

Co-operative Power

Objectives: To identify and explore our attitudes and uses of power.
To consider ways to harness and to use power effectively and not at the expense of others.

Session Times: 2 x 3 hours: Sections A–E, then F–L
3 hours: Section: B, D–H
2 hours: Sections B, D (no role play), E and G
1 hour: Sections B, C and G

Recommended Background: The Win/Win Approach
Appropriate Assertiveness

Sections:	A. Stimulus Activity	5.3
	B. Introduction to Power	5.3
	C. Power Bases	5.4
	D. Power Game Relationships – Persecuting, Rescuing and Playing Victim Triangle	5.6
	E. Discovery Circle	5.9
	F. Personal Power	5.13
	G. Transforming "I should" to "I choose"	5.14
	H. Shifting Away from Demand Behaviour	5.20
	I. Exploring Positive Outcomes from the Past	5.20
	J. Dealing with Difficult Behaviours	5.20
	K. Responding to Resistance from Others	5.22
	L. Working with Powerful People	5.23
	M. Concluding Comments	5.25



Activities:	Power Line-up	A.5.1
	Power Game Triangle and Discovery Circle	A.5.3
	Demand Behaviour	A.5.9
	Exploring Positive Outcomes from the Past	A.5.12
	Dealing with Difficult Behaviours	A.5.14
	Responding to Resistance from Others	A.5.16
	Developing Responses to Deal with Resistance from Others	A.5.23
 Handouts:		
	Section C: Manipulation and Influence	H.5.1
	Section D: Power Game Triangle	H.5.2
	Section E: Transforming the Power Game Triangle Into the Discovery Circle	H.5.3
	Discovery Circle	H.5.4
	Section F: Ten Empowering Thoughts	H.5.5
	Section G: Transforming "I Should" to "I Choose"	H.5.6
	Personal Power: I Should vs I Choose	H.5.7
	Section H: Demand Behaviour – Power Over	H.5.8
	An Alternative to Demand Behaviour – Power With	H.5.9
	Section I: Exploring Positive Aspects from The Past	H.5.10
	Section J: Strategies to Deal with Difficult Behaviours	H.5.11
	Dealing With Difficult Behaviours	H.5.12
	Section K: Responding to Resistance from Others	H.5.13



Co-operative Power

Power With not Power Over

A. Stimulus Activity

(10–15 minutes)

Choose to do one of the following two activities or move directly to Section B.

Knots: *Participants' co-operate to untangle themselves from a human knot. (See Chapter II: Icebreakers.)* (10 minutes)

Power Line-up: *participants form a line according to how powerful they feel in the room, to experience something of their responses to power. (See Co-operative Power Activities, p A.5.1.)* (15 minutes)

B. Introduction to Power

(15 minutes)

Reflection: *Ask participants to reflect on their understanding and response to power. Stimulate their thinking with the following questions:*

What does power mean to you?

Who has power over you?

Over whom do you have power?

Around whom do you feel powerful?

Around whom do you feel powerless?

How do you give away your power?

Pair Share: *Ask participants to share their responses with a partner, with the aim of settling on single words which represent power for each of them at this moment, and which they can share with the large group.*

Group Share: *Ask participants to share their words with the group.*

The concept of power conjures very different meanings for people. For some it has very negative connotations; others see it in a positive light.

In thinking about power we focus our attention in a variety of ways. For example, we may think about:

- our emotional response
- the effect it has on us personally
- the broader consequences, or
- where it comes from.



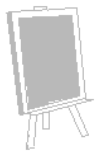
The focus in this course is on the development of co-operative power – power with not power over. We will examine power relationships, the bases from which power originates, and personal power – what makes each of us a powerful person.

C. Power Bases

(30 minutes)

Question: Think of two or three people with whom you often comply, or to whom you defer or say "yes". What is this power to extract a "yes" from you based upon?

Discussion: *First, ask participants to write down their answers. Then ask them to share these answers with the larger group. Try to relate their responses to one of the six key powerbases (below) and write these on the board as they emerge. (If a participant identifies a power base that doesn't easily fit into these six, acknowledge it and add it to the board also.) Use relevant questions to probe and identify the power bases that are operating in participants' examples.*



Write on the board:

Possible probing questions

Valued Relationship

Do you care about the relationship being friendly? How would the relationship suffer if you did not comply?

Expertise

Do you trust the advice the person gives because he or she knows more about the issues? What are the person's special areas of competence, information or expertise?

Position

Do you respect the authority the person has? How would you describe your respective places in the hierarchy or pecking order?

Reward/punishment

Does the person reward you – openly or covertly – if you agree? Which rewards, if any, influence you? Does the person punish you or show disapproval in any way? If so, how?

Persuasiveness

Do you respect and trust the person? If so, which personal qualities do you particularly admire or respect? Is it, for example, the person's common sense, ability to sell an idea well, charisma or integrity that is persuasive?



Question: Of the people you have listed do you feel better complying with some rather than with others? Is it something to do with the way they use the power bases? How does that vary?

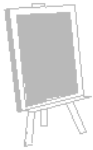
Explore participants' responses to lead into a discussion about manipulation and influence.

Question: What are some differences between manipulation and influence?

Small Group Discussion:

*Consider breaking into small groups to formulate answers. Give out the **handout: "Manipulation and Influence"**.*

Discussion: Draw out participants' responses and write them on the board under two headings. Include:



Manipulation

People feel tricked.

Outcomes favour the manipulator often at the expense of another.

Inclined to discourage input from others.

More biased information presented.

Less frequently considers needs and concerns of other person.

Tends to stunt relationships.

Less commitment to making the solution work.

Influence

People feel persuaded.

Outcomes favour others as well as the influencer.

Inclined to encourage and value input from others.

More balanced information presented.

More frequently considers needs and concerns of other person.

Tends to build relationships.

Greater commitment to making the solution work.

Consider typing up the group's responses as listed on the board, to give out next time the group meets.

Because there isn't a black and white distinction between manipulation and influence we need to gauge the acceptability of our use of power bases according to the context and the desirability of the outcomes for the people involved. It's largely a question of intent and personal integrity. Was a win/win approach used?

Power bases are levers that help people gain what they want. They can be used fairly or unfairly. Co-operation and consensus depend on people influencing others. However, when people feel tricked or stood over, chances are that someone has used a power base manipulatively.



D. Power Game Relationships – Persecuting, Rescuing and Playing Victim Triangle

(40 minutes)

Question: What are some of the power relationships that we see operating in our lives?

Discussion: Draw out participants' responses. In addition, you might give the following examples:

- parent – child
- child – teacher
- employee – employer
- male – female
- husband – wife.

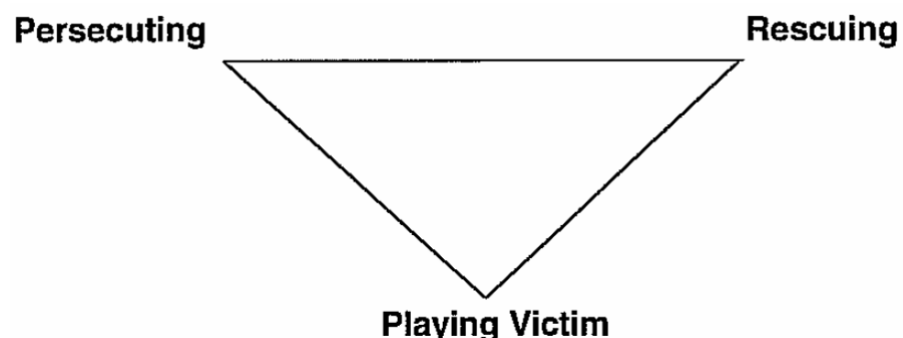
We have absorbed the patterns of these relationships from our culture, our family, our past experiences and so on.

Often these work well for us. However, when we feel powerless or powerful at the expense of others we sometimes slip into power games and assume particular roles to play these games, usually without consciously being aware of what is happening.

Transactional Analysis offers a model for understanding this process. For more information on Transactional Analysis, see Thomas A Harris *I'm OK, You're OK* (New York: Avon, 1973).

This model identifies three roles that people can assume – persecuting, rescuing and playing victim.

Draw a large triangle on the board and label each corner of the triangle.



Lead a brief discussion on each of these roles, as below, before running the activity **Power Game Triangle and Discovery Circle** (p.A5.3) listed over in which these roles are explored in more depth.



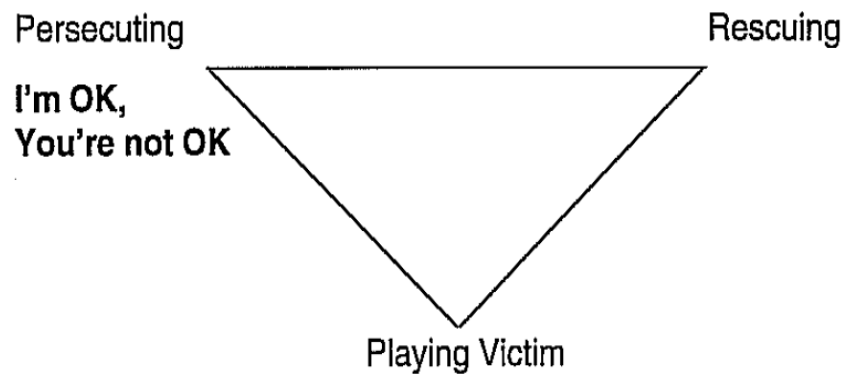
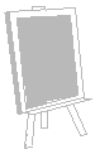
Question: How do people behave when persecuting?

Discussion: Draw out participants responses. In addition, you might explore:

- Reward
- Punish
- Bully
- Put others down
- Bulldoze

When persecuting, people display an attitude of “I’m OK, you’re not OK”.

Add “I’m OK, you’re not OK” to the board under the word Persecuting:



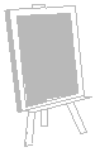
Question: How do people behave when rescuing?

Discussion: Draw out participants' responses. In addition you might consider:

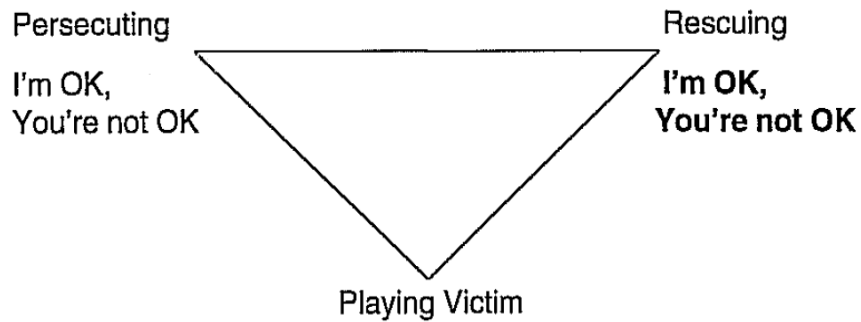
- Help and support others constantly
- Deny their own needs
- Act like martyrs
- Solve problems for others
- Act as a buffer between people playing victim and those who are persecuting
- May side with the person playing victim against the person who is persecuting.

When rescuing, people act on the premise that “others need my help”, which is a variation of “I’m OK, you’re not OK”.





Add "I'm OK, you're not OK" to the board under the word Rescuing.



When we consider victim, we need to distinguish between role-playing victims and real victims. Real victims are those who have suffered injustice, hardship, accident, abuse or loss, and are in need of care and support until they can manage on their own. Role-playing victims have an emotional investment in maintaining their underdog position and may not readily respond to offers of help and support, or may sabotage attempts to alter their situation. It is the behaviour of role-playing victims that we wish to consider.

