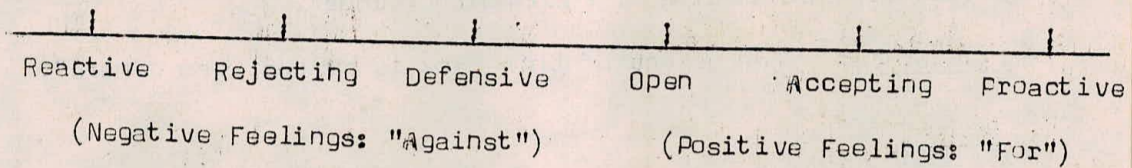
Prob - solving

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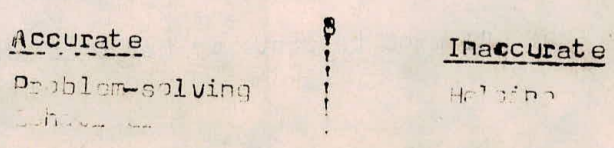
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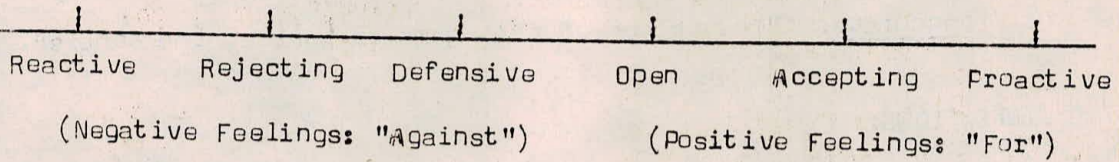
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Son: "Let her worry! I'll pay her off against my father. What she doesn't know won't hurt her!"

MANIPULATION

Mother: "He is not old enough to look after himself, so I intend to tell him how to behave, whether he likes it or not! After all, Mother knows best!"

Son: "As long as she keeps nagging me and embarrassing me in front of my friends, I'm going to stay as far away from her as possible, and do whatever I please!"

CONFLICT

HANDLING CONFLICT

1. The ELEMENTS of conflict, as exemplified from "The Prisoners' Dilemma":

A: ASSUMPTIONS:

They may be accurate or inaccurate.

1. Accurate: "The object of this game is to make as much money as possible, without hurting or helping the other".

2. Inaccurate: "The object of this game is to beat the others".

B: INTENTIONS:

They may be genuine or exploitive.

1. Genuine: "We must earn money"

2. Exploitive: "We must win".

C. COMMUNICATION:

It may be evaluative (judgemental, accusatory) or merely descriptive (direct, non-accusatory); and it may include positive or negative feelings.

1. Evaluative and judgemental: "You crooks can't be trusted!"

2. Descriptive and Direct: " I am not sure I can trust you"

3. With negative Feelings: "You're cheating!" (Anger)

4. With positive feelings: "Let's both play the blue card"(Trust)

D. BEHAVIOUR:

It may be reactive (against) or proactive (for); rejecting or accepting; defensive or open.

1. Reactive : "We'll play the red card!"

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3. Rejecting: "No negotiations with them!"

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TWO POSSIBLE APPROACHES to resolve a conflict;

A. From the level of Assumptions and Intentions:

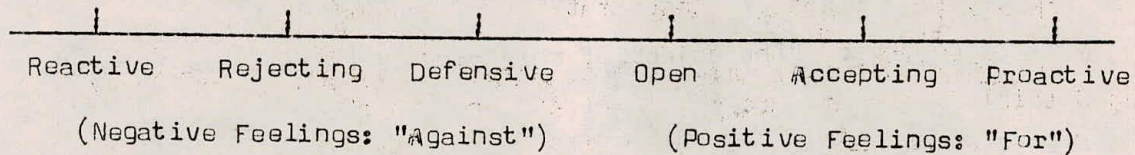
ASSUMPTIONS

Accurate

Inaccurate

-- To move from Conflict situation to a Problem-Solving one, correct the assumptions and intentions of both sides. (see Page 3)

B. From the level of Communications and Behaviour:



___ To move from Conflict situation, a move to the right in this case would be the right one.

PARENT-ADOLESCENT CONFLICT

Situation:

An over-protective mother and a rebellious teenager.

Mother: "All I want is that my son should be happy and secure."

