

**CONFLICT RESOLUTION**  
**TRAINERS' MANUAL**

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**12 Skills**

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**Handout Masters**

**2nd edition**

Protect your masters.  
Store with this sheet on top, to prevent sticking.

# Course Evaluation

1. My major aims or outcomes for doing this course were: \_\_\_\_\_

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2. In what ways did the course meet these? \_\_\_\_\_

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3. In what ways did the course not meet these? \_\_\_\_\_

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4. Things I consider the leader/s did well were: \_\_\_\_\_

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5. What things would you have preferred to be done differently regarding the course and course leader? \_\_\_\_\_

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6. Other comments and suggestions: \_\_\_\_\_

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7. How would you rate the course overall?

(Tick one)

Excellent

Very good

Good

Satisfactory

Unsatisfactory

Name (optional): \_\_\_\_\_

*Thank you.*



# Levels of Conflict Exercise

Choose a recent conflict involving you. It could be anything from a minor discomfort to a huge crisis.

What is it? (e.g.: "The problem with Helen and the photocopier") \_\_\_\_\_

## Discomfort

Are you mulling over the situation because it is not sitting quite right with you? \_\_\_\_\_

What are your feelings/thoughts about it? \_\_\_\_\_

So far, have you said quite little about it? \_\_\_\_\_

## Incident

Can you point to one or several specific occasions in which you clashed on this subject? \_\_\_\_\_

What was said that was upsetting? \_\_\_\_\_

## Misunderstanding

Do you believe the other person has misinterpreted your feelings, motives or responsibilities? How? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Could you be misinterpreting the other person's? How? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Tension

Do you now hold a negative stance towards this person? \_\_\_\_\_

Does each new interaction confirm your poor opinion of him/her? In what ways?

\_\_\_\_\_

\_\_\_\_\_

## Crisis

Has a major explosion occurred? \_\_\_\_\_

Were extreme measures threatened? What? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were extreme measures executed? What? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was the outcome constructive or destructive? In what ways? \_\_\_\_\_

\_\_\_\_\_



# Levels of Conflict

Perhaps nothing is said yet. Things don't feel right. It may be difficult to identify what the problem is. Do you feel uncomfortable about a situation, but not quite sure why?

## Discomforts

Here a short, sharp exchange occurs without any lasting internal reaction. Has something occurred between you and someone else that has left you upset, irritated or with a result you didn't want?

## Incidents

Here motives and facts are often confused or misperceived. Do your thoughts keep returning frequently to the problem?

## Misunderstandings

Here relationships are weighed down by negative attitudes and fixed opinions. Has the way you feel about and regard the other person significantly changed for the worse? Is the relationship a source of constant worry and concern?

## Tension

Behaviour is affected, normal functioning becomes difficult, extreme gestures are contemplated or executed. Are you dealing with a major event like a possible rupture in a relationship, leaving a job, violence?

## Crisis



# ***Behaviours in Conflict***

Specific examples of behaviour	Strengths (long and short term)	Weaknesses (long and short term)	How it affects the people involved	How it affects the problem
FIGHT: I win/You lose 1. 2. 3.				
Flight: I lose/You win 1. 2. 3.				
Flow: I win/ You win 1. 2. 3.				



# ***Fight, Flight, Flow: Some Behaviours***

## **FIGHT: Aggressive**

I win/ You lose

**Control**, demand.

**Punish**, reward.

**Bulldoze** to punish,  
to refuse to deal with other's needs  
and concerns.

**Explode**, dumping responsibility on  
the other person and denying  
ownership of any part of the problem.

**Manipulate** while appearing to  
compromise.

## **FLIGHT: Passive**

I lose/ You win

I lose/ You lose

**Submit** to another's power.

**Resign** to the situation.

**Withdraw** to avoid,  
to refuse to deal with  
own needs and concerns.

**Suppress** at least to the other  
person, the distress felt.

**Surrender** own needs in  
hasty compromise.

## **FLOW: Assertive**

I win/ You win

**Share power** or work towards it.

**Unfold the opportunity.**

Withdraw to consider needs and  
concerns of self and others.

**Return** to address the issue as  
appropriate.

**Contain** discomfort carefully, if you  
choose now to deal with it at a more  
appropriate time.

**Seek agreement** which is fair to all  
involved.



# When Win/Win Seems Impossible

Sometimes a win/win outcome seems impossible. However, applying a win/win approach explores the possibilities in the situation. It may result in unexpected outcomes.

## Situation 1

## Situation 2

Identify two situations where win/win seems impossible.		
Why does win/win seem impossible? What are the obstacles?		
Moving towards a win/win, consider:  How can the obstacles be removed?  Can a win be redefined?  What can rebalance a loss?  What's the long term perspective? .....? .....?		
What unexpected <b>win/win outcome</b> may conceivably occur?		



# Key Features of the Win/Win Approach

**GO BACK TO NEEDS.**

## Concentrate on approach not outcome

- Win/Win solutions are not always possible.
- Maintain an attitude of respect for all parties.
- Be willing to fix the problem.

## Focus on the issue

- Hard on the issue, easy on the person
- What are the needs
- What are the concerns

## Take a broader perspective

- What are the long-term and short-term consequences of win/lose?
- What are the advantages of win/win?
- Identify many options and develop the ones that give everyone more of what they need.
- Re-define what constitutes a win.
- What can be done to balance a loss?

## Make it easy to say yes

- Offer options that are of high value to them and easy for you to give.
- Listen to and acknowledge their needs and concerns.

## Support what is legitimate and fair

- Resist greed and injustice.
- Avoid infringing your own and others' rights.

## Be persistent

- Take a long term view.
- Maintain dialogue or its possibility.
- Fly win/win flags.

**STRENGTHEN YOUR OWN APPROACH RATHER THAN WEAKENING THEIRS.**





# ***Perfection and Discovery Approaches***

When how we perceive ourselves and others...

... is judged against

... is open to

**PERFECTION,**

**DISCOVERY,**

we are driven by

we are motivated by

- right/wrong
- judgements
- failures
- unwillingness to risk
- anxiety
- **FRUSTRATION**

- inquiry/creativity
- acceptance
- learning
- willingness to risk
- excitement
- **FASCINATION**

Does a discovery approach close off the search for excellence? Not at all! We start by acknowledging how we feel about a situation and then look for what we can learn, for better ways of doing things, for new doors that are opening in the future. Being willing to risk is more likely to achieve excellence than a model of perfection which is limited by a definition of what's right and how people ought to be.

Adapted from Thomas Crum **The Magic of Conflict** (NY: Simon & Schuster, 1987)



# Behavioural Style Questionnaire

Gives priority to detail and organisation	.....	Gives priority to achieving results	.....
Sets exacting standards	....	Seeks challenges	.....
Approaches tasks and people with steadiness	.....	Approaches tasks and people with clear goals	.....
Enjoys research and analysis	.....	Is willing to confront	.....
Prefers operating within guidelines	.....	Makes decisions easily	.....
Completes tasks thoroughly	.....	Is keen to progress	.....
Focuses attention on immediate task	.....	Feels a sense of urgency	.....
Likes accuracy	.....	Acts with authority	.....
Makes decisions on thorough basis	.....	Likes to take the lead	.....
Values standard procedures highly	.....	Enjoys solving problems	.....
Approaches work systematically	.....	Questions the status quo	.....
Likes to plan for change	.....	Takes action to bring about change	.....
Total:	_____	Total:	_____

Gives priority to supporting others	.....	Gives priority to creating a friendly environment	.....
Enjoys assisting others	.....	Likes an informal style	.....
Approaches people and tasks with quiet and caution	.....	Approaches people and tasks with energy	.....
Has difficulty saying no	.....	Emphasises enjoying oneself	.....
Values co-operation over competition	.....	Rates creativity highly	.....
Eager to get on with others	.....	Prefers broad approach to details	.....
Willing to show loyalty	.....	Likes participating in groups	.....
Calms excited people	.....	Creates a motivational environment	.....
Listens well/ attentively	.....	Acts on impulse	.....
Prefers others to take the lead	.....	Willing to express feelings	.....
Gives priority to secure relationships and arrangements	.....	Enjoys discussing possibilities	.....
Prefers steady not sudden change	.....	Keen to promote change	.....
Total:	_____	Total:	_____

This questionnaire is to be used as a guide only. It has not been validated. For an accurate behavioural style questionnaire we recommend completion of the full Personal Profile System, available from Inscape Publishing, Inc. or Integro Learning Company P/L, PO Box 6120, Frenchs Forest DC NSW 2086 Australia