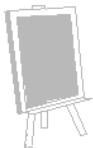
Question: How do people behave when playing victim?

Discussion: Draw out participants' responses. In addition, you might explore:

- Behave as if helpless
- Stay stuck in inappropriate situations
- claim inadequacy
- focus on how bad and hopeless it all is
- give up defeated
- attract accidents and bad relationships

When playing victim, people present an attitude of "I'm not OK, you're OK".

Add "I'm not OK you're OK" to the board under the words Playing Victim.



Group Activity: *The following activity has two parts. Part 1 is played at this point. Part 2 is played near the beginning of Section E: Discovery Circle.*

Power Game Triangle and Discovery Circle:

Part 1: *participants do three role-plays in which they take turns playing victim, persecuting and rescuing to experience what each is like. (See Co-operative Power Activities, p A.5.3.) (20 minutes)*

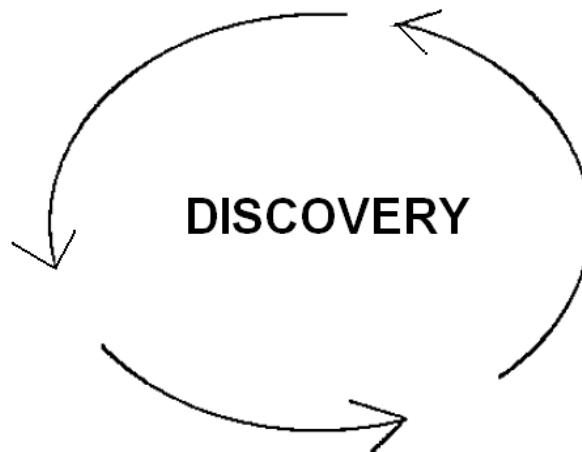
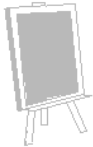
E. Discovery Circle

(1 hour)

We often use persecuting, rescuing and playing victim behaviours because this is a pattern of relating that we learnt at a young age. As well, it's very difficult to disengage from these behaviours if those around us continue with them.

We'll look now at specific ways of changing our behaviours to transform the power game triangle into a circle of discovery.

Write on the board:



Notice the movement of the circle, to suggest breaking free of the particular roles.

The Power Game Triangle tends to result in exclusion, alienation and control.

What we can aim for in the Discovery Circle is consultation, participation and co-operation.

When we're locked into the dynamic of the power game triangle, it's not easy to shift to the Discovery Circle, so we'll spend some time developing specific strategies to make the shift.

Group Activity: **Power Game Triangle & Discovery Circle:**

Part 2: *participants do three role plays in which they take turns at trying to break the Power Game Triangle by adopting alternative behaviours to create less manipulative relationships. (See Co-operative Power Activities, p A.5.3) (45 minutes)*



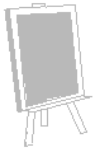
Question: Let's consider specific sets of behaviours. How can people who find themselves persecuting, change their behaviour to exercise power with integrity in a non-persecuting way? What do they need to do instead?

Discussion: Draw out participants' responses. In addition, you might consider:

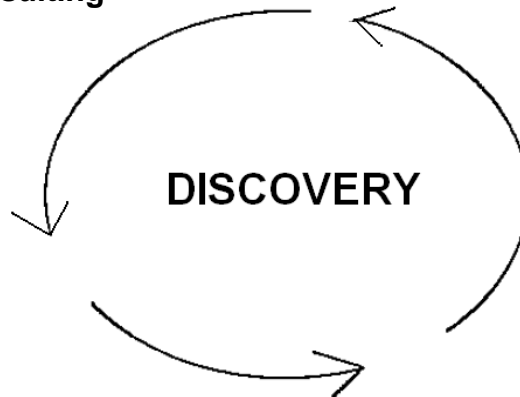
- listen
- share expertise
- respect needs
- be assertive, not aggressive, in stating own needs
- give constructive feedback
- share decision making.

Question: What word could you use to describe this alternative set of behaviours? Instead of persecuting...

Discussion: Write participants' suggestions for these behaviours on the board. Then, if it hasn't already been offered, add the word "**Consulting**" as this provides a link with the **handout: "Discovery Circle"** and may help to flesh out their understanding of the concept:



Consulting



Often when people are persecuting, they have become so focused on their own ideas that they don't consult but attempt to steamroller others.

Question: How can people who find themselves rescuing, change their behaviour to exercise power more appropriately, without an underlying manipulation?

Discussion: Draw out participants' responses. In addition, you might explore:

- be objective
- acknowledge and support others' needs
- listen

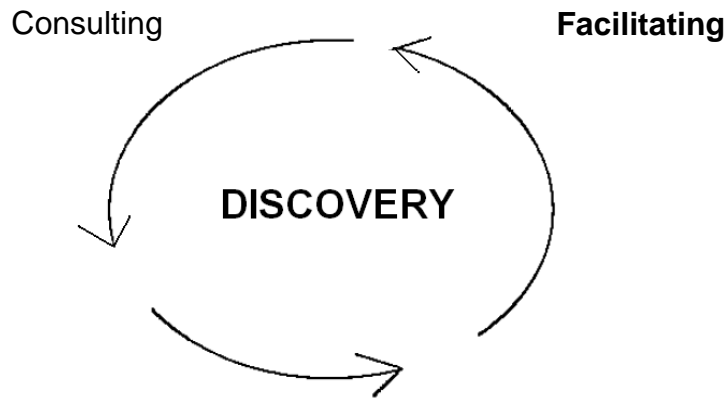
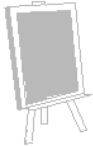


- be assertive, state own needs
- help others to hear each other
- discuss the consequences of persisting with current behaviours
- introduce strategies for effective problem-solving.

Question:

What word could you use to describe this alternative set of behaviours? Instead of rescuing...

*As previously, write participants' suggestions on the board. Then add the word "Facilitating" to link with the **handout: "Discovery Circle"**.*



Often when people are rescuing, they attempt to solve the immediate problem for others, while failing to address or actually promoting continued disharmony. As well, when rescuing, people often ignore most of their own needs. By facilitating the process, others in the conflict are empowered and each person can express his or her own needs.

Question:

How can people who find themselves playing victim change their behaviour to exercise power cleanly?

Discussion:

Draw out participants' responses. In addition, you might consider:

- seek appropriate support, information, skills and assistance
- acknowledge needs of others
- listen
- be assertive about own needs
- participate in the decision making process
- take action
- co-operate with others in problem-solving.

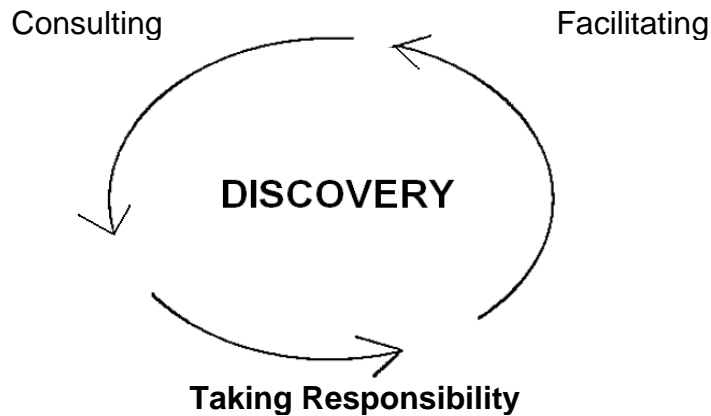
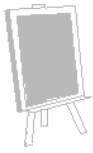
Question:

What word could you use to describe this alternative set of behaviours? Instead of playing victim...



Discussion:

As previously, write participants' suggestions on the board. Then add the words "Taking Responsibility" to provide a link with the handout: "Discovery Circle".



Often when people are playing victim, they are so focused on their own needs in the situation that they don't acknowledge that others also have needs and, therefore, a stake in what the outcome is. As well, they avoid taking responsibility for any decisions, frequently not co-operating in problem-solving activities.

Question:

What do you notice about the strategies we've developed to step out of persecuting, rescuing and playing victim?

Discussion:

Draw out participants' responses. They may note that each of the lists they've developed is very similar.

Common to all three roles are the skills of listening to others, acknowledging others' needs, and asserting our own needs. These are fundamental conflict resolution skills and the cornerstone of a win/win approach.

For those of us who habitually persecute we will need to focus our attention particularly on developing listening skills. For those of us who habitually play victim, we will need to focus on being assertive.

For those of us who habitually rescue, we will need to focus on being assertive and helping others to listen. However, the skills required in each area are exactly the same, with just a slightly different emphasis.

Once one person decides not to persecute, to rescue or to play victim, the power game dynamic is broken and, in fact, we can simultaneously consult, facilitate and take responsibility.

Where the power game triangle has become the habitual way that three people relate, one person's choice to behave otherwise won't necessarily bring immediate positive results. It may take time to adjust and for the three to learn new behaviours based on a win/win approach that enhances the relationship, and is guided by mutual influence rather than manipulation. Persecuting, rescuing and playing victim set up a system of social interactions. There is pressure to keep the status quo, but consistently changed behaviour by one person can change the system.



Give out the **handout: "Discovery Circle"**. Encourage participants to add the words which they think most appropriate to describe the Discovery Circle behaviours.

F. Personal Power

(15 minutes)

Question: Think of someone in whom you recognise personal power. What are some of the positive qualities on which you feel that personal power is based?

Discussion: Ask participants to write down their responses and then share them with the group. In addition, you might consider:

- energy
- sense of direction
- charisma
- balance
- sensitivity
- perceptiveness
- enthusiasm
- sense of justice
- ability to manage, not suppress, emotions.

Reflection: Ask participants to reflect on their own personal power. Stimulate their thinking with the following questions:

Of the qualities you wrote down, or those that other people listed, do many apply to you?

Are there others of those qualities that you would particularly like to develop?

Question: What do we do that diminishes our personal power?

Discussion: Draw out participants' responses. In addition, you might explore:

- we comply unwillingly with others
- we don't acknowledge our skills and talents
- we're not assertive
- we are afraid to risk
- we feel trapped by past difficulties
- we use disempowering language.



Remind participants of skills already learnt (e.g. Appropriate Assertiveness, Creative Response etc.) that are empowering. Tell participants they are going to focus particularly on one aspect of language that tends to reinforce feelings of powerlessness. (See below: Section G "Transforming "I should" to "I choose".)

First, highlight the way in which personal power aligns with co-operative power. The following quotation may be an aid in doing this.

"Ultimate power is the ability to produce the results you desire most and create value for others in the process. Power is the ability to change your life, to shape your perceptions, to make things work for you and not against you. Real power is shared, not imposed. It's the ability to define human needs and to fulfil them – both your needs and the needs of the people you care about. It's the ability to direct your own personal kingdom – your own thought processes, your own behaviour – so you produce the precise results you desire."

*Anthony Robbins **Unlimited Power**
(New York: Simon & Schuster 1986) p20–21.*

*Give out the **handout: "Ten Empowering Thoughts"**.*

G. Transforming "I should" to "I choose"

(30 minutes)

We are often restrained in developing and exercising our personal power by our use of disempowering language.

Question: **Think of some of the things that we say that give away our power. Can anyone give an example?**

Discussion: *Draw out participants' responses. In addition, you might consider:*

- I'm just...
- I'm only...
- I'm not very good at...
- I have to...