Son: "I wish she'd stop talking about my happiness. It's she who makes my life miserable. Her whining and worrying and ragging are driving me crazy!"

Assumption:

1. Inaccurate:

Mother: "He needs me to look after him."

Son: "She's out to embarrass me and make my life miserable."

2. Accurate:

Mother: "He doesn't like my babying him."

Son: "She's concerned about me."

Intentions:

1. Exploitive:

Mother: "He'll do as I think best and like it!"

Son: "I'm going to see that she keeps out of my hair!"

2. Genuine:

Mother: "I really want my son to grow up happy."

Son: "I want to prove to her that she need not worry about me".

ASSUMPTIONS

Accurate

Mother: "He doesn't like my babying him, so I have to find out how I can best help him to be happy and mature".

Son: "She's worried about me, so I have to show her, that she need not be; that I can stand on my own feet".

PROBLEM-SOLVING

Inaccurate

Mother: "He's not old enough to look after himself, so I've got to do what is best to help him grow up happy".

Son: "Until I can prove to her that I don't need her to wipe my nose; she's going to drive me crazy. So I'd better show her that I am old enough to take care of myself."

HELPING APPROACH

Denial

INTENTIONS

Mother: "He may not like it, but he'll do as I say as long as he's my son."

Explosive

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Accurate

Problem-solving

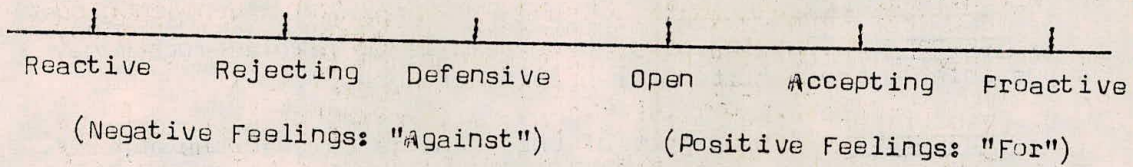
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HELPING APPROACH

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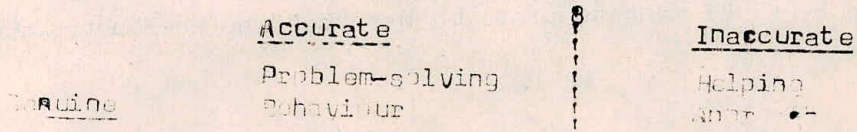
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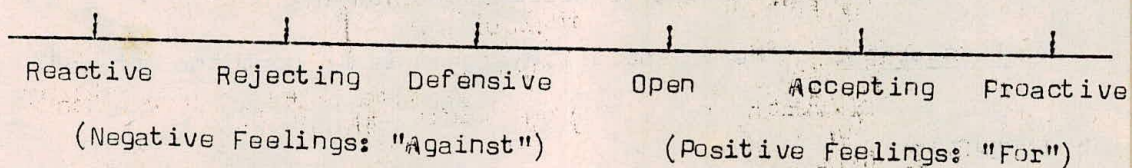
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HELPING APPROACH

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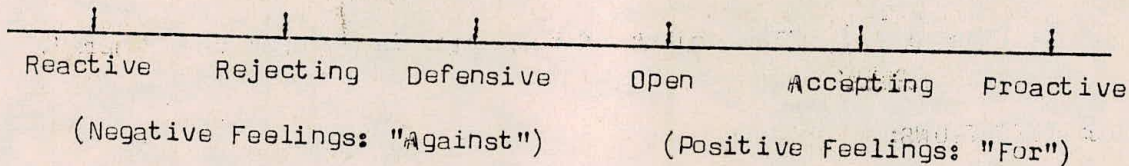
A. From the level of Assumptions and Intentions:

ASSUMPTIONS

<u>Accurate</u>	B	<u>Inaccurate</u>
Problem-solving		4. 1. 2. 3.
Behaviour		1. 2. 3. 4.