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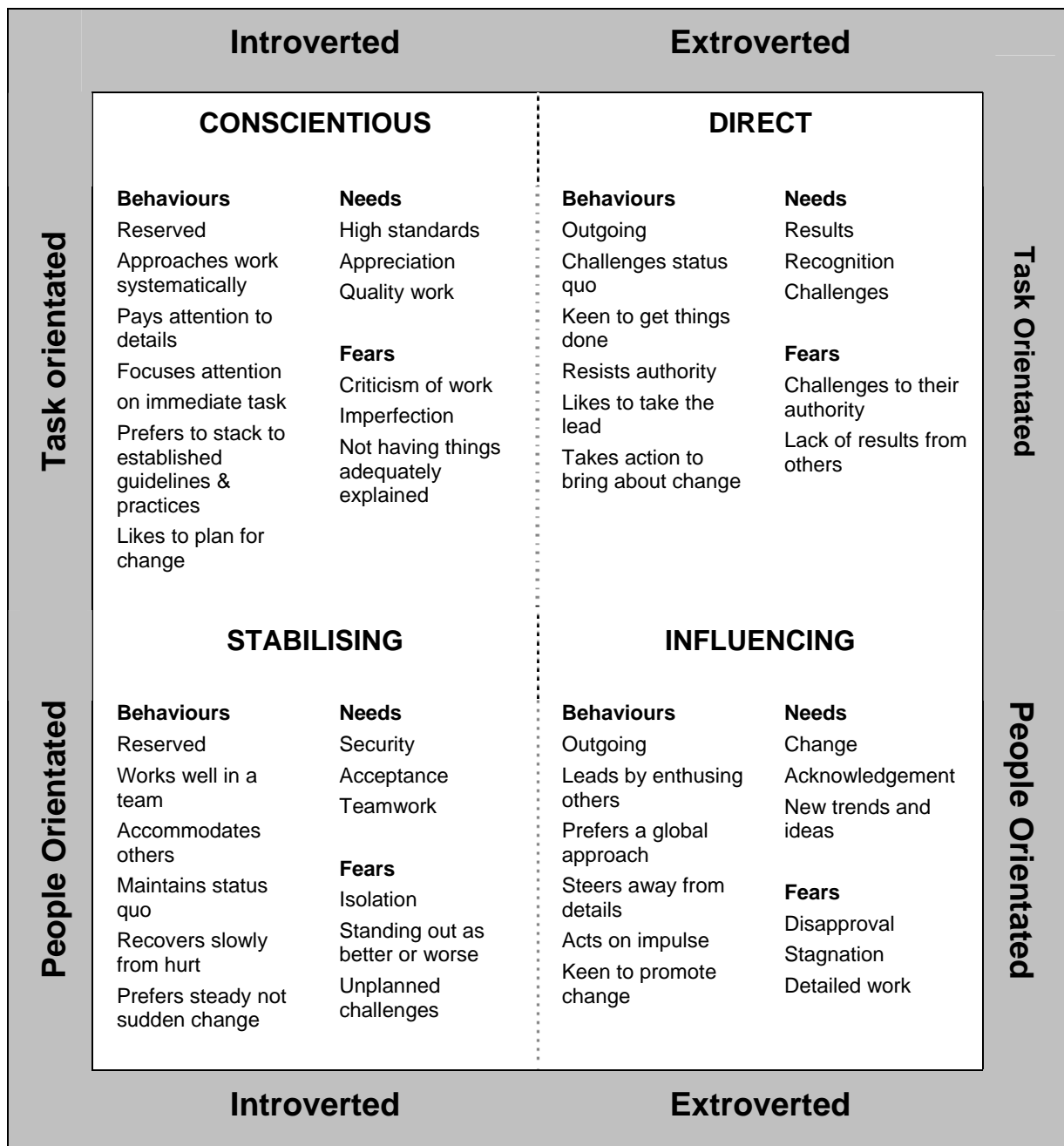
Empathy H.3.1

# DISC Model

People have a variety of preferred and habitual ways of behaving and responding, depending on the context. When communication is difficult, it can be helpful to tailor your approach to suit others' preferences and habits.

Within any behavioural style, people can be both skilled at getting the job done and getting along with others.

Once aware of areas needing improvement, people can often develop new skills, to increase the flexibility of their behavioural repertoire.



The DISC Model was initiated by William Moulton Marston PhD (1893-1947) and expanded upon by Dr John Geier for Performax, now Inscape Publishing, Inc. as part of their Personal Profile System. For more information on questionnaires and courses contact Inscape or the Australian Distributor Integro Learning Company P/L, PO Box 6120, Frenchs Forest DC NSW 2086 Australia.

# ***Differences in Behavioural Style***

Who have you noticed using these behavioural styles?

Direct: \_\_\_\_\_

Influencing: \_\_\_\_\_

Stabilising: \_\_\_\_\_

Conscientious: \_\_\_\_\_

Think of someone with whom you often find yourself in conflict. What is the behavioural style you often notice them using?

How might knowing this help you to communicate, work more co-operatively, and be less judging of their behavioural style?

How could you modify your behaviour to address their needs better?

If you did modify your behaviour, how might their response be different?





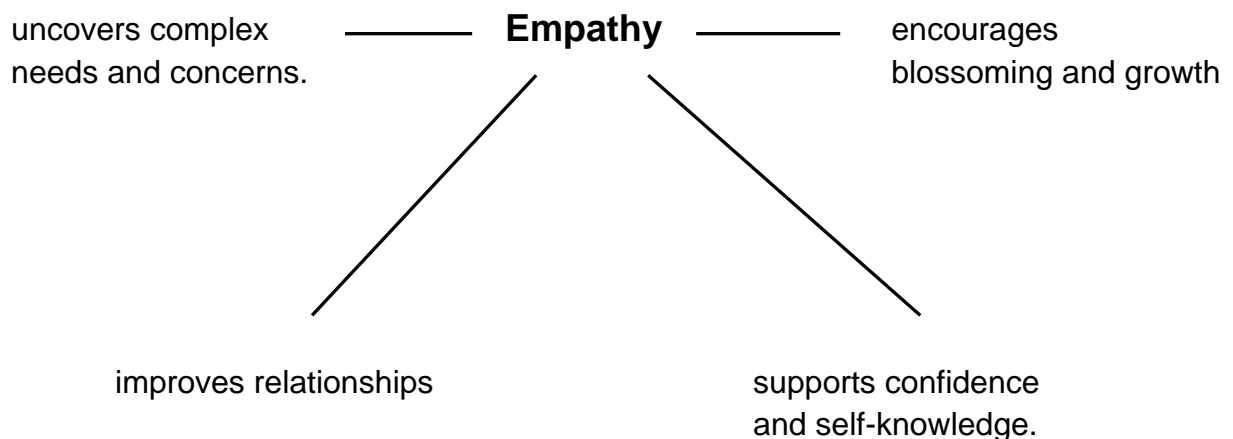
# Create Empathy

Listen with your head and your heart.

Empathy is sensing another's feelings and attitudes as if we had experienced them ourselves. It is our willingness to enter another's world, and being able to communicate to that person our sensitivity to them. It is not blind sentimentality; it always retains some objectivity and distance. We do not lose our own identity, though we discover our common humanity.

## Create empathy by:

- taking seriously others' needs and concerns
- valuing feelings and attitudes
- respecting others' privacy, experience and values
- listening actively
- encouraging further elaboration and clarification
- using open body language and a warm vocal tone
- reserving judgement and blame
- displaying interest in what others communicate
- withholding unsought advice
- supporting others' attempts to find a solution
- making affirming statements and gestures.



# Identifying Feelings and Responding

Label the feeling in these statements, and give an appropriate response. Avoid parroting the speaker. Instead, active listen to paraphrase the statement. Your response may be a question. When you try to label other people's feelings, you need a tentative, inquiring approach or have a question in your tone of voice.

*Example: I really hate him*

*Response: You feel really angry with him?*

Feeling  
Anger

Feeling

1. I'm not much good at anything

Response \_\_\_\_\_

2. I can't sense feelings like others can

Response \_\_\_\_\_

3. I'm a lousy parent

Response \_\_\_\_\_

4. I don't know what to do

Response \_\_\_\_\_

5. I've had nothing but trouble from this organisation

Response \_\_\_\_\_

6. I can't get along with them at all

Response \_\_\_\_\_

7. I have difficulty meeting people

Response \_\_\_\_\_

8. I'd looked forward to the holiday but it was pretty lonely

Response \_\_\_\_\_

9. I just can't cope

Response \_\_\_\_\_

10. There never seems to be anyone to help me

Response \_\_\_\_\_

11. I need some time to myself

Response \_\_\_\_\_

12. People just don't listen

Response \_\_\_\_\_



# Active Listening... Some Helpful Hints

## Things to Try

Put the focus of attention totally on the speaker.

Repeat conversationally and tentatively, in your words, your understanding of the speaker's meaning.

Feed back feelings, as well as content. (Probe, if appropriate e.g. *"How do you feel about that?"* or *"How did that affect you?"*)

Reflect back not only to show you understand, but also so the speaker can hear and understand his or her own meaning.

Try again if your active listening statement is not well received.

Be as accurate in the summary of the meaning as you can.

Challenge powerlessness and hopelessness subtly (e.g. try *"It is hopeless"* instead of *"It seems hopeless to you right now."* Try *"You can't find anything that could fix it?"* instead of *"There's nothing I can do"*).

Allow silences in the conversation.

Notice body shifts and respond to them by waiting. Then, e.g. *"How does it all seem to you now?"*

## Things to Avoid

Avoid talking about yourself.

Reject introducing your own reactions or well intentioned comments.

Try not to ignore feelings in the situation.

Avoid advising, diagnosing, baiting, reassuring, encouraging or criticising.

Dispense with thinking about what you will say next.

Avoid parroting the speaker's words or only saying *"mm"* or *"ah, hah"*.

Don't pretend that you have understood if you haven't.

Avoid letting the speaker drift to less significant topics because you haven't shown you've understood.

Avoid fixing, changing, or improving what the speaker has said.

Don't change topics.

Resist filling in every space with your talk.

Don't neglect the non-verbal content of the conversation.