If there is sufficient time, you may want to consider the different effects of each of these types of disempowering language e.g. What's the message behind "I'm only..."? Is it "Don't expect too much of me", "I can't be blamed" etc? Alternatively, focus attention immediately on "I should..." as it is one of the most common and most disempowering uses of language.

Question: **What are some of the "I should"s in your life?**



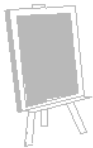
Discussion: *Draw out participants' responses. In addition, you might give extra examples:*

- I should write that report
- I should do the vacuuming
- I should visit...

Question: **When we do something because we feel we "should", what is driving us?**

Elicit the notion of outside authority.

Write on the board:



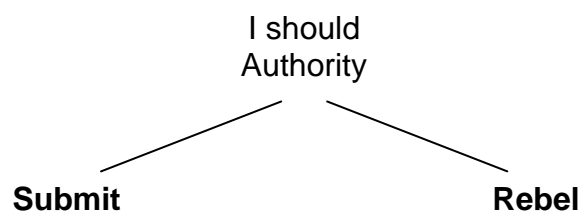
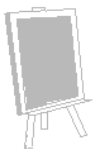
**I should
Authority**

Our actions are directed by others, people who are significant to us, either from the past or the present, or perhaps by an institutionalised form of authority e.g. religion, school, and media images. Sometimes the directions we are following are so internalised that we have now forgotten or suppressed the original source. They nevertheless retain an apparent separateness from us, a sort of external authority not fully incorporated into our sense of self.

Question: **If we are being directed to do something by outside authority, how might we respond?**

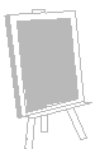
Discussion: *Draw out participants' responses, and lead the discussion to add the words "Submit" and "Rebel" to the board.*

(You are constructing, on the board, bit by bit, the chart in the handout: "Personal Power: I Should vs. I Choose".)



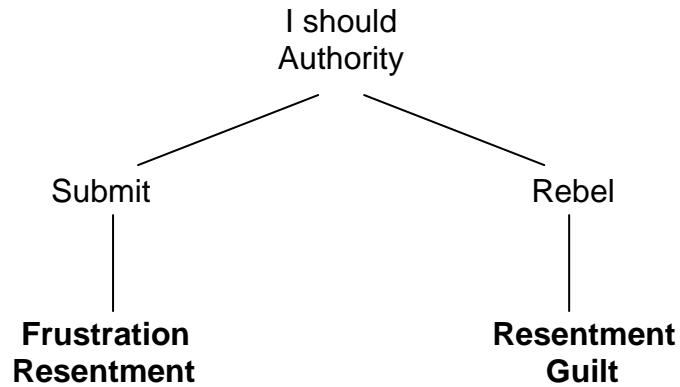
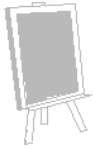
Question: **If we submit, what are we likely to experience?**

Discussion: Draw out participants' responses and then write on the board "Frustration" and "Resentment". *(See below.)*



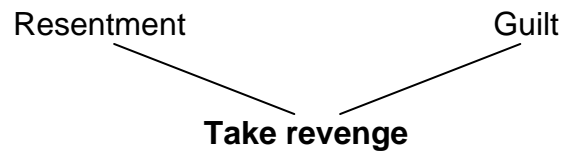
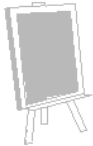
Question: If we rebel, what are we likely to experience?

Discussion: Draw out responses and write on the board "Resentment" and "Guilt".



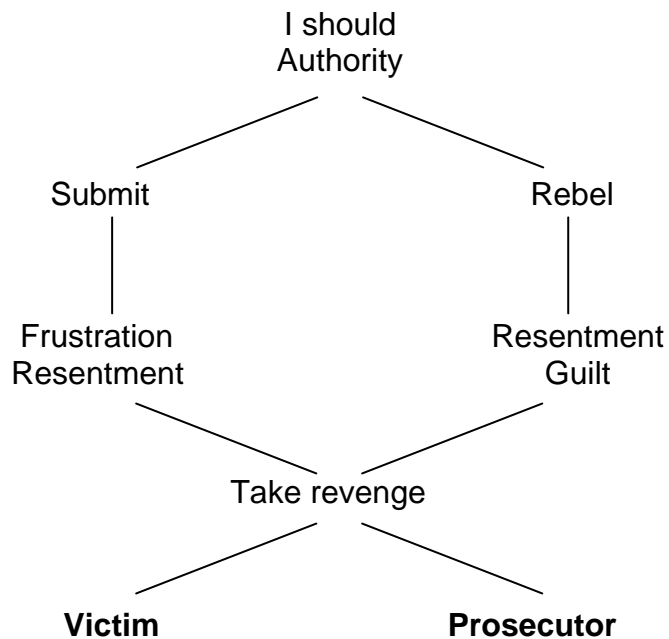
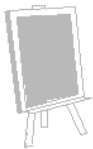
Whichever of these paths we take, it is likely that we will take revenge.

Write on the board:



Taking revenge is a way of playing out the roles of either victim or persecutor.

Write on the board:



Discussion: *Encourage participants' comments by asking the following questions.*

In what ways is this model one with which you can identify?

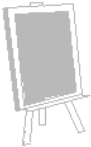
What are some of the outside authorities from which your "I should" arise? What effects do "I should" have on you?

An alternative to "I should" is "I choose" "I choose" indicates a sense of control over what we do.

Question: **When we do something because we "choose" to do it, what is driving us?**

Elicit the notion of self-direction and autonomy.

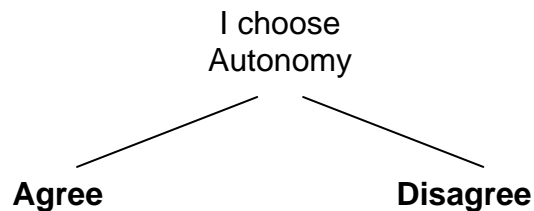
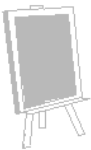
Write on the board:



**I choose
Autonomy**

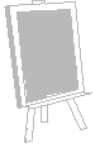
Where actions are self- rather than other-directed, we may either agree to do something or we may disagree.

Write on the board:

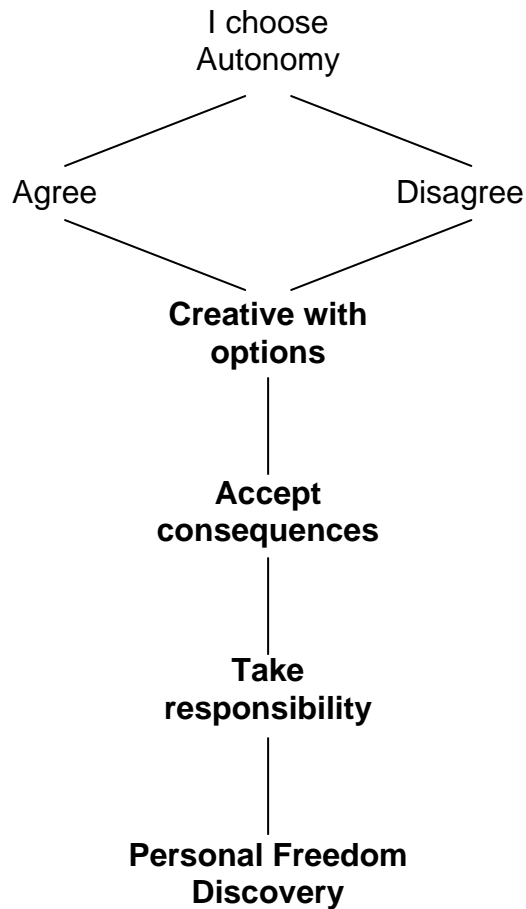


Whether we agree or disagree, the outcome of acting from choice is that we often become creative with options; we accept the consequences and take responsibility for our actions.





Write on the board:



This is much more likely to lead to a feeling of personal freedom and an attitude of discovery.

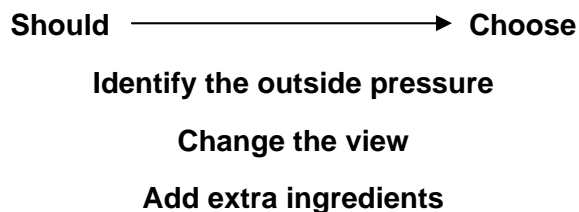
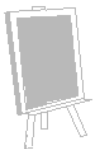
Question:

If we find ourselves operating from "I should", what can we do to shift to "I choose"?

Discussion:

Draw out responses from the group, noting specific suggestions. Then, offer the three points listed below as key components.

Write on the board:



Identify the outside pressure – often, by identifying the outside pressure, we realise that we don't actually have to comply; we can make a choice.



Change the view – try to see the situation differently. Think of our own best reasons for doing something. For example, "I should clean up the kitchen" can become "I'd like to come into a clean and tidy kitchen in the morning" "I should write that report" can become "I'd like to get that report out of the way, so I can settle down to other jobs".

Add extra ingredients – think of some way of improving the situation for ourselves. Is there something we can do that can make the task more pleasant e.g. turn on the radio while washing up, use the visit as a chance to sit and put our feet up, sit in the sun to write the report?

Group Activity: ***Transforming "I should" to "I choose":** participants complete a handout to consider ways of transforming an "I should" currently operating in their lives to an "I choose". They then discuss responses with a partner. (See below for details) (15 minutes)*

Give out the **handout: "Transforming 'I Should' to 'I Choose'"**.

Ask participants to complete it.

Allow 10 minutes.

Then ask participants to discuss it with a partner using the following questions as a stimulus:

Was any part of it difficult?

Do you think it would work? Why/why not?

Is there anything else you need to do to behave from a standpoint of "I choose" rather than "I should"?

Allow 5 minutes.

Discussion: *Ask for comments from participants.*

Concluding Comments:

Much personal power is lost by not "choosing" to do what we have nevertheless "decided" to do. We do not put our whole selves behind the task. Because actions and thoughts are out of alignment, we lack energy. We may do the task badly and are less likely to engage our creativity. We may be irritated, snappy and likely to arouse resentment from others by our negative attitude. A "should" is a breeding ground for conflict.

"Shoulds" let us see ourselves as victims with outside forces acting on us against our will. We are taking charge of our lives when we alter a "should" to a "choose".

Give out the **handout: "Personal Power: I Should vs. I Choose"**.



H. Shifting Away from Demand Behaviour

(30minutes)

Much as we place "shoulds" upon ourselves, we also place them upon other people. Known as demand behaviour this arises from our own often subtle, type of persecuting behaviour.

Most of us have experienced demand behaviour in, for example, our relationships with our children, or our parents, our partners, our work subordinates or our colleagues.

Group Activity: **Demand Behaviour:** *participants complete two handouts. The first helps participants explore the concept of demand behaviour and raises their awareness of when they use it. The second helps them examine ways of developing co-operative power strategies. (See Co-operative Power Activities, p A.5.9.)* (25 minutes)

I. Exploring Positive Outcomes from the Past

(20 minutes)

(This is particularly appropriate for a personal development group.)

Sometimes we feel trapped by past events. We may have been a real victim to accident, abuse, hardship, loss or injustice in the past. We may continue to blame those past experiences for our situation now; or excuse our current behaviour in some contexts because it has resulted from previous circumstances.