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INTENTIONS

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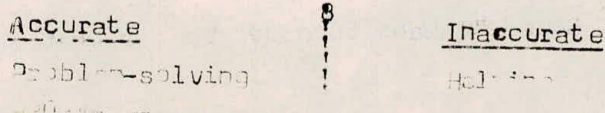
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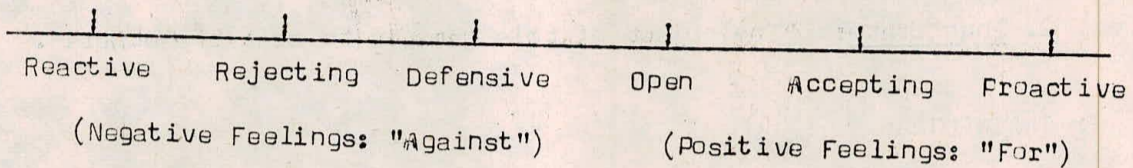
A. From the level of Assumptions and Intentions:

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PROBLEM-SOLVING

Genuine

Inaccurate

Mother: "He's not old enough to look after himself, so I've got to do what is best to help him grow up happy".

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HELPING APPROACH

INTENTIONS

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ASSUMPTIONS

Accurate

Resolving

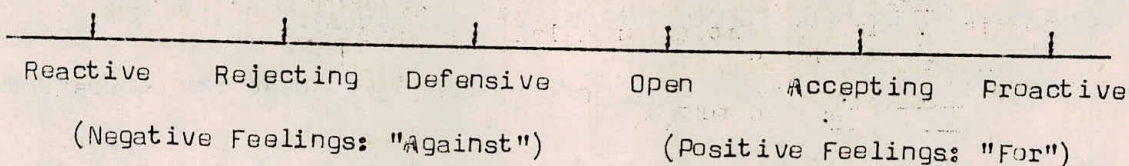
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Inaccurate

Helping

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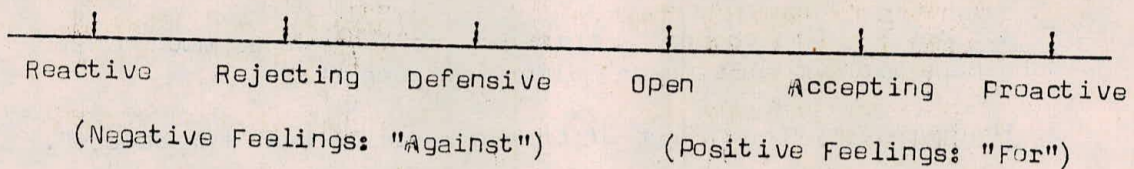
Problem-solving

Inaccurate

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2. Accurate:

Mother: "He doesn't like my babying him."

Son: "She's concerned about me."

Intentions:

1. Exploitive:

Mother: "He'll do as I think best and like it!"

Son: "I'm going to see that she keeps out of my hair!"

2. Genuine:

Mother: "I really want my son to grow up happy."

Son: "I want to prove to her that she need not worry about me".

ASSUMPTIONS

Accurate

Mother: "He doesn't like my babying him, so I have to find out how I can best help him to be happy and mature".

Son: "She's worried about me, so I have to show her, that she need not be; that I can stand on my own feet".

PROBLEM-SOLVING

Genuine

Inaccurate

Mother: "He's not old enough to look after himself, so I've got to do what is best to help him grow up happy".

Son: "Until I can prove to her that I don't need her to wipe my nose; she's going to drive me crazy. So I'd better show her that I am old enough to take care of myself."

HELPING APPROACH

INTENTIONS

Mother: "He may not like it, but he'll do as I say as long as he's my son."

Exploitive

Son: "Let her worry! I'll pay her off against my father. What she doesn't know won't hurt her!"

MANIPULATION

Mother: "He is not old enough to look after himself, so I intend to tell him how to behave, whether he likes it or not! After all, Mother knows best!"

Son: "As long as she keeps nagging me and embarrassing me in front of my friends, I'm going to stay as far away from her as possible, and do whatever I please!"

CONFLICT

HANDLING CONFLICT

1. The ELEMENTS of conflict, as exemplified from "The Prisoners' Dilemma":

A: ASSUMPTIONS:

They may be accurate or inaccurate.

1. Accurate: "The object of this game is to make as much money as possible, without hurting or helping the other".

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B: INTENTIONS:

They may be genuine or exploitive.

1. Genuine: "We must earn money"

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It may be evaluative (judgemental, accusatory) or merely descriptive (direct, non-accusatory); and it may include positive or negative feelings.

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D. BEHAVIOUR:

It may be reactive (against) or proactive (for); rejecting or accepting; defensive or open.