# Active Listening for Different Purposes

SKILLS PURPOSES	Non-verbal Skills	Following Skills	Reflecting Skills
<p><b>To Gain Information</b></p> <p>to find out the details of what another is saying.</p> <p>to clarify instructions and to gain information.</p>	<p>Use appropriate body language – nodding, noting, recording, watching.</p> <p>Focus your concentration, block out distractions.</p>	<p>Ask many questions.</p> <p>Write notes.</p> <p>Use memory joggers.</p>	<p>Confirm your understanding by repeating key points.</p>
<p><b>To Give Affirmation</b></p> <p>to show empathy and give acknowledgement.</p> <p>to help the speaker hear and understand his or her own meaning.</p>	<p>Choose a non-distracting and comfortable environment. Is privacy needed?</p> <p>Remove inappropriate physical barriers e.g. large desk</p> <p>Consider moving closer to the speaker.</p> <p>Adopt an open, encouraging posture with welcoming gestures, and appropriate eye contact to show attention and involvement.</p>	<p>Use minimal verbal encouragers – such as "mm" and "ah hah".</p> <p>Ask only occasional questions.</p> <p>Allow attentive silences.</p>	<p>Reflect back both feelings and content.</p> <p>Use your own words to feed back your understanding of the speaker's meaning.</p> <p>Summarise the major concerns.</p> <p>Use a tone of voice that shows warmth and interest.</p>
<p><b>To Respond To Inflammation</b></p> <p>to let the speaker know you've heard the complaint, the anger and/or the accusation.</p> <p>to defuse the strong emotions.</p>	<p>Avoid defensive or aggressive posture and gestures.</p> <p>Consider extra distance to make you feel safe.</p> <p>Use attentive eye contact and an assertive stance.</p>	<p>Use obvious verbal indicators that you've understood – a clear "yes", a strong "OK".</p> <p>Ask questions to understand the basis of the attack.</p>	<p>As for listening to affirm (above).</p> <p>In reflecting back, try to put some heat in your voice (not a flat tone), gradually reducing it as the speaker "cools" down.</p>



# Listen

*When I ask you to listen to me  
and you start giving advice  
you have not done what I asked.*

*When I ask you to listen to me  
and you begin to tell me why I shouldn't feel that way,  
you are trampling on my feelings.*

*When I ask you to listen to me  
and you feel you have to do something to solve my problems,  
you have failed me, strange as that may seem.*

*Listen! All I ask is that you listen.  
Not talk or do – just hear me.*

*Advice is cheap: 50 cents will get you both Dorothy Dix and  
Dr Spock in the same newspaper.*

*And I can DO for myself; I'm not helpless.  
Maybe discouraged and faltering, but not helpless.*

*When you do something for me that I can and need to do  
for myself, you contribute to my fear and weakness.*

*But when you accept as a simple fact that I do feel what I feel,  
no matter how irrational, then I quit trying to convince  
you and can get about the business of understanding what's  
behind this irrational feeling.  
And when that's clear, the answers are obvious and I don't  
need advice.*

*So, please listen and just hear me, and if you want to talk,  
wait a minute for your turn; and I'll listen to you.*

*Anonymous*



# ***Will you React or Respond?***

**When I am about to react in *fight* mode...**

Physical reaction:

Thought reaction:

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**When I am about to react in *flight* mode...**

Physical reaction:

Thought reaction:

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**Ways I could turn these into *a flow response* are:**



# ***Fight, Flight, Flow***

## **FIGHT: Aggressive Behaviour (I win/You lose)**

Expressing your feelings, needs and ideas at the expense of others; standing up for your rights but ignoring the rights of others; trying to dominate, even humiliate, others.

- Hostile and self-defeating.
- Results in anger, self-righteousness, possible guilt later.

**Belief:** You don't matter.

**Payoff:** Vents anger and achieves goals in the short term.

**Problem:** Alienation from others; feelings of frustration, bitterness and isolation.

## **FLIGHT: Passive Behaviour (I lose/You win)**

Not expressing your own feelings, needs, ideas; ignoring your own rights; allowing others to infringe upon them.

- Inhibited and self-denying.
- Results in anxiety, disappointment, anger and resentment.

**Belief:** I don't matter.

**Payoff:** Avoids unpleasant situations.

**Problem:** Needs are not met; anger builds up; feelings arise of low self-worth.

## **FLOW: Assertive Behaviour (I win/You win)**

Expressing your feelings, needs and ideas. Standing up for your legitimate rights in ways that do not violate the rights of others.

- Expressive and self-enhancing.
- Results in confidence, self-esteem.

**Belief:** We both matter.

**Payoff:** Achieves goals mostly. If this does not occur, there are feelings of self-worth which result from being straight forward. Self-confidence improves and relationships become open and honest.

**Problem:** You still may feel distant from others who don't handle open relationships well or who have great difficulty expressing their needs or those who wish to dominate.



# ***A Bill of Assertive Rights***

## **It is reasonable and proper for me...**

- to be treated with respect
  - to hold my own views and have them heard
  - to have my own feelings and have them taken seriously
  - to arrange my own priorities
  - to make mistakes
  - to change my mind
  - to choose not to answer questions that are personal or intrusive
  - to choose when and if to assert myself
  - to define and protect the physical space I need
  - to refuse without feeling guilty
  - to get what I pay for
  - to ask for what I want
  - to be given information (by doctors, lawyers, accountants etc.) without being patronised.
- 
- 

**Any right I claim as my own, I extend to others.**



# "I" Statements

**Aims :** To communicate clearly and cleanly my perception of and feelings about a problem without attacking blaming or hurting the other person.  
To open a discussion without eliciting defensiveness from the other person.

*Example*

*Complete your own example*

The Action	Objective Description	When... you	<b><i>When... changes to our plans have been finalised before I have a chance to contribute</i></b>	
My Response	No Blame	I feel... or I feel like...	<b><i>I feel powerless</i></b>  <b><i>or</i></b>  <b><i>I feel like making my own separate plans</i></b>	
My Preferred Outcome	No Demand	And what I'd like is that I...	<b><i>And what I'd like is that I have more involvement in the decision-making process.</i></b>	

Depending on the response of the other person, I will choose an appropriate next action. It may be to make another "I" statement, to active listen, to start discussing the problem in more detail or...



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*Appropriate Assertiveness H.4.4*

# ***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:

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### Observations:

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## 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:

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### Observations:

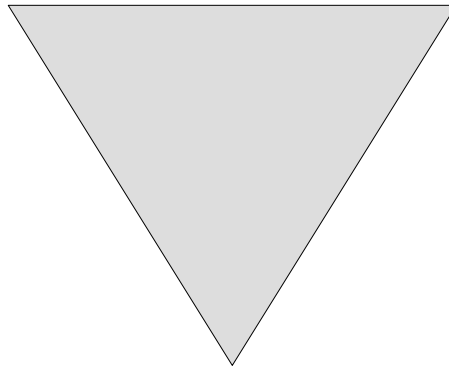
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## Playing Victim

"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:

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### Observations:

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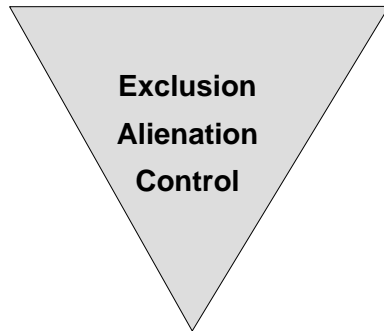
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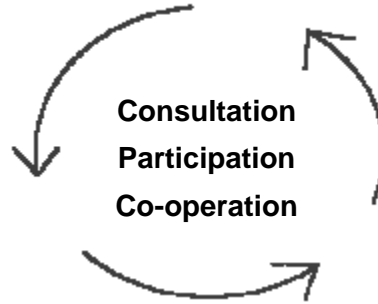




# Transforming the Power Game Triangle into the Discovery Circle



**Power Game Triangle**



**Discovery Circle**

## What can be done to transform the power game triangle?

Instead of persecuting...

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Instead of rescuing...

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Instead of playing victim...

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

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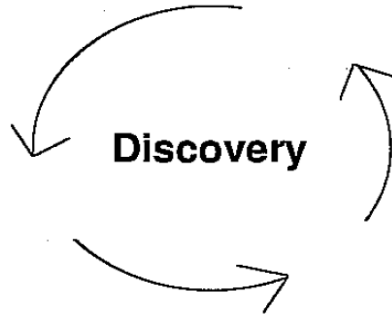


# Discovery Circle

## **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><b><i>Demands</i></b> I am currently imposing on myself.</p> <p>Examples:</p>	<p><b><i>Identify the outside pressure.</i></b> What do I see myself submitting to – present or internalised past?</p>	<p><b><i>Change the perspective.</i></b> My own best reason for doing this, such as the benefits received.</p>	<p><b><i>Add extra ingredients.</i></b> 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>