Exploring positive outcomes from the past is not about condoning violence or cruelty or dismissing tragedy. It is about putting memories of these things to rest; and looking for the growth, understanding or direction to which they gave rise.

Group Activity: **Exploring Positive Outcomes from the Past:** *participants complete a handout to identify past events by which they continue to feel trapped and which they could view differently now. (See Co-operative Power Activities, p A.5.12.)* (20 minutes)

J. Dealing with Difficult Behaviours

(40 minutes)

This section complements material on managing difficult emotional behaviours. *(See Managing Emotions: Section F, p 6.9.)*

Sometimes we are confronted with behaviours in others that we find difficult to handle. Depending on our response, we may find ourselves reinforcing these behaviours, giving way or engaging in a power struggle.



The following material is based on work by Rudolph Dreikurs, a psychiatrist, author with Vicki Solts of **Children: The Challenge** (NY: Hawthorn, 1964) and Don Dinkmeyer and Gary McKay **Systematic Training for Effective Parenting** (Circle Pines, Minn: American Guidance Service, 1976). (See *handout: "Dealing with Difficult Behaviours"*.)

Behaviour occurs for a purpose. Fundamental goals include to be secure, to find a place of significance, to belong, and to protect our sense of identity.

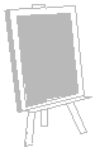
When people are feeling discouraged and threatened, they may substitute other goals for these fundamental ones. It can be the start of a downhill cycle. They may begin to believe that the only way to achieve what they want is by behaving in ways that others find difficult.

They may use behaviours which they've found successful in other settings or in the past. Or they may experiment with new behaviours and continue to use those that achieve what they want.

Our response often contributes to whether these difficult behaviours persist or die away.

Dr Rudolph Dreikurs describes four substitute goals of difficult behaviour.

Write on the board:



gaining power

gaining attention

appearing inadequate

seeking revenge

Question: What benefits might a person feel from gaining power?

Discussion: *Draw out participants' responses. Include:*

- the person temporarily feels **secure** when bossing and controlling others.

Question: What benefits might a person feel from gaining attention?

Discussion: *Draw out participants responses. Include:*

- the person briefly feels a **sense of significance** when receiving lots of attention.

Question: What benefits might a person feel from displaying apparent inadequacy?



Discussion: *Draw out participants' responses. Include:*

- the person feels he or she **belongs**, if others look after him or her.
- as well, by hiding behind "lack of ability," the person is trying to avoid further hurt, hoping that any real "deficiencies" will not be uncovered, or that he or she won't be pushed into areas in which failure might result.

Question: **What benefits might a person feel from seeking revenge?**

Discussion: *Draw out participants' responses. Include:*

- the person feels justice is done by standing against an "enemy" or redressing real or supposed wrongs.
- by inflicting hurt and provoking hostility, the person **protects his or her sense of identity**. They know who they are by who they stand against

Group Activity: ***Dealing with Difficult Behaviours:** working in small groups, participants complete a worksheet to develop strategies formalising behaviours we find difficult in others. (See Co-operative Power Activities, p A.5.14.)*

K. Responding to Resistance from Others

(20–35 minutes)

You could choose to cover this material during a session on negotiation as it is very relevant in negotiation settings. (See Chapter 10. Negotiation: Section D.)

A way in which we sometimes use power destructively is by making extreme statements or generalisations to support our feelings or our viewpoints. We often do this when a new idea is being floated, or a change is being suggested. We may not be intending such behaviour as a power play. Instead, we may just be reacting because we're feeling concerned, or threatened. Or we may, in fact, want to assert our authority in the situation. Rather than assert this authority or state our concerns clearly, we may be very negative about the idea or present unsubstantiated and, seemingly, unarguable objections such as "It will never work". Essentially, we are showing our resistance to the new idea or proposed change by blocking the communication.

Question: **Imagine you're the person wanting to introduce a new policy or practice, and you're confronted with strong resistance from others. What might be some of the negative responses that you would hear?**



Discussion: *Draw out participants' responses. In addition, you might give the following examples:*

“We've tried that already”

“It's too expensive”

“You're being naive – that's not how the system works”.

We'll now spend some time exploring specific strategies to deal with this type of negativity.

Group Activity: Choose from one of the two following activities:

Responding to Resistance from Others: *working in groups of three, or of six, participants practise dealing with negativity and resistance. The simulation includes three rounds. The first round is run before the material on using questions to reframe resistance has been discussed. (See Co-operative Power Activities, p A.5.16.) (30 minutes)*

Developing Responses to Deal with Resistance from Others: *working in pairs, participants prepare and deliver questions to deal with resistance from others. (See Co-operative Power Activities, p A.5.23.) (15 minutes)*

L. Working with Powerful People

(20 minutes)

People in very powerful positions are sometimes difficult to approach and, particularly, to confront.

Question: **What makes it difficult to deal with people in powerful positions?**

Discussion: *Draw out participants' responses. In addition, you might consider:*

- their ability to reward and punish
- their power to make decisions, to veto and to promote
- their frequent intolerance of time-wasting
- their busyness
- the strength of their power bases often means they don't have a need to consider change
- our own feelings of deference or fear of authority and habitual patterns of relating to those more powerful than us
- our need for approval and fear of failure or of "making waves".

Group Activity: **Dealing with Powerful People:** *working in small groups of three, ask groups to develop a list of strategies that they have found effective in dealing with powerful people. (15 minutes)*



Discussion: *Ask small groups to share their ideas with the large group and record them on the board.*

Draw out participants' responses. In addition, you might explore:

We can strengthen our own approach by:

- dealing with our fear and centreing. (*See Chapter 6. Managing Emotions.*)
- strengthening our own power bases
 - e.g. What resources are available?
 - What policies/laws/rules already exist to deal with this sort of issue?
 - Is there a precedent which can serve as a model?
 - Who else will support me in this?
- building empathy with the other person
- identifying how the person likes to be approached – what are his/her needs (*Refer to DISC. See Chapter 3. Empathy: Section B*)
- deciding which issues are a priority and which can be let go
- preparing and presenting thoroughly and appropriately
- ensuring that the person we're dealing with has the power to do what we're asking
- making it easy for the person to say "yes" and to act. (providing all the information; asking the person to do only the steps that we can't)
- demonstrating flexibility by our readiness to consider other options and alternatives
- being clear about the gains and losses for all those involved, including ourselves. (If a powerful person believes we have a vested interest, and one which is not being declared, the person may be suspicious that this is our main reason for pushing a particular line).

Pair Share: *Ask participants, with a partner, to identify three ways they could strengthen their own approach in relation to a powerful person with whom they need to work.*



M. Concluding Comments

(2 minutes)

In conflict, the issue of power needs to be considered. Conflicts won't be dealt with effectively where the imbalance of power in the relationship is not treated very sensitively. This can be helped by a conscious attempt by parties to use power appropriately. Often, understanding, acknowledging and even extending our own sense of personal power provides a solid base on which to build relationships in which power is used co-operatively.



Co-operative Power Activities

Power Line-up

Trainers' Information Only

Context:	Becoming more aware of our attitudes to power can give us more choices in our behaviour (<i>See Chapter 5: Co-operative Power: Section A</i>)
Time:	15 minutes
Aims:	To raise participants' awareness of their response to power To show that power is a key and a fluctuating component in our relationships.

Instructions: This exercise is about raising awareness of power in relationships. Our feelings of power vary from one relationship to another, in different settings and at different times. This exercise is like diving into a flowing river with a bucket to bring back some water. We may have some water but we don't have the river in our bucket. So, let's dive in and capture some of the qualities of this constant flow of power relationships.

Have participants form a straight line in the room. Note a spot on the wall at the front of the room to be the very front of the line.

You are to form into a line according to how powerful you feel you are in the room today. The most powerful at the front, the least powerful at the back.

If someone else is in the spot you believe you need to be in, have that person move. Stand where you feel you belong.

Note: If some participants feel minor discomfort about joining in, gently encourage them to do so. If they feel strongly that they don't want to participate, let them know that it's acceptable to observe instead.

Discussion: *Ask people to remain in the line during the discussion.*

What did you like or not like about the exercise?

What sort of things did it raise for you or make you aware of?

How did you interpret "powerful" for the purpose of this exercise?

The trainer can then suggest to participants that they reflect on their own responses to the exercise and to power by considering the following questions:



Look at the position you are in. Is that the position in which you really wanted to be?

If it isn't, what factors prevented you placing yourself where you wanted to be?

Does the position you place yourself here apply at work, and/or at home?

Are you comfortable about where you are, here, at work, and at home?

Or does this bring up some power and control issues for you at the moment?

When your usual position is challenged, how much does it matter to you? Can you admit to yourself how much it matters?

Conclude by asking participants if they have any further comments to make.

Important Points to Cover:

The more aware we are of our feelings around power, the more choices we have in how we behave. Many covert power games take place that are unrecognised by either party. The issue sometimes appears to be about something else altogether. Exposing and acknowledging the role that power plays in our relationships can often help us untangle conflict.



Co-operative Power Activities

Power Game Triangle and Discovery Circle

Trainers' Information Only

Context:	Power games in which people assume roles of playing victim, persecuting and rescuing are frequently a major dynamic in interpersonal, group and organisational communication. Raising our awareness of how and why we assume these roles can lead us to develop other more constructive ways of relating that are supportive of our and others' needs. (See Chapter 5. Co-operative Power: Sections D and E)
Time:	Part 1: 20 minutes Part 2: 40 minutes
Aims:	To recognise when power games are being played and experience the roles we play To explore and practise alternative ways of behaving to disengage from the power game dynamic.
Handouts:	<i>“Power Game Triangle”, “Transforming the Power Game Triangle into the Discovery Circle” and “Discovery Circle”</i>
Requirements:	Sets of cards labelled Person 1, Person 2 and Person 3. (These cards could have safety pins attached to them so people could wear them.) Sets of cards labelled Playing Victim, Persecuting, Rescuing.

Instructions: In this activity, we'll do a series of three role plays to experience what it is like to persecute, rescue or play victim. Notice which of these feels familiar, which feels uncomfortable, and in what ways.

PART 1

Divide into groups of three.

I will tell you the situation and the three characters. You will choose a character – Person 1, Person 2 or Person 3 – who behaves in a different way in each of the role plays – persecuting, rescuing or playing victim.

Outline the situation over or one that is similar.



Sample Situation

Three friends have, for the past two years, gone on an annual two week holiday to a modern resort in Port Macquarie.

Person 1 is keen to go to Port Macquarie again this year because of the great opportunities for fishing, swimming, racquet ball, tennis, eating out etc.

Person 2 is keen to go on holiday. The destination is less important because Person 2 regards this as a great chance to rest, to read, to have peace and quiet, and a break from work and domestic chores. Person 2 likes to have the company of Person 1 and 3 in these quiet pursuits.

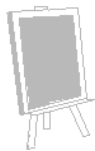
Person 3 is keen to go on holiday but is sick of Port Macquarie.

Person 3 has never really enjoyed the sporting activities and busyness of Port Macquarie. Person 3 wants to go inland to a smaller township, to stay in a guesthouse and go bushwalking, horse-riding and browsing in craft and antique stores and bookshops.

Ask each group of three to choose who will play Persons 1, 2 and 3. (If card sets are being used. (See Requirements on the previous page), ask participants to pin the appropriate cards onto their clothing.)

Give out the sets of Victim, Persecutor, Rescuer cards.