1. Reactive : "We'll play the red card!"

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TWO POSSIBLE APPROACHES to resolve a conflict;

A. From the level of Assumptions and Intentions:

ASSUMPTIONS

Accurate

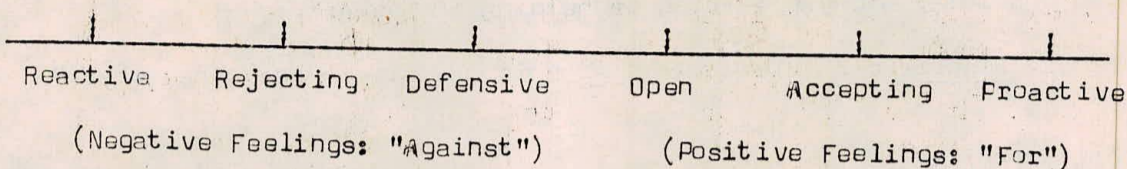
Problem-solving

Inaccurate

Helping

-- To move from Conflict situation to a Problem-Solving one, correct the assumptions and intentions of both sides. (see Page 3)

B. From the level of Communications and Behaviour:



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PARENT-ADOLESCENT CONFLICT

Situation:

An over-protective mother and a rebellious teenager.

Mother: "All I want is that my son should be happy and secure."

Son: "I wish she'd stop talking about my happiness. It's she who makes my life miserable. Her whining and worrying and ragging are driving me crazy!"

Assumption:

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PROBLEM-SOLVING

Respect

Inaccurate

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ASSUMPTIONS

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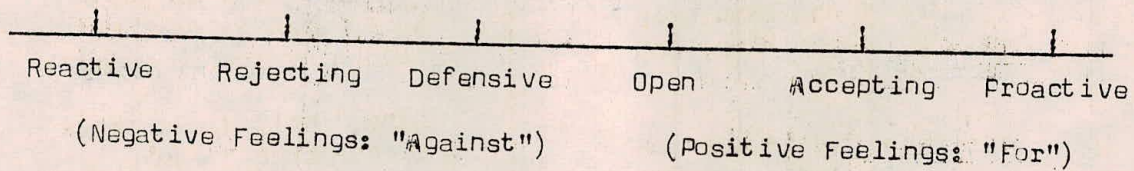


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ASSUMPTIONS

Accurate

Problem-solving

cooperative



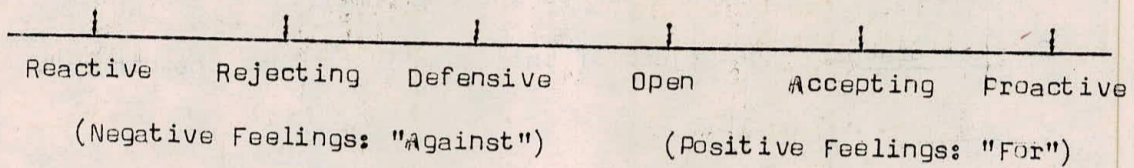
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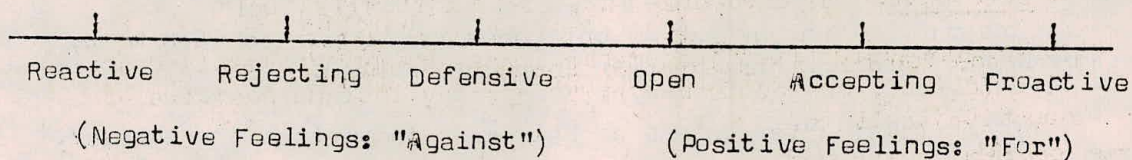
Accurate

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TWO POSSIBLE APPROACHES to resolve a conflict;

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ASSUMPTIONS

Accurate

Problem-solving

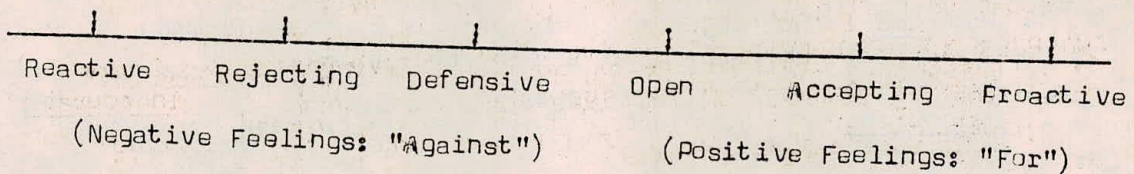
!

Inaccurate

Winning

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