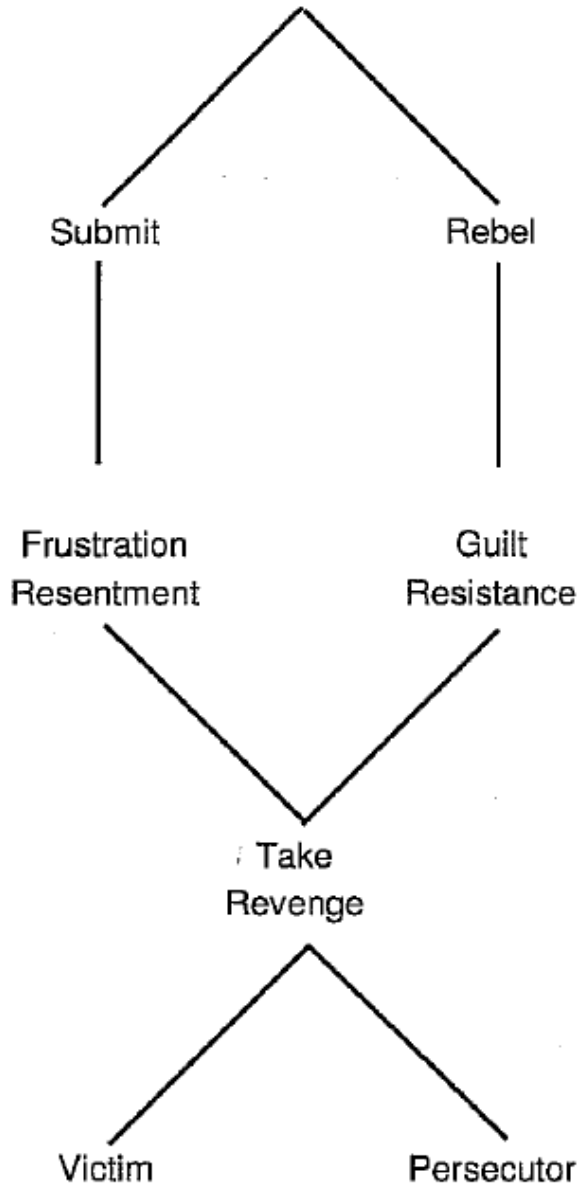


# Personal Power: I Should vs I Choose

## I Should

### Authority

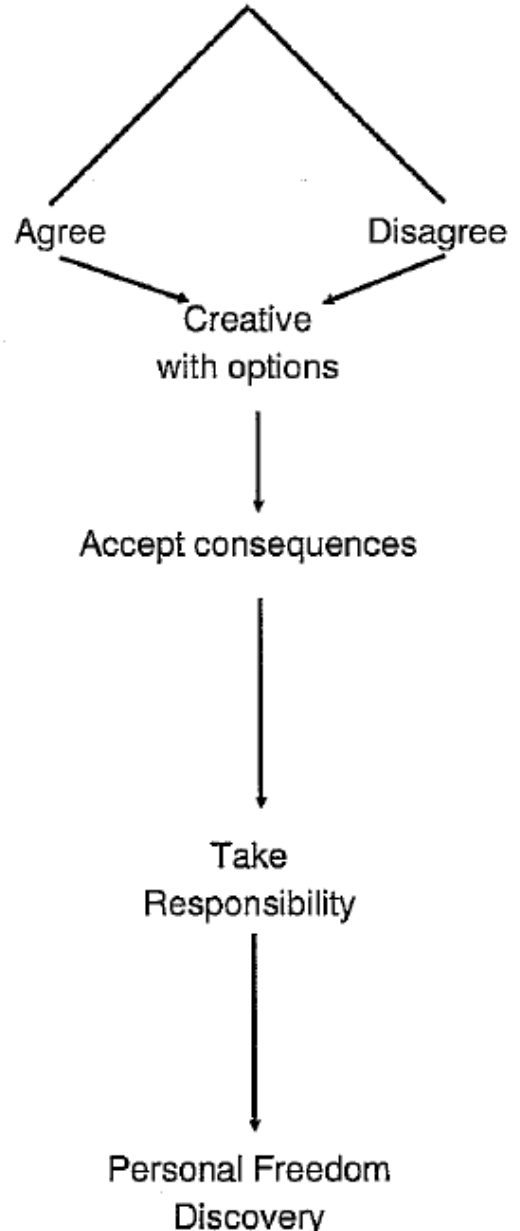
Actions are directed by authority figures from the present or past



## I Choose

### Autonomy

Actions are self-directed



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*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?		<p><b>MY POWER OVER</b> A Desire to Control</p> <p>↓</p> <p><b>Criticism</b></p> <p>↓</p> <p><b>Demand</b></p> <p>↓</p> <p style="text-align: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> <b>Other Person's Response</b> </span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;"><b>Rebel</b></span> <span><b>Submit</b></span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;"><b>Blame</b></span> <span><b>Reward</b></span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">↓</span> <span>↓</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;"><b>Punishments</b></span> <span><b>Future "Shoulds"</b></span> </p>
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><b>MY POWER WITH A Desire to Co-operate</b></p> <p>↓</p> <p><b>Inquiry</b></p> <p>↓</p> <p><b>Consultation (Educating, Supporting)</b></p> <p>↓</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p style="text-align: center;"><b>Other Person's Response</b></p> <p style="text-align: center;">/      \</p> <p style="text-align: center;"><b>Agree      Disagree</b></p> </div> <p>↓</p> <p><b>Accept Consequences</b></p> <p>↓</p> <p><b>Make Choices</b></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

<p><b>Identify an event/situation which, at the time, I would have preferred not to have happened or to have happened differently.</b></p>		<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>
<p><b>What was my response to that event at the time? (feelings, actions...)</b></p>		<p><i>Hurt, angry, deserted, spent a lot of time in my room.</i></p> <p><i>Angry, defensive. Not appreciated.</i></p>
<p><b>What is my response to that event now? (feelings, actions...)</b></p>		<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>
<p><b>What have been some negative outcomes of that event? (changed circumstances, outlook...)</b></p>		<p><i>Mucked around in high school. Not financially secure. Mum often stressed, tired.</i></p> <p>Job less interesting. I'm demotivated.</p>
<p><b>What have been some positive outcomes of that event? (changed circumstances, outlook, growth, direction.)</b></p>		<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>
<p><b>What have I done to deal with this event?</b></p>		<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>
<p><b>What more can I do to resolve my response and to move on?</b></p>		<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><b>Gaining Power</b> ("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><b>Gaining Attention</b> (<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><b>Appearing Inadequate</b> (<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><b>Seeking Revenge</b> (<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).



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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

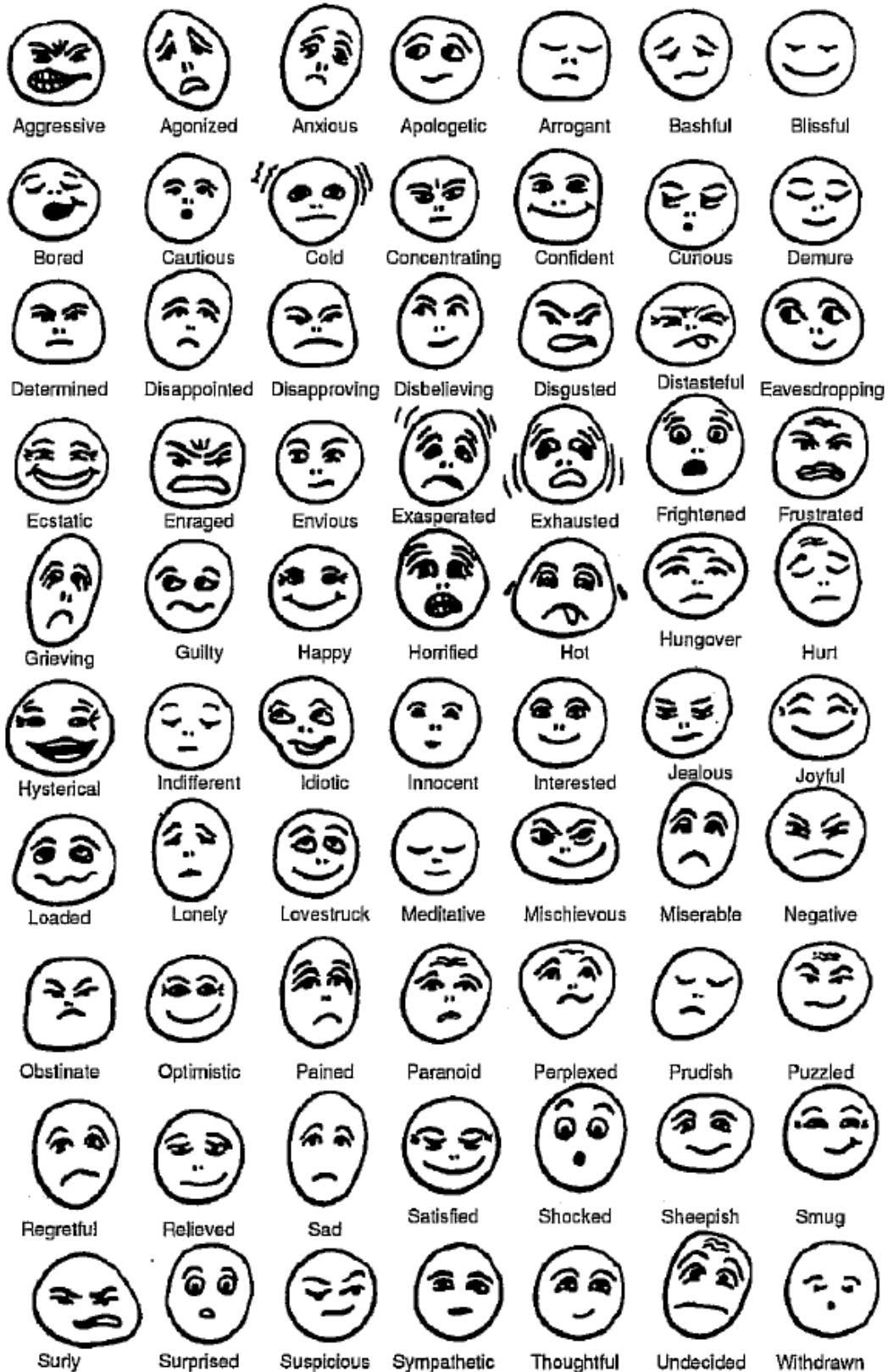
It will never work.	⇒	What would it take to make it work?
I won't...	⇒	What would make you willing?
It's a failure.	⇒	How could it work?
It's disastrous.	⇒	What would make it better?
He's (she's) useless.	⇒	What is he (she) doing that is acceptable?
It's impossible	⇒	What would it take to make it possible?
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?