At the beginning of each role play, write on the board the power game roles appropriate for each person. Ensure that the Playing Victim, Persecuting and Rescuing cards are passed on after each role play, to the next person playing the role.



	Person 1	Person 2	Person 3
Role Play 1	Persecuting	Rescuing	Playing Victim
Role Play 2	Playing Victim	Persecuting	Rescuing
Role Play 3	Rescuing	Playing Victim	Persecuting.

Allow 3–4 minutes for each role play.

Discussion: Between each role play ask the following questions:

How did it feel to play those roles?

What did you notice?



After Round 3, ask additional questions:

What were the payoffs from playing each role?

What were the limitations and consequences of each role?

What sort of language did you use?

Was it difficult to maintain the roles? Did anyone swap roles midway? Why did that happen?

Did you find one of the roles seemed more familiar to you? Can you think of occasions in your life when a power game like this has been played out?

Important Points to Cover:

These Persecuting, Rescuing and Playing Victim roles aren't static. We play different roles in different situations, and in any one situation we can change roles midstream.

It's easy to fall into playing out a familiar role.

Once one person begins playing one of these roles we often slip into filling one of the remaining two roles because we don't know how to disengage from the power game triangle.

PART 2

*Refer to **Section E: Discovery Circle.***

Instructions:

We did the role plays of persecuting, rescuing and playing victim to explore what the power game dynamic is like, and to experience how each of the roles feels.

Becoming aware of what the roles are like is a great starting point for working out how to move out of them. We want to work out ways of stepping out of the roles of the power game triangle to transform it into a circle of discovery.

Some of us will have recognised that we tend to play one of the persecuting, rescuing or victim roles in relationship with particular other people or in a particular setting. Or perhaps we recognise that someone else regularly plays one of these roles.

Specifically we're going to focus on these questions.

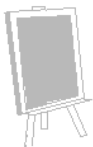
If I find myself playing one of the power game roles, and find others continuing in the other power game roles:

Write on the board:

What can I do to alter the dynamic?

How can I behave differently?

What kind of language will I use?



We're going to discuss these questions in three groups.

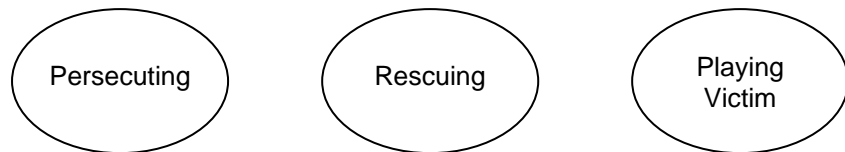
Each group will focus on one role only.

So if you're particularly interested in exploring how someone can change 'from' **persecuting** behaviours, move here. *Indicate an area.*

If you're particularly interested in exploring how someone can change from **rescuing** behaviours, move over here. *Indicate an area.*

If you're particularly interested in exploring how someone can change from **victim** behaviours, move over here. *Indicate an area.*

Groups for discussion of power game role behaviours



I need roughly equal sized groups...so you may need to be flexible in your choice.

After we've discussed these questions (i.e. those listed above) we'll do a series of role plays to practise our skills in changing the dynamic.

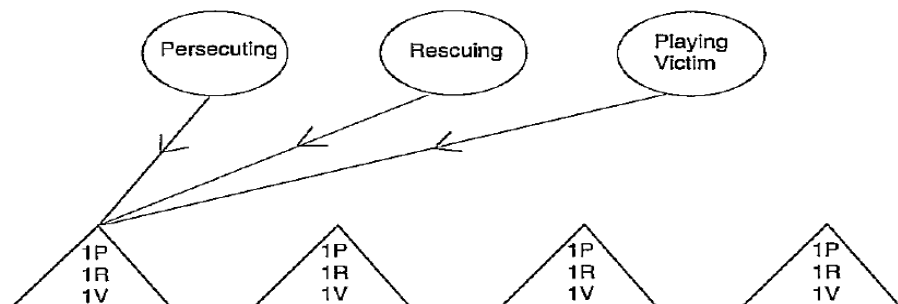
*Give out the **handout: "Transforming the Power Game Triangle into the Discovery Circle".***

Fill out the handout, only for the one role that you're considering. Write your answers in the section titled "Instead of persecuting..." (or "Instead of rescuing..." or "Instead of playing victim..."). Leave the question "What word could you use to describe this alternative set of behaviours?" until later in the activity.

Allow 10 minutes' discussion.

Role Plays:

From these three groups, ask participants to divide into triads. One person from the group considering persecuting behaviours joins with a person from the group considering rescuing behaviours and with a person from the group considering victim behaviours. (See diagram below.)



Use the same situation as in the power game triangle. (See p A.5.3–A.5.4.) Or choose a different situation such as the sample over.



Sample Situation

Three members of a sales team have to settle on a time for their weekly meeting.

Person 1 wants to meet at 10.00am on Monday mornings, to plan and to set priorities for the week. This is the day he/she has allocated for office and administrative work.

Person 2 wants to meet any afternoon, as he/she finds mornings are most important for client contact.

Person 3 wants to meet at 9.00am on Wednesday mornings.

He/she has regular clients early in the week to be contacted, and wants to have the meeting after the current stock report is prepared; it's available on Tuesday afternoons.

At the beginning of each role play, put a cross through the role, on the board, of the person who will disengage from the power game triangle, as follows:

	Person 1	Person 2	Person 3
Role Play 1	Persecuting	Rescuing	Playing Victim
Role Play 2	Playing Victim	Persecuting	Rescuing
Role Play 3	Rescuing	Playing Victim	Persecuting

Instructions for the person trying to disengage from the power game role.

Start the role play using the power game role, then try to break out of the role.

Instructions for the other two who continue to play the power game roles.

If the person disengaging from the power game role says something which, in real life, would help to break the power game dynamic, respond positively.

Allow 5 minutes for each role play. Encourage participants to be realistic.

Discussion: *Between each role play, and at the end, ask the following questions as appropriate:*

What did you notice?

How was the communication different?



What were the difficulties in trying these new behaviours?

Did the dynamic change?

Was it difficult to maintain the power game roles when one person disengaged?

What happened?

Small Group Discussion:

*Ask participants in their triads to complete the question on the bottom of the **handout: "Transforming the Power Game Triangle into the Discovery Circle"**: "What word could you use to describe this alternative set of behaviours?"*

Discussion:

Complete this discussion by referring to Chapter 5. Co-operative Power: Section E.



Co-operative Power Activities

Demand Behaviour

Trainers' Information Only

Context:	Understanding how and why we place demands upon other people is one step in developing strategies of co-operative power. (See Chapter 5. Co-operative Power: Section H.)
Time:	40 Minutes
Aims:	To explore the concept of demand behaviour To consider alternative problem-solving strategies based on co-operative power.
Handouts:	<i>“Demand Behaviour – Power Over”</i> and <i>“An Alternative to Demand Behaviour – Power With”</i> . Fold these prior to the session so that the third column in each is concealed.

Instructions: We will now complete two handouts to consider ways in which we place demands on others, and strategies we can use to shift out of this demand behaviour.

Phase 1

Give out the **handout: “Demand Behaviour – Power Over”**. Ask participants to keep it folded so that the third column is concealed.

Think of someone at whom you are currently directing a “should”. What is the behaviour or action you think that person “should” change?

Ask participants to complete the handouts, keeping them folded. Encourage them not to censor their answers, but to be as honest as possible. The handout is for their eyes only.

Allow 5–10 minutes.

Then ask participants to unfold their handouts. Ask participants if their responses had any of the elements of the Demand Behaviour flow chart. Highlight links with the “I should” flow chart. (See Chapter 5. Co-operative Power: Section G.)

Pair Discussion: Ask participants to share their responses with a partner.



Optional Reflection:

Lead participants to reflect on why they want to be in control in the examples on which they've been working. Stimulate their thinking with the following questions:

Do I want to be in control because the other person likes me directing what is to be done?

Or, is it because the other person needs me to direct what happens?

Or, if I don't do the controlling, do I think the other person will control or undermine me?

Or, if I don't tell the other person what to do, do I believe there will be chaos?

Or, if the other person doesn't like me taking charge, do I think that person can say so?

Or, is it because I sometimes use controlling to mask my own feelings of inadequacy?

Or, is it that I believe that I can see how things should be and the other person doesn't measure up?

*For more about control see Will Schutz **The Truth Option** (USA: Ten Speed Press, 1984).*

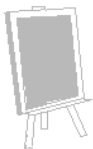
Discussion:

Give participants the opportunity to share anything significant for them.

What could we do to move from "power over" demand behaviour to "power with" behaviour?

Draw out responses from the group, and ensure that the following are included.

Write on the board:



Reframe the problem

Focus on the issue, not the person

Be clear on the outcome, flexible on the route

Listen

Make "I" Statements



Phase 2

Instructions: Give out the **handout: "An Alternative to Demand Behaviour – Power With"**. Tell participants to keep it folded (so that the third column is concealed.)

Ask participants to complete the handout, using as the example the same person and situation they used to complete the first handout.

Allow 5–10 minutes.

Then ask participants to unfold their sheets and highlight the links between this "power with" flow chart and the "I choose" flow chart that they have previously seen. (See Chapter 5. Co-operative Power: Section G.)

Pair Discussion: Ask participants to share their responses with a partner.

Discussion: How successful were you in reframing, shifting the focus off the person onto the issue?

What are some of the specific strategies that you came up with for addressing the issue?

How does the issue seem different now (e.g. less important, less emotionally draining?)

Who feels a sense of release?



Co-operative Power Activities

Exploring Positive Outcomes from the Past

Trainers' Information Only

Context:	Sometimes we can feel trapped by past events. Looking for the growth, understanding of direction to which they gave rise can be an empowering experience which frees us to move on. (See <i>Chapter 5. Co-operative Power Activities: Section 1.</i>)
Time:	20 minutes
Aims:	To identify a past event by which we feel trapped To learn a process for dealing with such events.
Handout:	<i>"Exploring Positive Aspects from the Past"</i>

Instructions: We will now complete a handout to consider positive outcomes from past unwelcome events. At the end of the process, we'll have a chance to discuss what we noticed with a partner.

Give out the **handout: "Exploring Positive Aspects from the Past"**.

To help participants identify an appropriate event on which to focus their attention, ask:

Is there something that has happened recently, or a long while ago, that when you think about it, still has the effect of making you angry or upset? It may be something very significant, like a death, a divorce or being sacked from a job. Or it may be something like someone letting you down, or forgetting your birthday, or not adequately acknowledging your contribution to an important project.

Whatever it is, jot it down in the top space in the centre of the handout.

Allow 2–3 minutes.

Now, gradually move down the questions on the left hand side of the page, to explore your past and your current responses to that event. Refer to the examples on the right hand side, only if you need to clarify the purpose of the questions. Mainly, dwell on your own event and your own response. You have about 10 minutes.

Pair Discussion: Ask participants to discuss their responses with a partner.

What did you notice?

Can you think of something specific to do to change your perspective on this event in your life?



Discussion: *Invite participants' comments.*

Encourage participants each to identify one particular thing they can do to help further resolve their responses to these events. Suggest specifics, such, as writing a journal, making a phone call, preparing an "I" Statement etc.