# How Do You Feel Today?



# Accepting Our Emotions

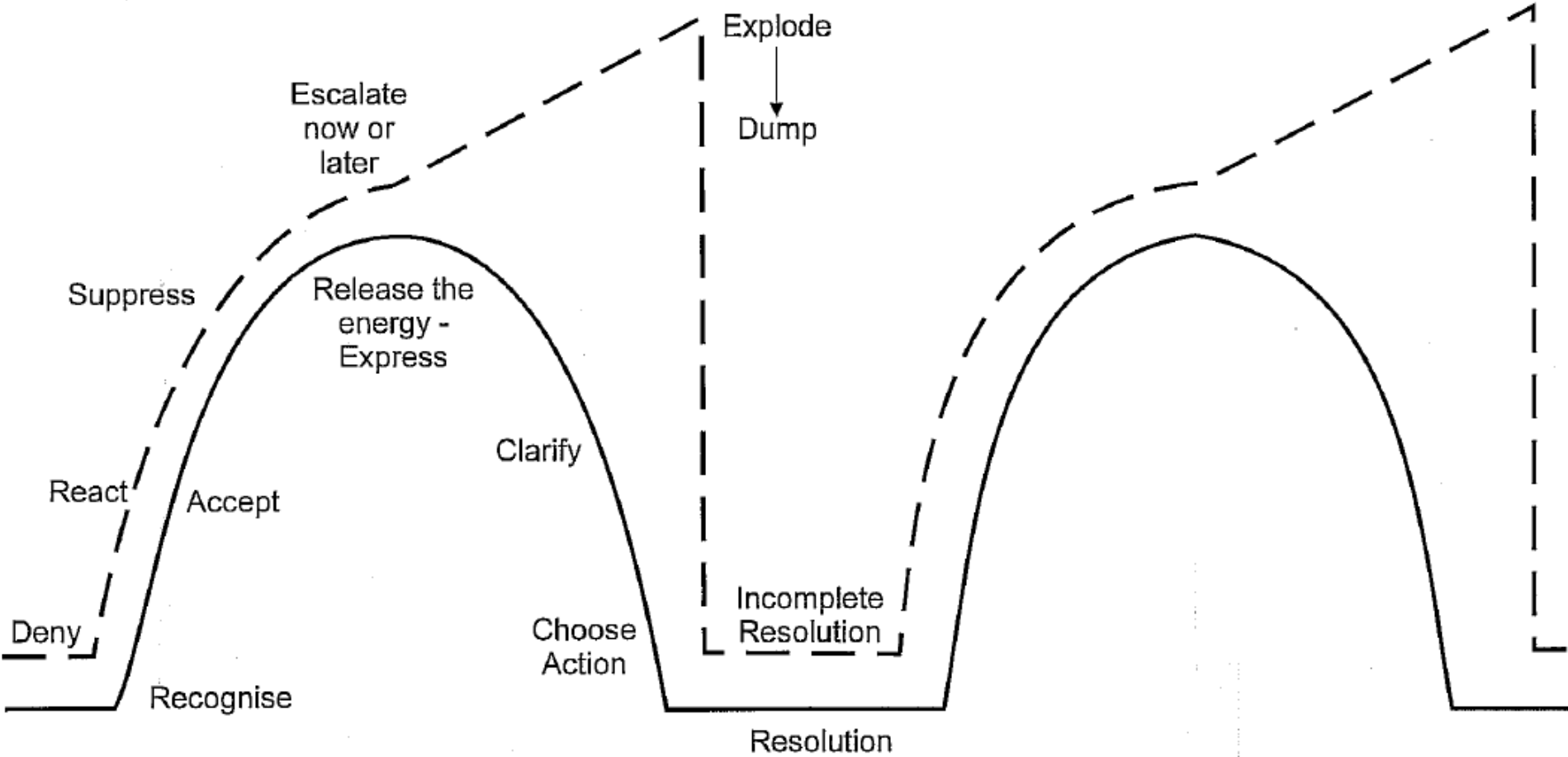
All emotions are acceptable and valuable. There is no emotion we should not feel. They are all part of what it is to be a human being. The challenge is to find appropriate ways of expressing them.

## EMOTIONS THAT ARE SOMETIMES DIFFICULT FOR US TO HANDLE

- Anger:** When mobilised and appropriately expressed, anger is a fire for change and a way of letting others know their behaviour is unacceptable to us. Look for the hurt that is sometimes underneath.  
*"I need change. I need to communicate this."*
- Resentment:** Resentment is an export job, blaming others for how we feel or for the situation we're in.  
*It is immobilised anger. Look for what could help it to shift.*  
*"I need to take responsibility for how I really feel and to change this situation."*
- Hurt:** Hurt tells us that our needs are not being met, or that our self-esteem has been wounded. Often it deepens our relationship if we can communicate our hurt without resentment.  
*"I need to be close. I need to be healed."*
- Fear:** Fear warns us that we need to proceed with caution, to seek help, to get more information, and to separate fantasy from reality.  
*"I need to take care. I need help."*
- Guilt:** Guilt comes about when we act or feel something different to what we expected of ourselves. It indicates there is the possibility for a better response.  
*"I need to make amends or do things differently next time."*
- Regret:** Regret is a huge feeling that can encompass pain and sorrow. It is the acknowledgement of the unfulfilled potential of a situation. It is often the last emotion before we let go of the "if only" and reach a place of acceptance.  
*"I need to acknowledge my pain and accept it without denial. "*



# Cycle of Emotion



effective management of emotions

less effective management of emotions



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# Handling Your Own Anger

- When anger is experienced, adrenalin is released into the body. Blood rushes to our legs, arms, and head; we begin to sweat and to breathe quickly. Our heartbeat speeds up; we may have a strong urge to yell, scream, kick, hit or run. We tend to react by fight or flight.
- Anger is either physically released at the time it is experienced, or it is suppressed. Since it is rarely appropriate to release anger physically for fear of damaging relationships or causing bodily harm, it is often suppressed.
- If not released at the time it is experienced, anger gets stored in our bodies as muscular tension. The particular part of the body affected varies considerably from person to person.

In what part of your body do you notice tension when you are angry?

- If this tension is not released, one of two things may happen. It may build up until it can no longer be suppressed, and we explode at (or "dump" on) someone who may have had nothing to do with the original anger. It may remain unreleased and, over a period of many years, cause chronic muscular holding patterns and possibly damage to our immune system.
- When deciding on a way to release our anger which is right for us, we need to remember that the tension is best released in a manner consistent with the intensity of the emotion. (e.g. when we feel like hitting someone, swimming may be more appropriate than meditating.) Many people prefer regular on-going activities which prevent the excessive build-up of day-to-day tensions in the first place. As well, most of us will use some techniques for releasing tension on occasions after a particularly strong experience of anger or frustration or upset.

On-going Tension Release Techniques

One-off Tension Release Techniques



# Exploring Our Response to Conflict

## Five questions – Five Goals

**Don't indulge! Don't deny!  
Create richer relationships!**

### FIVE QUESTIONS

**When angry / hurt / frightened:**

Why am I feeling so angry / hurt / frightened? \_\_\_\_\_  
\_\_\_\_\_

What do I want to change? \_\_\_\_\_  
\_\_\_\_\_

What do I need in order to let go of this feeling? \_\_\_\_\_  
\_\_\_\_\_

Whose problem is this, really? How much is mine? How much is the other person's? \_\_\_\_\_  
\_\_\_\_\_

What is the "message" I infer from the situation? (e.g. he doesn't like me, she doesn't respect me.) \_\_\_\_\_  
\_\_\_\_\_

### FIVE GOALS

**in communicating emotions:**

- Aim: to avoid the desire to punish or blame  
To improve the situation  
To communicate my feelings appropriately  
To improve the relationship and increase communication  
To avoid repeating the same situation

What could I say? \_\_\_\_\_  
\_\_\_\_\_

If communicating my emotions is not appropriate, what other action can I take?  
\_\_\_\_\_  
\_\_\_\_\_





# ***Focusing on Conflict***

- 1. Preparing:** Find a time and place to sit undisturbed and comfortable. Possibly close your eyes.
- 2. Clearing a space:** Let anything which is disturbing you, which makes you feel less than perfectly fine, come into your thoughts. Don't go into anything. Just greet each thing that comes, and breathe deeply.
- 3. Feeling for the problem:** Pick the problem you would most like to focus on right now. Don't go into it. Get a **felt sense** of it: feel "all about the problem" as a whole.
- 4. Finding the crux:** Stay with that feeling. What is the main thing in it? Don't answer, let whatever comes come. LISTEN, rather than tell yourself. WAIT, let words or images come out of this feeling.
- 5. Labelling:** Go back and forth between words or images, and the feeling. Try to get them to match – if the feeling changes, follow it, continuing to label the new feeling.
- 6. Checking back with the feeling:** Check it. Ask your body "Is this label or description exactly right, or not quite?" When you get a perfect match, the words being just right for this feeling, let yourself feel that for a moment. Once some aspect of the problem is accurately labelled, you may experience a **body shift** – a sense of sudden or gradual physical relief.
- 7. Another round starting from 3:** Often this opens up the possibility of going deeper into some other aspects of the difficulty.

See Eugene Gendlin, ***Focusing*** (US: Bantam, 1981).



# ***Handling Difficult Emotions in Others***

If we react to others defensively by attacking or withdrawing, conflict often increases. If, instead, we respond appropriately, we can help to bring the emotions to a level at which the issue can be dealt with more constructively.

*Try the following:*

## ***Receive***

Listen and say nothing for the moment. Don't try to tone them down, defend or explain yourself yet.  
Give the other person room to discharge their pent-up emotions.  
Respect the other person's communication of feelings.

## ***Notice***

Observe your own reaction.

## ***Centre***

Tune into yourself. Breathe deeply.

## ***Listen again***

Ask yourself what you are picking up from the communication. Separate feelings from content. Strain out what is valid and if you can, let some irate remarks pass you by without reacting.

## ***Reflect back***

Reflect both feelings and content.  
"Let me check with you if..."  
"Is that what you are saying...?"

## ***Clarify and Explore***

What are the other person's needs and concerns?  
Explore what is behind the words being used. Ask questions to shift the focus from anger to exploring the issues. Focus on connecting to the other person and turning this into a safe and constructive conversation. Repeat the cycle. Ensure that both feelings and facts are mutually understood.

## ***Move***

Clarify and acknowledge needs and concerns.  
Consider the next step e.g. acknowledge your contribution to their problem, develop options, make an "I" statement, take time out.



# Desert Island Exercise

	Focus on their qualities or ways of behaving that you find irritating or upsetting.	Focus on your reaction. Describe how you feel about these irritations. Write several words until you find the right one.	Why do you feel this way? Give reasons to do with YOU rather than them. Focus on your own Suppressed needs Unresolved personal history Unacceptable qualities.	Summarise the three columns by constructing for yourself a statement of self-awareness. You would not normally communicate this statement to another.
A person you work with: .....				When he/she _____  I feel _____  because I'm projecting _____
A child or someone you know and find difficult: .....				When he/she _____  I feel _____  because I'm projecting _____
Intimate relationship e.g. spouse or close friend: .....				When he/she _____  I feel _____  because I'm projecting _____



# Projection and Shadow

## Does the situation inform or inflame?

### The Opportunity

The more someone inflames me, angers or upsets me, the more I know I have something to learn about myself from that person. In particular, I need to see where projection from my shadow side has interfered with my willingness to resolve.

### Projection

Projection is when we see our own thoughts and feelings in the minds and behaviour of others and not in ourselves. We push something about ourselves out of our awareness and instead see it coming towards us from others. We see that X is angry with us and we feel hurt. We don't recognise that we are angry with X and would like to hurt X. It's very similar to film projection. The movie going on in our heads is projected out onto the people around us. Each of us builds, in this way, a highly personalised world. Greater self-awareness is necessary if we are to see reality.

### Persona and Shadow

Psychologist, Carl Jung, used the word "Persona" to describe the conscious aspects of personality – good and bad aspects which are known to the person. Jung called the unknown side of who we are "shadow".

<b>Persona:</b> <i>My self-image. Things I accept are true about myself. My conscious desires, wants, feelings, intentions and beliefs.</i>	<b>Shadow:</b> <i>Potential I have not unfolded. Aspects of myself I'm not ready to know about. My unconscious wants and dislikes. Emotional responses that are too painful to fully experience. Abilities/talents I'm not ready to accept or express.</i>
---	--

### Shadow Hugging and Boxing

Extreme attachment or rejection are both signs that our shadow has us in its hold. If we are overly attached to someone because of desirable qualities that we see in him/her and deny in ourselves we are SHADOW HUGGING. If we are overly rejecting of undesirable qualities in someone or something that we deny in ourselves we are SHADOW BOXING.

**The hook** *the behaviour in the other person that inflames me, in itself a neutral event. My projection gets caught on this hook.*

**The symptom** *my emotional reaction (usually variations on anger or hurt).*

**The projection** *the part of my shadow that is causing my strong reaction.*

### Acknowledgement

To be willing to resolve, we need to acknowledge our projection. Consider:

**Suppressed needs** e.g. Failing to recognise my need for companionship, I am deeply hurt when a friend postpones time we'd planned to be together.

**Unresolved personal history** e.g. If I was seriously let down as a child I may become really wild when people don't do what they promised.

**Unacceptable qualities** e.g. Because I don't accept my own anger, I don't accept it in others.



# ***Managing Unwillingness to Resolve in Others***

## **Discuss the benefits of resolving the situation.**

Consider e.g. increased harmony, decreased stress, greater productivity and effectiveness, lower costs.

## **Explore the "cost" of not resolving the conflict.**

Explore blockers to further discussion.

Consider whether he/she is backed into a corner. Is there something that can be done to help him/her save face?

Identify areas of misinterpretation (e.g. objectives, motives, points of view, values, feelings, requirements, outcomes, needs, concerns). How can these be clarified?

Consider the relationship with the other person. Could a relationship of greater trust be developed, independent of solving the problem?

## **Divide the conflict-resolving process into smaller steps.**

Define the Issue clearly.

Explore both the other person's needs and yours.

Explore both the other person's concerns and yours.

Identify areas of common ground.

Clarify the outcome(s) towards which you're both aiming.

## **Evaluate your part in the conflict**

Am I using my power appropriately?

Have I tried to build empathy with this person?

Have I communicated my perspective, my needs and my concerns clearly and cleanly?

## **Consider your own resolution to the problem, if the other person remains unwilling to resolve.**

Remember the other person may be getting more out of having the problem than solving it (e.g. having a high investment in being right, having the final say, taking the credit, some financial gain).

Consider "stepping back" emotionally, or even physically distancing yourself to recognise the part of the problem that belongs to the other person.

Work towards your own resolution, knowing that you have done all that you can. (This may involve practical steps such as looking for a new job, moving house etc. and also emotionally focused steps such as grieving, meditating, letting go, seeking counselling, finding new directions and relationships. It is sometimes a long process.)



# Mapping

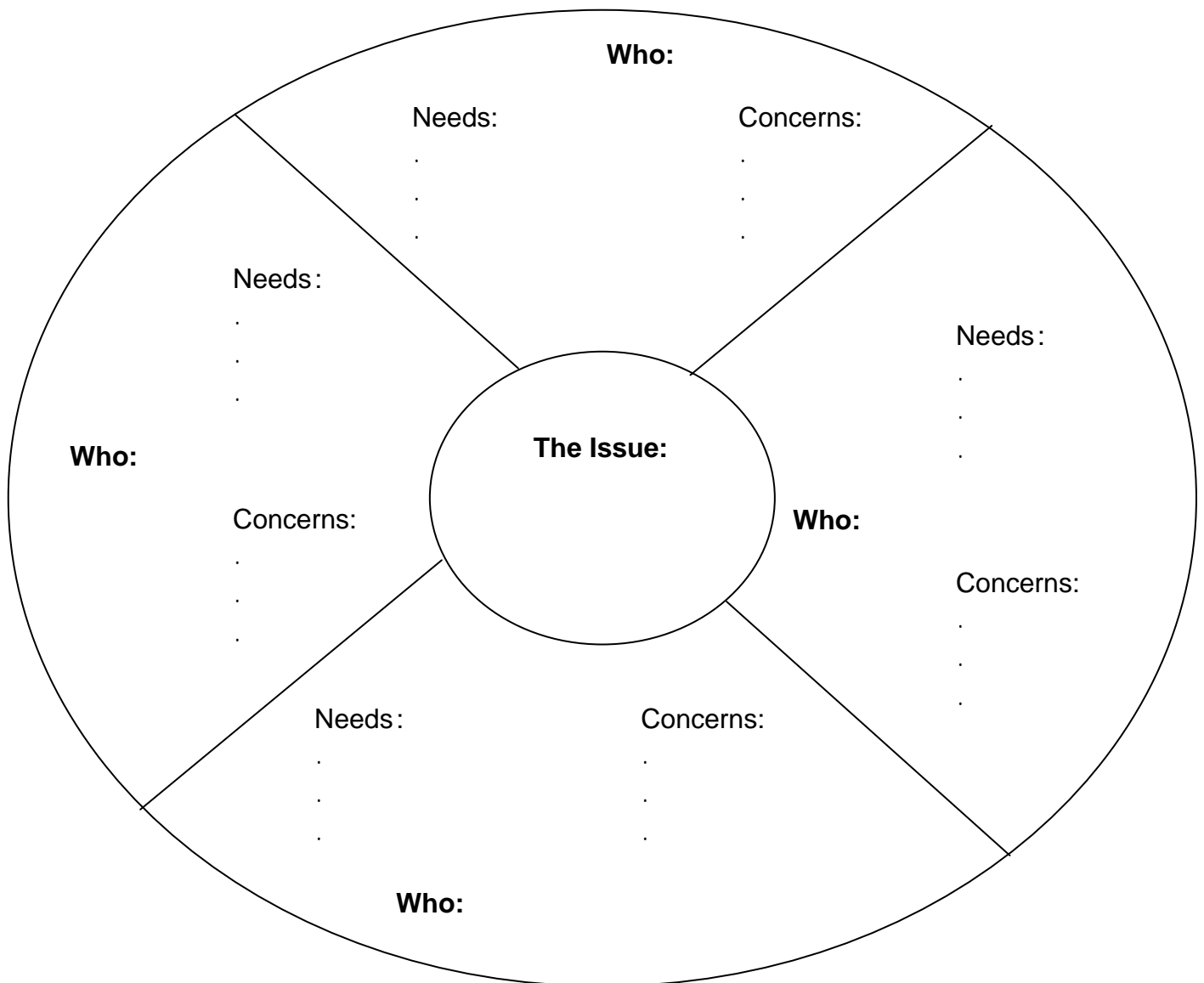
In the centre circle, define briefly the issue, the problem area, or conflict in neutral terms that all would agree on and that doesn't invite a "yes/no" answer e.g. "Filing" not "Should Sal do filing?"

In the sectors of the large circle, write the name of each important person or group.

Write down each person's or group's needs. What motivates him/her?

Write down each person's or group's concerns, fears or anxieties.

Be prepared to change the statement of the issue, as your understanding of it evolves through discussion or to draw up other maps of related issues that arise.



# ***How to Uncover Needs***

"Needs" include interests, values, hopes, desires, wants.

## **Encourage people to shift from their solutions to exploring their needs.**

### **Introduce Needs Approach**

Explain that we're looking for a solution that allows everyone to have as many of their needs met as possible.

### **Shift from Solutions to Needs**

When asked what they need, many people reply with solutions that they think are needs, such as "I need him to ring me when he's going to be late". The need is to know he is safe. There are a variety of solutions which meet that need. Ringing when late is only one of these.

### **Ask "Why?"**

As people explain why their solutions are important to them, they usually express their underlying needs.

### **Testing**

Use active listening skills to check what you have heard or surmised about their needs.

### **Look for Indicators**

If a need is intangible (e.g. respect) it may be helpful to ask what would indicate or point to the need being met. Ask what sorts of things the people concerned would want to have happen. These may be then built into the solutions.

### **Break into Component Parts**

An abstract or complex need (e.g. lifestyle) may be divided into simpler parts by asking what is involved, and what it means to the person.

### **Identify Concerns and Fears**

Enquire specifically what would happen or what would go wrong if the need wasn't met.

### **Move Fixed Positions**

If people are stuck with their own positions, help them to shift. Ask if there are any circumstances in which their solutions would not satisfy them or why other solutions don't work for them. Paint a "what if..." scenario which could uncover their unrecognised needs to move from the current situation.