*(For more on this topic, see Joseph B Fabry **The Pursuit of Meaning** (San Francisco: Harper & Row, 1968).)*



Co-operative Power Activities

Dealing with Difficult Behaviours

Trainers' Information Only

Context:	When faced with behaviours in others that we find difficult to handle, our response may contribute to the behaviours continuing or ceasing (See Chapter 5. Co-operative Power, Section J)
Time:	45 minutes
Aims:	To understand what motivates difficult behaviours To develop appropriate strategies for dealing with difficult behaviours.
Handouts:	<i>“Strategies to Deal with Difficult Behaviours”</i> and <i>“Dealing with Difficult Behaviours”</i>

Instructions: In this activity, we will work in small groups. Using the behavioural model, proposed by Rudolph Dreikurs, we will develop an understanding of specific types of difficult behaviour and explore strategies to deal with them.

Phase 1

Divide the group into four sub-groups. Allocate a behavioural goal to be considered by each group. Behaviours with the goals of:

Group 1: gaining power

Group 2: gaining attention

Group 3: appearing inadequate (to enlist help or avoid failure)

Group 4: seeking revenge.

Ask sub-groups to prepare a list of behaviours (for examples, see over) in the goal area allocated to them, which they can later share with the larger group.

Allow 10 minutes.



Discussion: *Ask sub-groups to share their lists. Write responses on the board. For example:*

power: interrupting, putting down others, being over-critical playing win/lose, behaving righteously, giving advice, being aggressive, gathering allies, being manipulative.

attention: being loud, fidgeting, asking lots of questions, behaving stubbornly, sulking, being sick, being clumsy, fainting, chatting inappropriately, rebelling, being over-helpful or over-nice.

inadequacy: avoiding, procrastinating, being apologetic, being forgetful, behaving submissively, getting it wrong, putting self down, "I can't", "Yes but", shirking responsibility.

revenge: sabotaging, sulking, bitching, withholding information, backstabbing, withholding praise and privileges, excluding others, "one-upping," being a wet blanket.

Instructions: **Phase 2**

*Retain the sub-groups from Phase 1. Give out **handout: "Strategies to Deal with Difficult Behaviours"** to each person.*

Ask the sub-groups to identify strategies which individuals have found successful in dealing with one or more of these difficult behaviours.

Are there any common threads in these successful strategies?

Allow 15 minutes.

Discussion: *Ask sub-groups to share their strategies with the large group. Draw common threads out of the discussion. Give out the **handout: "Dealing With Difficult Behaviours"** and highlight the section titled "Better Alternatives for Handling Difficult Behaviour".*

Instructions: **Phase 3**

Ask each person in the room to complete the section on the handout marked "Particular behaviour with which I have difficulty".

Then, ask each person to develop an action plan for dealing with this behaviour. Suggest to participants that they identify a few strategies, as part of an overall action plan. These can be listed, or it may be appropriate to represent them diagrammatically.

Allow 5 minutes.

Pair Discussion: *Encourage participants to share their action plans with a partner, seeking constructive feedback on how to refine them further.*

*Retain the sub-groups from Phase 1. Give out **handout: "Strategies to Deal with Difficult Behaviours"** to each person.*

Ask the sub-groups to identify strategies which individuals have found successful in dealing with one or more of these difficult behaviours.

Allow 5–10 minutes.



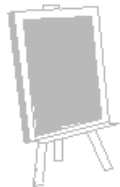
Co-operative Power Activities

Responding to Resistance from Others

Trainers' Information Only

Context:	When people use extreme statements or generalisations that create conflict, we often retort in similar extremes. Using open ended questions and other creative responses, we can contribute to solving difficulties constructively and focusing on positive possibilities (See <i>Chapter 5: Co-operative Power: Section K</i> or <i>Chapter 10: Negotiation Sections D and E.</i>)
Time:	30 minutes
Aim:	To experience the value of using open-ended questions, active listening and “I” statements.
Handouts:	“Responding to Resistance from Others” (and “Thirty Second Opener” if using this activity during a session on Negotiation)
Requirements:	“Simulation: A Proposal for Information Dissemination (Sheet 1)” and “(Sheet 2)”

Instructions: *Ask the group for examples of negative conflict-creating statements – the types of things people often say in response to a new idea (as per Chapter 5. Co-operative Power: Section K or Chapter 10. Negotiation: Section D.) Write these on the board.*



Explain that in this activity there will be three rounds.

In each round, one person (or two, depending which scenario is chosen) will be responsible for promoting a new idea. The remaining two (or four) will oppose it, with negative conflict-creating statements. Roles will change and additional information to aid in responding to this resistance will be given in each round.

Divide into groups of three (or six depending on which scenario is chosen.)

For the first round, pick the person (or two people) who will be promoting the new idea.

Choose one of the two following scenarios as a simulation in which participants practise using questions to reframe resistance from others.



Scenario 1 *(particularly suitable for business groups)*

Two colleagues propose a new system for circulating information amongst members of a management team.

(See attached sheets "Simulation – A Proposal for Information dissemination". (The handout masters for this simulation are on pages A5.21–2.) Give Sheet 1 to the two colleagues proposing change. Give Sheet 2 to the other team members.

Scenario 2 *(suitable for most other groups)*

The three of you have decided to run a Conflict Resolution Course in your local area. So far, you have advertised in relevant magazines and newsletters, but you're receiving little response. You have a limited budget so, Person A, you are suggesting that you do a leaflet drop – that is, have some leaflets printed and then walk around posting them in private letter boxes. You're so enthusiastic about this that it comes as a surprise when the others don't share your enthusiasm and they react very negatively. You, the two others, strongly react to this idea using negative statements, such as those previously listed on the board and others.

Person A, start the discussion.

Round 1

Discussion as indicated in the above scenarios. Allow 10 minutes for Scenario 1. Allow 3–5 minutes for Scenario 2.

Discussion:

What happened? Did you get anywhere?

How did Person A (or colleagues suggesting change) handle the negative responses? Fight, flight or...?

Did two sides develop – “me” vs “them”?

Did Person A start justifying or defending the proposal? In what ways?

Did Person A back down – give the system up? Or start persecuting?

Did those opposing it feel that Person A listened to you, that your concerns were addressed? Did you persuade Person A?

What could you have done, Person A, to deal differently with their resistance (e.g. active listening, asking questions, preparing your case more thoroughly?)



Instructions: Round 2

In this round, we're going to focus on using open-ended questions to deal with this resistance.

*Give out the **handout: "Responding to Resistance from Others"**. Ask participants to look through it. Draw their attention to the idea of questioning as an antidote to negativity.*

Most of the questions are open-ended. Closed questions allow people to give yes/no responses that tend to lock them into their positions. Open questions help to "reframe" our thinking by:

- exploring the details of an issue
- focusing on the positive possibilities to find a constructive solution to the difficulty.

Open questions, used in conjunction with active listening, show a willingness to listen and to consider.

As well, open questions help us elicit information which may be valuable to us in responding to others' concerns, or in helping us to shift ground, and to refine our ideas.

Often reframing responses include "Yes, that's an option" or "She puts a different emphasis on ..." Think, too, of examples of creative responses that help to shift our thinking, such as:

- an opportunity, instead of a stumbling block
- a risk taken instead of a failure
- the champagne year instead of the "terrible two's".

Ask the groups to choose a different Person A or a different pair of colleagues to promote the idea outlined in either Scenario 1 or Scenario 2.

When Person A (or colleagues proposing change) hears negative conflict-creating statements they attempt to use open-ended questions and other "reframing" responses, such as those on the handout, to help shift the discussion. Remember, also, to use active listening skills.

Allow 5 minutes for Round 2.

Discussion:

How was Round 2 different from Round 1? Was using "reframing" responses helpful? In what ways?

Did the opposers feel that Person A listened to them? What else happened? Did the opposers feel more receptive to the idea, or to the need for change?

Did Person A feel less threatened and, therefore, less need to justify and defend? What else happened?

Did you use any other techniques? (e.g. being prepared with more information)



How far did you progress in the discussion?

Instructions: Round 3

Ask the remaining people in the groups to take a turn as Person A or the colleagues proposing the change.

VARIATION 1

As for the last round, Person A, you use open-ended questions and active listening. As well, try to make a clarifying statement that sums up your viewpoint, which shows that you are taking account of others' concerns and are willing to adopt a problem-solving approach rather than getting stuck in a clash of wills.

Discussion: As for Round 2. As well:

Did Person A use a clarifying statement? How did it assist the discussion, your feelings etc?

What was the response of the opposers to the clarifying statement?

Did the clarifying statement use the principles of an "I" statement?

VARIATION 2

If using this activity in a session on negotiation, ask participants to prepare a "thirty second opener". First, present information on opening a negotiation. (See Chapter 10. Negotiation: Section E.)

*Allow 5 minutes for individuals to work on the thirty second opener. Ask them to use the **handout: "Thirty Second Opener"** to record and structure this opening statement. Only those participants playing Person A (or the colleagues proposing the change) will present their "thirty second openers". In discussion, others in the group can share their openers.*

This time, Person A (or the colleagues proposing the change), introduce the topic using a thirty second opener. Others in the group respond as seems appropriate. If the thirty second opener is particularly effective, respond positively or perhaps with less resistance than you otherwise would. If you still feel resistance, express it, and Person A, you deal with it using open-ended questions and other reframing responses.

Small Group Discussion:

Encourage small groups to discuss the effectiveness of the "thirty second opener". Ask them to compare the thirty second openers they all prepared to consider the variety of ways they might be constructed.

Allow 5 minutes.



Discussion: *As for Round 2.*

Was the thirty second opener effective?

How did the "opposers" respond?

In what ways was the discussion different to the previous occasions?

How could it be further improved?

Important Points to Cover:

Open-ended questions can be used to reframe resistance by exploring and redirecting the discussion.

They can also help reduce inflammation and bring down the emotional level to create a discussion in which issues can be explored.

Through the use of open-ended questions, useful information or ideas are often uncovered.

Having your own case well prepared and presenting it clearly are also often useful antidotes to conflict. In preparing your case, consider where participants fit in the DISC model, be clear on your outcome and flexible on the route, and adopt a win/win approach.

Making clarifying statements reminds us that we also have a right to have an input, and to have our viewpoint heard. (*Refer to Chapter 4. Appropriate Assertiveness: Section C.*)

(See over for Scenario handout masters.)



Simulation

A Proposal for Information Dissemination (Sheet 1)

Colleagues Suggesting Change:

You are two members of a small management team.

For some time, you have both felt that the way information has been disseminated to your management team has been inefficient and inadequate. There is a huge amount of information. Currently, this is sorted into trays by the executive secretary according to type only – memos, journal articles, bulletins, news clippings etc.

Some of the material needs to be seen by all members of the management team and some is specific to only one or two members. The current system relies on individuals going to the meeting room and wading through this information to find relevant material. This means that, for example, memos are sometimes overlooked until too late, or that journal articles are missed completely as they are taken by one member and not returned.

Together you decided to try to devise a new system which you could put forward at the next meeting of your team.

You have already distributed a memo suggesting the following system:

The trays will no longer be used. The executive secretary will sort everything into people's own pigeon holes.

Memos will be copied so all relevant people receive their own copy.

Some articles and journals will be circulated to everyone, with a cover sheet which people tick when they have seen it.

Other articles and journals will be circulated only to those people to whom they are directly relevant.

The executive secretary will decide which is which, and to whom everything will go.

As others in your team have also commented that there are currently problems with the way information is circulated, you expect that they will greet your ideas positively. At this morning's meeting you're prepared to outline and clarify the advantages of your proposal. Because you've worked conscientiously to prepare a workable system, you're expecting that others will be easily persuaded, so that nothing more than minor amendments will be necessary, before the system is adopted.