### **Brainstorm the Needs**

What are the elements that would be part of a successful agreement? Explore what needs would have to be met to produce an agreement that works for everyone (including influential people who are not immediately obvious e.g. spouse, boss.)



# ***Reading Your Map***

## ***Look for:***

**Common Ground**

**New Perspectives and Insights**

**Hidden Needs, Concerns and Pay-offs**

**Special Concerns**

**Leads**

## ***Consider:***

Which needs and concerns are held by everyone?

What hadn't been seen before?

What now seems clearer?

What stated needs might be masking

- deeper needs and concerns; or
- unstated intentions or pay-offs.

What are particularly difficult areas that need attention?

What have you noticed that is worth following through or finding more information?

**Highlight the major needs of each participant. Now develop options which incorporate as many of these needs as possible.**





# Source Areas of Conflict

## Commodities

What does each person stand to gain or lose that has or represents material value e.g. money, property, land?

**Who**                      **What**


## Principles

Does someone's position come from defending a value or ideology? Is there a cost in defending it? What is it?

**Who**                      **What**                      **Cost**


## Territory

Is someone feeling that their psychological "patch" or physical place is in question? This could range from threatened job responsibilities to an invaded bedroom.

**Who**                      **The "patch" or place**


## Relationships

What existing or potential relationships are under threat? Are expectations or social contracts being infringed or violated?

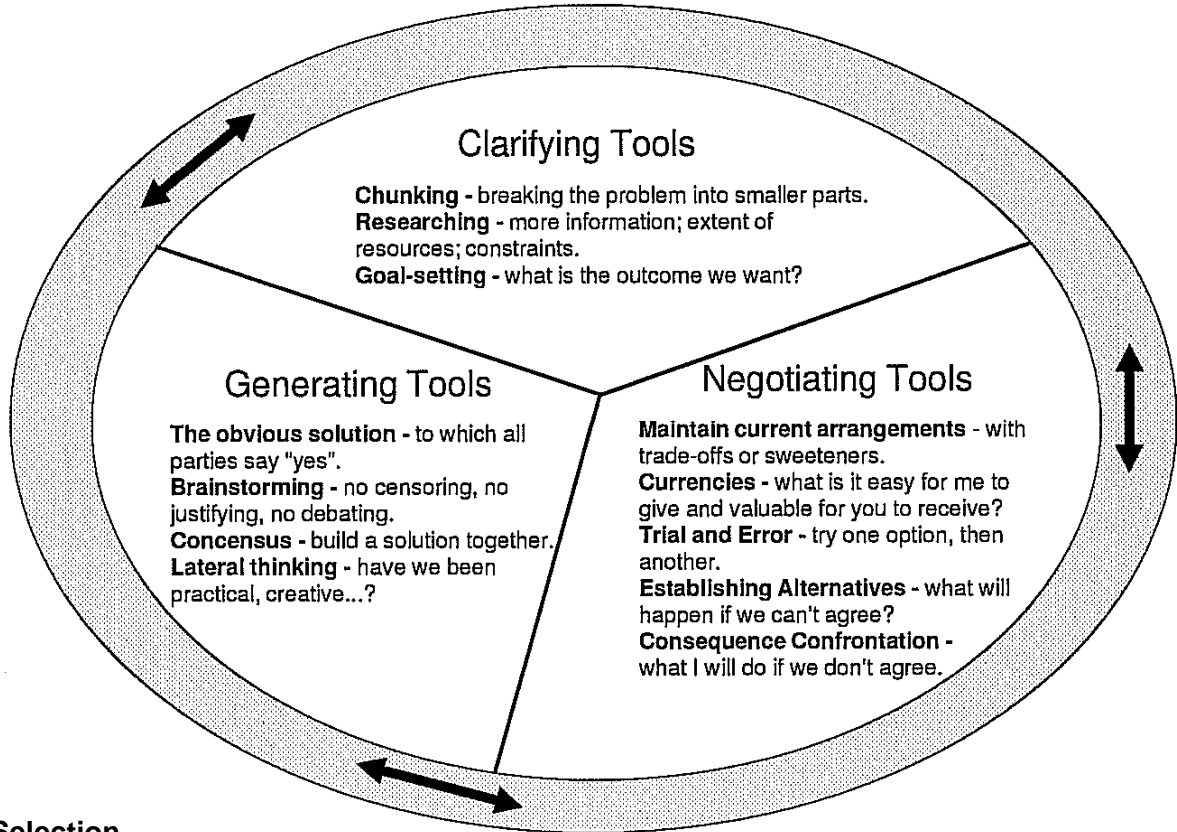
**Who** ↔ **Who**      **Infringement of social expectations**




# Designing Options

## Development

What is the range of options? Use the tools below.



## Selection

- Is it built on a win/win approach?
- Does it meet many needs of all parties?
- Is it feasible?
- Is it fair?
- Does it solve the problem?
- Can we settle on one option or do we need to trial several?

## Implementation

- Are there a number of steps involved?
- What are they?
- Who is responsible for each step?
- Is the responsibility shared fairly?
- What is the time frame?
- What is the review and evaluation process?

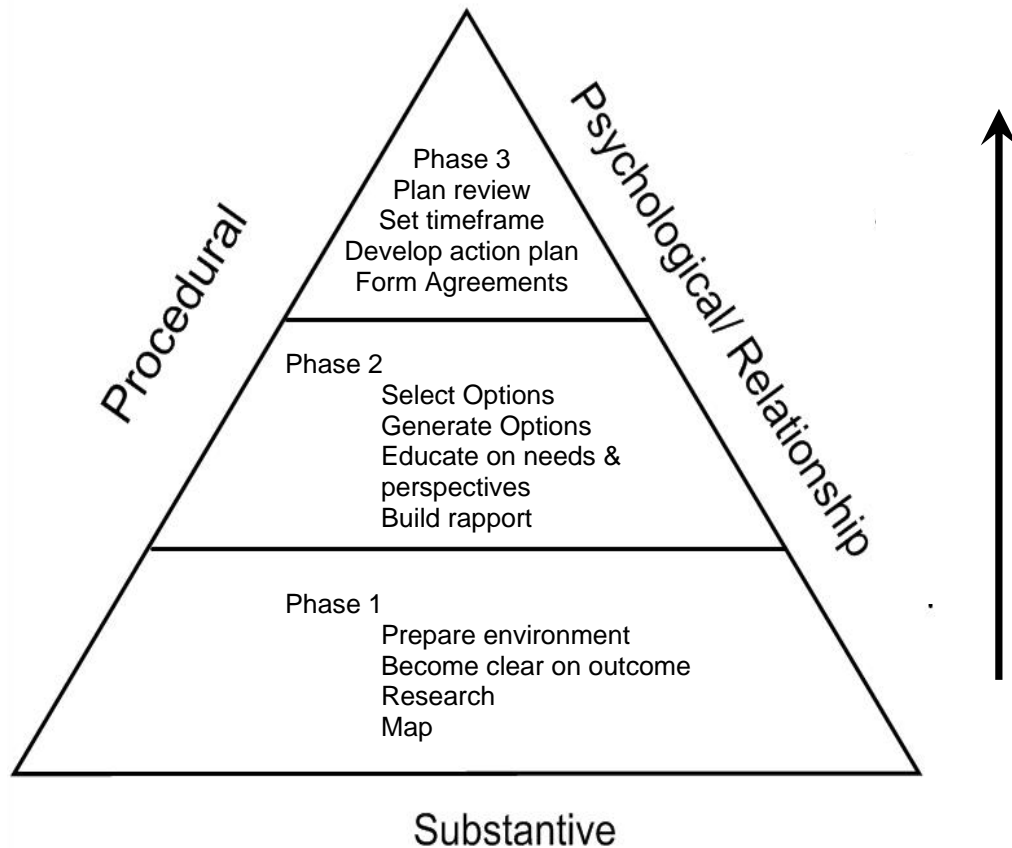
## Agreements

- Are there any other relevant issues that need to be addressed? Do we need agreement displayed e.g. by handshake, show of hands or in writing?



# ***The Skills of Negotiation***

## **SATISFACTION TRIANGLE**



Negotiation calls on all of the skills of conflict resolution.  
You may find these skills useful in any of the phases.  
When working with a win/win approach:

**Be hard on the problem**

**Be soft on the person**

**Focus on needs, not positions**

**Emphasise common ground**

**Be inventive about options**

**Make clear agreements**

*The Satisfaction Triangle is adapted from materials of CDR Associates, 100 Arapahoe Avenue, Suite 12, Boulder CO 80302 USA*



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*Negotiation H.10.1*

# ***Thirty Second Opener***

Write a 30 second statement as an opener to a negotiation.

## **1. Engage Interest**

What would make this person interested? How might they benefit?

## **2. State Objective**

What do I want to achieve?

## **3. Invite Response**

Where do we go from here? How will I invite the next step?

*After presenting a "thirty second opener," consider:*

- Was the statement concise and clear?
- Did the other person feel that his/her needs had been addressed?
- What additional information might he/she have needed?
- Did you say or do anything which encouraged a "no" rather than a "yes" response?



# ***DISC Negotiation Styles Worksheet***

## **CONSCIENTIOUS**

**Strengths**

**Pitfalls**

**Areas needing special attention**

## **DIRECT**

**Strengths**

**Pitfalls**

**Areas needing special attention**

## **STABILISING**

**Strengths**

**Pitfalls**

**Areas needing special attention**

## **INFLUENCING**

**Strengths**

**Pitfalls**

**Areas needing special attention**



# ***Strategies for Responding to Unfair Tactics***

The aim is not to out-trick the other party. Rather, the aim is to maintain the relationship while resolving the issue. Broadly, re-direct attention back to the issue.

<b>Unfair Negotiation tactics</b>	<b>Strategies for Responding to Them</b>



# ***Responding to Unfair Tactics***

The win/win approach includes these components. Use them to steer a negotiation in a positive directions and particularly whenever an unfair tactic has been used.