Please return this sheet to the trainer at the end of the activity.



Simulation

A Proposal for Information Dissemination (Sheet 2)

Team Members:

You are a member of a management team.

At this morning's meeting, two of your colleagues are presenting a new system for disseminating information in the office.

There is a huge amount of information. Currently, this is sorted into trays by the executive secretary according to type only – memos, journal articles, bulletins, news clippings etc.

Some of the material needs to be seen by all members of the management team and some is specific to only one or two members. The current system relies on individuals going to the meeting room and looking through this information to find relevant material.

You have already received a memo suggesting the following system:

The trays will no longer be used. The executive secretary will sort everything into people's own pigeon holes.

Memos will be copied so all relevant people receive their own copy.

Some articles and journals will be circulated to everyone, with a coversheet which people tick when they have seen it.

Other articles and journals will be circulated only to those people to whom they are directly relevant.

The executive secretary will decide which is which, and to whom everything will go.

Your immediate response to the new system is negative. It's not that you can think of a better system, nor that you have worked out specific objections to their proposal. You know there are some problems with the existing system, but problems will always exist. And it sounds like a hassle to change the system, and get used to something new. You respond to the new system with conflict-creating statements such as:

"It will never work... because..."

"It will be too expensive... push up all our administration costs".

"You just can't do that...because..."

"We've tried that already... it was no good".

"It will be too much of a hassle".

"You're being naive if you think..."

"How dare you suggest these changes without consulting..."

Please return this sheet to the trainer at the end of the activity.



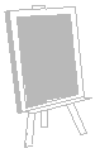
Co-operative Power Activities

Developing Responses to Deal with Resistance from Others

Trainers' Information Only

Context:	When people use extreme statements or generalisations that create conflict, we often retort in similar extremes. Using open-ended questions and other creative responses, we can contribute to solving difficulties constructively and focusing on positive possibilities. (See <i>Chapter 5 Co-operative Power Section K</i>)
Time:	5 minutes
Aim:	To formulate appropriate reframing responses and practise delivering them.
Handout:	<i>"Responding to Resistance from Others"</i>

Instructions: *Ask the group for examples of negative conflict-creating statements – the types of things people often say in response to a new idea (as per Chapter 5. Co-operative Power: Section K). Write these on the board.*



In this activity, we will work in pairs to practise delivering "reframing" responses to difficult conflict-creating statements.

*Give out the **handout: "Responding to Resistance from Others"**. Ask participants to look through it. Draw their attention to the idea of questioning as an antidote to negativity and resistance.*

Most of the questions are open-ended. Closed questions allow people to give yes/no responses that tend to lock them into their positions. Open questions help to "reframe" our thinking by:

- exploring the details of an issue.
- focusing on positive possibilities to find a constructive solution to the difficulty.

Open questions, used in conjunction with active listening, show a willingness to listen and to consider.

As well, open questions help us elicit information which may be valuable to us in responding to others' concerns, or in helping us to shift ground, to refine our own ideas etc.



Round 1

Instructions: Person A, you think of a recent situation in which a conflict-creating statement was made to you, to which you found it difficult to respond. Tell Person B briefly about the situation and what the statement is and then, together, try to formulate an appropriate reframing response.

When you are satisfied, do a small role play.

Person A sets up the situation. Person B makes the conflict-creating statement. Person A tries delivering an open-ended question or other "reframing" response. Person B answers; A responds yet again. Allow 3 or 4 statements from each person. Then discuss it.

Allow 7 minutes.

Discussion: How did the reframing response work?

Did it help shift the focus of the discussion?

Round 2

Instructions: *Reverse roles. As for Round 1.*

Allow 7 minutes.

Discussion: What did you notice?

Important Points to Cover:

Open-ended questions help to reframe resistance by exploring and redirecting the discussion.

They can also help reduce inflammation and bring the discussion to an emotional level at which issues can be explored.

Through the use of open-ended questions, useful information or ideas are often uncovered.



Manipulation and Influence

Co-operation and consensus depend on people influencing others. However, when people feel tricked or forced, chances are that someone has used manipulation. There is no simple way to distinguish "manipulation" from "influence" in all cases. There is no clear boundary between them. We can, nevertheless, explore some of their prominent features.

How do people tend to feel when they have been treated like this?

manipulated

influenced with integrity

What are some differences between these?

manipulation

influence

What tend to be some common consequences of these?

manipulation

influence



Power Game Triangle

Persecuting

"I'm OK You're not OK".

"It's got to be your fault".

Often wins in the short term.

Often alienates others.

Pay Off:

Observations:

Rescuing

"I'm OK. You're not OK"

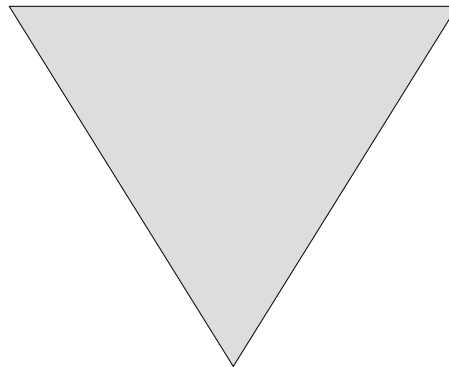
"Other people need my help".

Solves problems for others by helping too much and too frequently

Acts as a buffer between persecutors and victims.

Pay Off:

Observations:



Playing Victim

"I'm not OK. You're OK"

"I'm helpless and I need someone to fix things for me".

Maintains self pity.

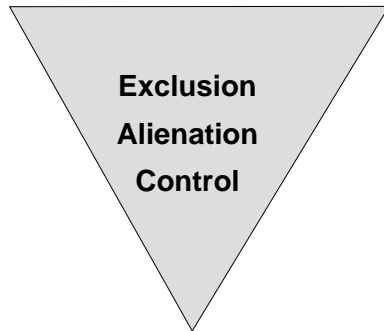
Stays stuck in inappropriate situations.

Pay Off:

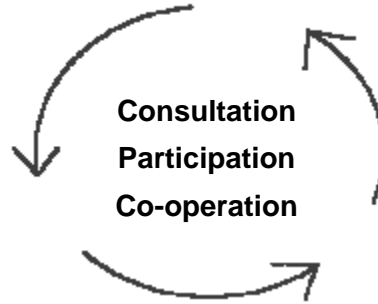
Observations:



Transforming the Power Game Triangle into the Discovery Circle



Power Game Triangle



Discovery Circle

What can be done to transform the power game triangle?

Instead of persecuting...

Instead of rescuing...

Instead of playing victim...

What word could you use to describe each of these alternative sets of behaviours?

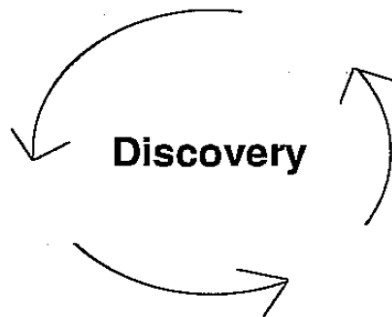


Discovery Circle

Persecuting → Consulting

(add your own word) _____

Listen to others to find out needs.
Offer constructive feedback.
Reduce blame and criticism.
Include others in open and more flexible decision-making.
Show respect for all needs.
Incorporate as many as viable.
Encourage sharing of expertise.
Provide information.
Acknowledge own needs and concerns.
Express own needs assertively.



Rescuing → Facilitating

(add your own word) _____

Clarify own needs and concerns.
State needs assertively.
Ask questions to check how much help is appropriate.
Assist those playing persecutor and victim to listen to each other.
Ask questions to explore perspectives of others.
Discuss consequences of persisting with current behaviours.
Help others develop strategies for effective problem-solving.

Playing Victim → Taking Responsibility

(add your own word) _____

State assertively own intentions and perspectives.
Clarify and state own needs.
Seek appropriate support, information, skills and assistance.
Acknowledge that others have needs.
Ask questions to explore others' needs and concerns.
Avoid blaming others and circumstances.
Reduce demands on others.
Check own motivation: am I willing to fix the problem?
Choose and act upon a realistic option.



Ten Empowering Thoughts

- "Life is not anything; it is only the opportunity for something." Friedrich Hebbel, a German poet. It is what you bring to life that is significant – not what life brings to you.
- Life can be a continual process of growth and development. If you choose to regard it this way, you add meaning and direction to it.
- Everything and everyone is on your side if you decide to see it that way.
- Look for a good intention behind apparently unkind behaviour.
- Overwhelming events can be opportunities for change and for unfolding new levels of strength and love.
- Failure is a splendid chance to learn.
- Success starts with commitment. Everything flows from that.
- Hold your fear in one hand and your courage in the other. Fear alone is not a reason to avoid something.
- Align your personal power with life. Accept the present before imagining what might be.
- Be here now. The point of power is in the present. This is not a rehearsal for your life, this is it.

*"Ultimate power is the ability to produce the results you desire most and create value for others in the process.
Power is the ability to change your life, to shape your perceptions, to make things work for you and not against you.
Real power is shared, not imposed.
It's the ability to define human needs and to fulfil them – both your needs and the needs of the people you care about.
It's the ability to direct your own personal kingdom – your own thought processes, your own behaviour – so you produce the precise results you desire. "*

*Anthony Robbins **Unlimited Power**
(New York: Simon & Schuster 1986) p20–1*



Transforming "I Should" to "I Choose"

SHOULD	CHOOSE		
<p><i>Demands</i> I am currently imposing on myself.</p> <p>Examples:</p>	<p><i>Identify the outside pressure.</i> What do I see myself submitting to – present or internalised past?</p>	<p><i>Change the perspective.</i> My own best reason for doing this, such as the benefits received.</p>	<p><i>Add extra ingredients.</i> Make this task more pleasant or rewarding, or less tiresome.</p>
<p><i>I should review the current office procedures.</i></p>	<p><i>The pressure to be professional, efficient and more customer focussed</i></p>	<p><i>I choose to review the procedures because it will enable time to be used more efficiently in the long term.</i></p>	<p><i>I'll arrange a morning at home to work on it, no telephone, good coffee.</i></p>
<p><i>I should attend my child's tennis match on Saturday morning.</i></p>	<p><i>Internalised societal expectations own parents' modelling of "good parenting"</i></p>	<p><i>I choose to attend the tennis match because it builds my relationship with my child.</i></p>	<p><i>I will invite a friend so I have a chance to do a bit of socialising.</i></p>

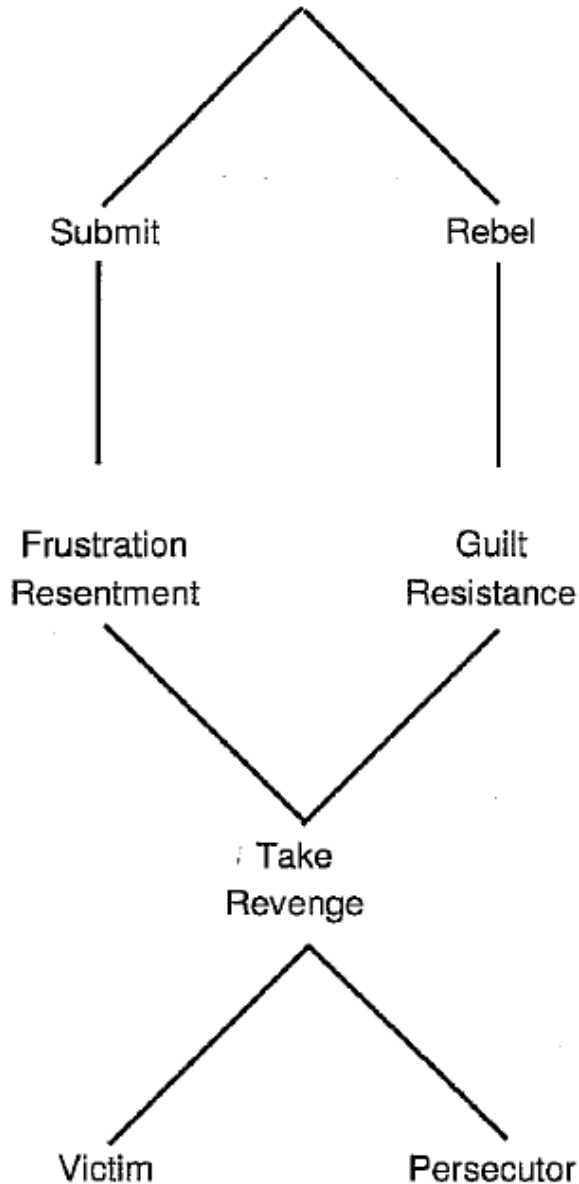


Personal Power: I Should vs I Choose

I Should

Authority

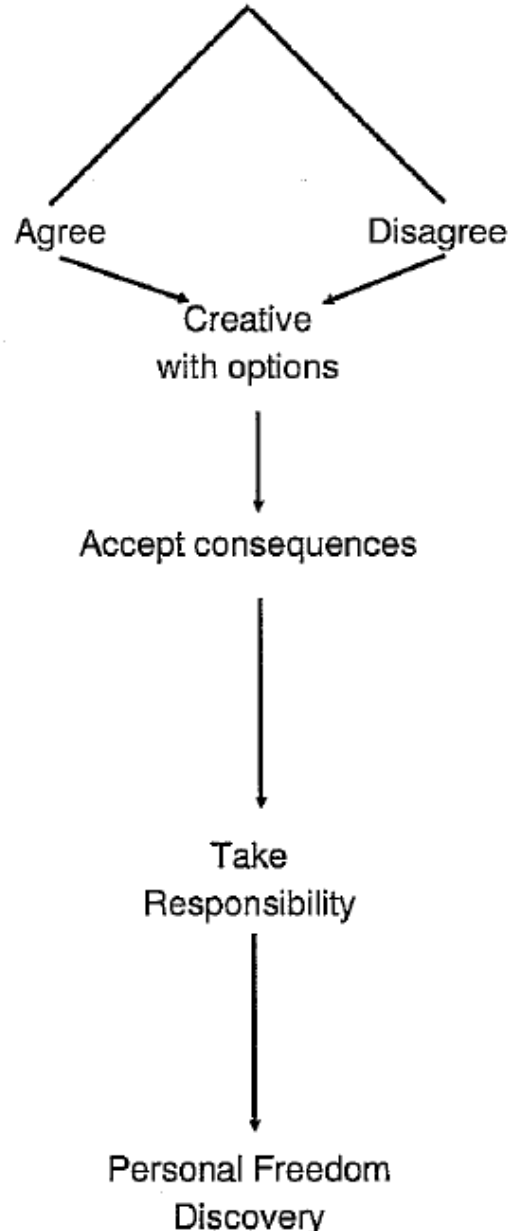
Actions are directed by authority figures from the present or past



I Choose

Autonomy

Actions are self-directed



Adapted and used with permission from Integro Aust Pty Ltd



No fee required to reproduce this page if this notice appears:
© The Conflict Resolution Network PO Box 1016 Chatswood NSW 2057 Australia
Ph. 61 2 9419 8500 Fax 61 2 9413 1148 Email: crn@crnhq.org Web: www.crnhq.org

Co-operative Power H.5.7

Demand Behaviour – Power Over

	Person:	Do your answers have any of these elements?
What behaviour do you think the person should change?		<pre> graph TD A["MY POWER OVER A Desire to Control"] --> B["Criticism"] B --> C["Demand"] C --> D(["Other Person's Response"]) D --> E["Rebel"] D --> F["Submit"] E --> G["Blame"] F --> H["Reward"] G --> I["Punishments"] H --> J["Future 'Should's'"] </pre>
Why do you think the person behaves this way?		
How do you think the person should behave and how do you communicate that to the person? (Consider overt/covert verbal/ non-verbal methods)		
How does/might the person respond to your "should"?		
Depending on the person's response to your "should", what might you do next? (Consider reward, punishment, blaming, withdrawal etc.)		



An Alternative to Demand Behaviour – Power With

	Person:	Do your answers have any of these elements?
What is the issue you want to work on? (Separate the person from the problem.)		<p>MY POWER WITH A Desire to Co-operate</p> <p>↓</p> <p>Inquiry</p> <p>↓</p> <p>Consultation (Educating, Supporting)</p> <p>↓</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p style="text-align: center;">Other Person's Response</p> <p style="text-align: center;">/ \</p> <p style="text-align: center;">Agree Disagree</p> </div> <p>↓</p> <p>Accept Consequences</p> <p>↓</p> <p>Make Choices</p>
What is the other person's perspective? What are the other person's needs?		
What is the outcome you want or that is required? How can that be achieved and/or communicated?		
How might the other person respond to your desired outcome?		
Depending on the other person's response, what might you do next?		



Exploring Positive Aspects from The Past

Complete own example

Examples

Identify an event/situation which, at the time, I would have preferred not to have happened or to have happened differently.		<p><i>My father's death when I was a child.</i></p> <p>Having the staff review project taken out of my hands.</p>
What was my response to that event at the time? (feelings, actions...)		<p><i>Hurt, angry, deserted, spent a lot of time in my room.</i></p> <p><i>Angry, defensive. Not appreciated.</i></p>
What is my response to that event now? (feelings, actions...)		<p><i>Angry. I don't think it was fair. I miss my dad.</i></p> <p>Still angry. Can't be bothered. Avoid my boss.</p>
What have been some negative outcomes of that event? (changed circumstances, outlook...)		<p><i>Mucked around in high school. Not financially secure. Mum often stressed, tired.</i></p> <p>Job less interesting. I'm demotivated.</p>
What have been some positive outcomes of that event? (changed circumstances, outlook, growth, direction.)		<p>Did Uni as mature age student. I am very independent. Mum and I and my siblings are very close.</p> <p>More time to spend on other projects. Less stressed.</p>
What have I done to deal with this event?		<p><i>Concluded you get battered round in life. Tried not to think about lost relationship with dad.</i></p> <p>Avoided my boss. Started not caring about work.</p>
What more can I do to resolve my response and to move on?		<p><i>Let myself really feel how much I miss dad. Write a letter to him saying goodbye. Talk with mum.</i></p> <p>Make an appointment with my boss to discuss it. Value less stress and more time to focus on other tasks.</p>



Strategies to Deal with Difficult Behaviours

Goal	Examples of difficult behaviours	Strategies to deal with these behaviours
Gaining Power		
Gaining Attention		
Appearing Inadequate		
Seeking Revenge		

Particular behaviour with which I have difficulty

Behaviour

In whom

In what setting

Action plan for dealing with this behaviour
(Consider: listing strategies, representing the problem in diagram or flow chart form etc.)



Dealing With Difficult Behaviours

People's behaviour is goal-directed. We look for ways to be secure, feel significant, to belong, and to protect our sense of identity. When a person feels threatened a downward spiral may begin. The person may substitute other goals, in the belief that this is a way to gain security, significance,

belonging, and identity. How we respond to these behaviours and beliefs will, in turn, affect the person's future behaviour.

The secret is to break out of the spiral by supporting the person's real needs without supporting the difficult behaviours and beliefs.

Difficult Behaviour: Goals & Unconscious Beliefs	The Downward Spiral	Better Alternatives
<p>Gaining Power ("I only feel secure when I am in control, when no-one can boss me!")</p>	<p>You feel provoked or threatened and react by fighting or giving in. Their aggression is intensified or they comply defiantly.</p>	<p>Disengage from the struggle. Help them to use power constructively by enlisting co-operation.</p> <p>Support their self-worth and autonomy.</p>
<p>Gaining Attention <i>("I only feel significant when I am being noticed.")</i></p>	<p>You feel annoyed and react by coaxing. They stop briefly, and then resume behaviour and demands perhaps in a new way.</p>	<p>Avoid undue attention. Give attention for positive behaviour especially when they are not making a bid for it.</p> <p>Support their real contribution and involvement.</p>
<p>Appearing Inadequate <i>("I won't be hurt any more, if only I can convince others not to expect much from me. If they look after me, I'll feel I belong.")</i></p>	<p>You give up, overwhelmed, or take over the task for them. They respond passively, show no improvement and stay "victim".</p>	<p>Encourage any positive attempt, no matter how small. Focus on assets. Provide bite-sized learning experiences they can succeed at.</p> <p>Support how they feel, as a starting place for self-improvement.</p>
<p>Seeking Revenge <i>("You've hurt me. I'll make you hurt as I am hurting. I have my sense of identity by standing against you.")</i></p>	<p>You feel hurt by them, and retaliate. They seek further revenge more strongly or with another weapon.</p>	<p>Convince them that you respect their needs. Build trusting relationships.</p> <p>Support their need for justice and fairness.</p>

Adapted from Rudolph Dreikurs and Vicky Soltz *Children: The Challenge* (NY: Hawthorn, 1964).



No fee required to reproduce this page if this notice appears:
 © The Conflict Resolution Network PO Box 1016 Chatswood NSW 2057 Australia
 Ph. 61 2 9419 8500 Fax 61 2 9413 1148 Email: crn@crnhq.org Web: www.crnhq.org

Co-operative Power H.5.12

Responding to Resistance from Others

When faced with a statement that has potential to create conflict ask open questions to reframe resistance: Explore the difficulties and then redirect discussion to focus on positive possibilities

EXPLORE Clarify Details

It's too expensive.	⇒	Compared to what?
Too many/much/little/few.	⇒	Compared to what?
I want the best.	⇒	What would be best for you?

Find Options

You can't do that around here.	⇒	What would happen if we did?
He (she) would never	⇒	How can we find ways for it to happen?
They always...	⇒	Are there any times they don't?
We've tried that already.	⇒	What was the outcome?
This is the only way to do it	⇒	Yes, that's an option. What else could we consider?

REDIRECT Move to the Positive

It will never work.	⇒	What would it take to make it work?
I won't...	⇒	What would make you willing?
It's a failure.	⇒	How could it work?
It's disastrous.	⇒	What would make it better?
He's (she's) useless.	⇒	What is he (she) doing that is acceptable?
It's impossible	⇒	What would it take to make it possible?
I can't.	⇒	You can't see a way to do it at the moment?
I don't want to	⇒	What would you like?

Go Back to Legitimate Needs and Concerns

He's (she's) a hopeless case!	⇒	It's hard to see how to work with him (her)?
You fool (and other insults)!	⇒	What do we need to do to sort this out?
How dare you do such a things	⇒	What do you dislike about it?
It should be done my way.	⇒	What makes that seem the best option?
His/her place is a pig's sty!	⇒	Does he/she put a different emphasis on tidiness to you?
He/she doesn't do their fair share	⇒	Where do you think his/her priorities may lie?