## **Reframe**

Ask a question to reframe.

Request checking of understanding. ("Please tell me what you heard me/them say.")

Request something she/he said to be restated more positively or as an "I" Statement.

Re-interpret an attack on the person as an attack on the issue.

## **Respond not React**

Centre. Manage your emotions.

Let some accusations, attacks, threats or ultimatums pass.

Make it possible for the other party to back down without feeling humiliated (e.g. identify changed circumstances.)

## **Re-focus on the Issue**

Maintain the relationship and try to resolve the issue.

Summarise how far you've got. Review common ground and agreement.

Focus on being partners solving the problem, not opponents.

Divide the issue into parts.

Address a less difficult aspect when stuck.

Invite trading currencies ("If you will..., then I will...").

Try for agreement in principle.

Explore best and worst alternatives for a negotiated agreement.

## **Identify Unfair Tactics**

Name the behaviour as a tactic.

Expose the feelings that the tactics have exposed.

Use "I" Statements.

Address the motive for using the tactic.

Ask about underlying principles and commitments.

## **Change the Physical Circumstances**

Have a break. Change locations, seating arrangements etc.

Go into smaller groups. Meet privately.

Call for meeting to end now and resume later, perhaps "to give opportunity for reflection".



# ***Negotiation: Preparation Phase***

## **Needs and Concerns**

What are my needs and concerns?

Am I really committed to using a win/win approach? How will that affect my aims and actions?

What behavioural style (DISC) do I and the other parties involved usually adopt?

What are the needs and concerns of the other parties involved?

What information do I need and what information do others need?

## **Options**

What agenda items do I wish to raise, and what are my preferred outcomes?

What are my preferred options for meeting that outcome?

What other options could be considered?

What is my best alternative to a negotiated agreement?

What is my worst alternative to a negotiated agreement? Can I reduce its negative effect?

In what currencies can I trade? What can be easy for me to give and valuable for the other parties to receive? What can I ask for that is helpful for me and low cost for them?

## **Anticipating the Actual Meeting**

What are the physical conditions in which I want the negotiations to occur?

What emotions of my own may I have to manage?

What emotions in others may I encounter and have to respond to?

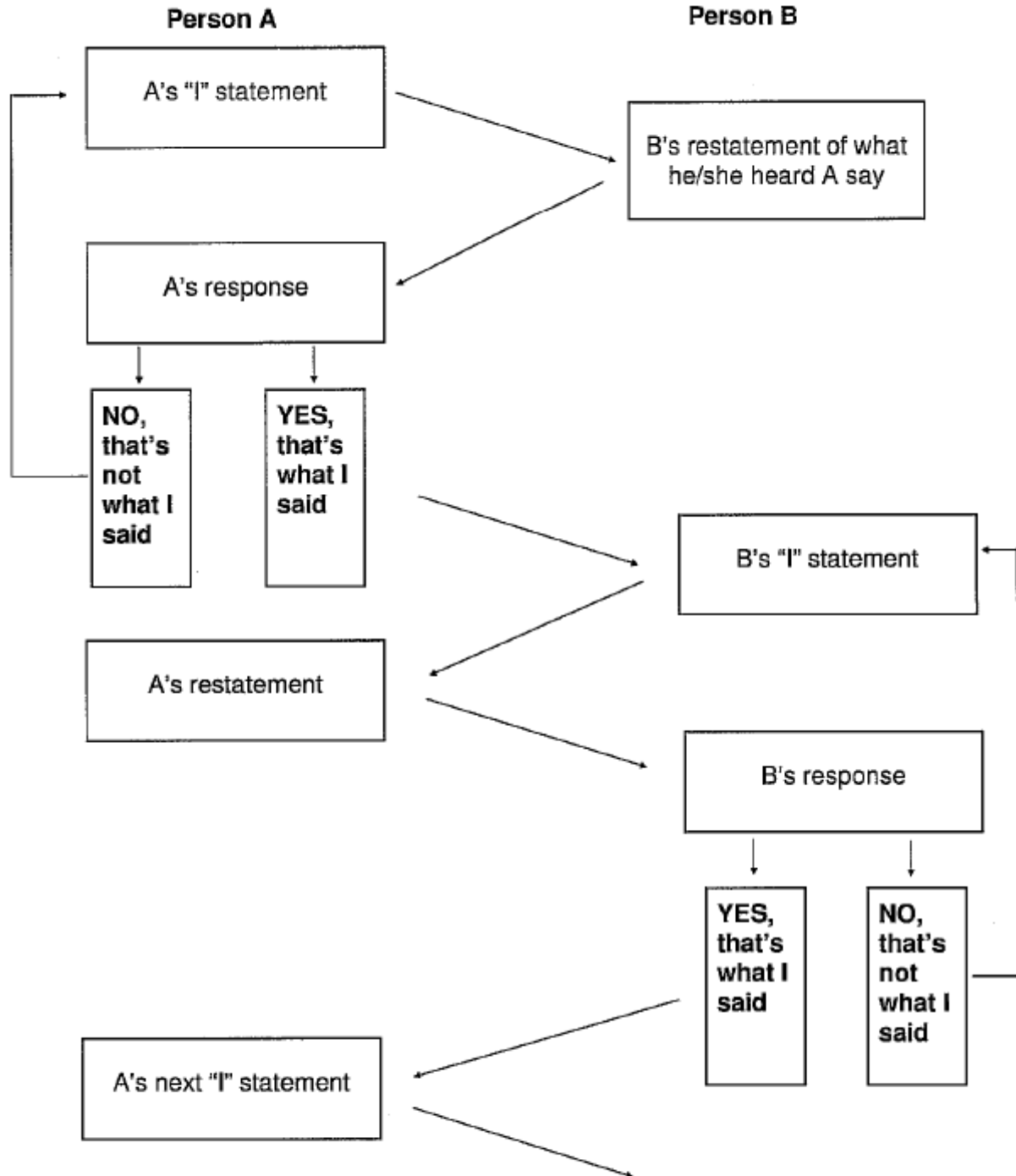
In what ways will I manage and respond to these emotions/





# Mirroring

“Yes, that’s what I said”.



*...the sequence repeats until each person feels completely heard and understood.*



# The Third Party Mediator

## *Attitudes for Mediators*

**These attitudes** are relevant whenever you want to assist, or are asked to assist, in a conflict which is not your own. It may be a friend telling you about a problem on the telephone. It may be an informal chat with both people in the conflict. It may be a formally organised mediation session.

**Be objective** – validate both sides, even if privately you prefer one point of view, or even when only one party is present.

**Be supportive** – use caring language. Provide a non-threatening learning environment, where people will feel safe to open up.

**Be non-judging** – actively discourage judgements about who was right and who was wrong. Don't ask "Why did you?" Ask "What happened?" and "How do you feel?"

**Use astute questioning** – encourage suggestions from participants. Resist advising. If necessary, offer options not directives.

**Use a win/win approach** – work towards wins for both sides. Turn opponents into problem-solving partners.

## *Mediation Methods*

Set some simple rules: listen carefully, state own viewpoint clearly, attack the problem not the person, look for answers to meet everyone's needs.

Define your mediator role as there to support both people "winning".

Get agreement from both people about a basic willingness to fix the problem.

Let each person say what the problem is for them. Check back that the other person has actually understood them.

Guide the conversation towards a joint problem solving approach and away from personal attack.

Encourage them to look for answers where everybody gets what they need.

Redirect "Fouls" (Name Calling, Put Downs, Sneering, Blaming, Threats, Bringing up the Past, Making Excuses, Not Listening, Getting Even.) Where possible the mediator reframes the negative statement into a neutral description of a legitimate present time concern.

## *Stages in Mediation*

### **Open**

*Introductions and agreements:* Warm up, explanations, arrangements, discuss the win/win approach.

### **Establish**

*Overview:* What is the matter? Each person expresses their view of the conflict, the issues and their feelings.

*Details:* What is involved? More details. Map needs and concerns. Clarify misperceptions. Identify other relevant Issues. Use Mirroring.

### **Move**

*Review:* Where are they now? Identify areas of agreement. Encourage willingness to move forward. Possibly meet separately.

*Negotiation:* Focus on future action. How would they like it to be? What would that take? Develop options. Use 'trading' to build wins for everyone.

### **Close**

*Completion:* Make contracts. Plan for the future, including setting a time to review agreements. Closing statements.



# Mediation Skills

## Open: Introductions and Agreements

**Take charge of the process:** Set up the meeting space. Explain that each party will have equal time to describe his/her view without interruption. Describe the win/win approach and its emphasis on needs. Clarify roles and expectations of mediator and participants.



## Establish: Overview and Details

**Focus on needs:** Ask each person to describe what he/she needs for the situation to improve.

**Use mirroring:** if emotions are high. This controls abuse and checks that each person has heard the other accurately. (Have each person rephrase the other's statement and have it confirmed before making a reply.)

**Encourage "I" statements** to clarify how each person sees the situation. Discourage personal attacks.

**Move to specific examples** of people's needs, concerns and causes of irritation.

**Acknowledge feelings** and thank people for openly expressing them.

**Reinforce willingness to resolve** when people show it.



## Move: Identify Areas of Agreement and Negotiate

**Ask what would it take** for the situation to be better?

**Acknowledge common ground** and affirm this is the case.

**Seek some flexibility** and movement from each party.

**Check out agreement** even if it is only in principle, so far.

**Develop many options.** What can each person do to help solve the problem?

**Help define measurable criteria for change.** What signs will show that the problem is being addressed?



## Close: Completion

**Suggest meeting** to evaluate how agreement is working.

**Check** that people have really agreed and can live with the chosen options.



# Observations During a Mediation

What's been identified so far:

Needs of the participants:
Concerns of the participants:
Areas of common ground shared by the participants:
Central Issues:
Currencies – what one person could give in exchange for something she or he values:
Possible Options:
Agreements:

Observations of the Process and the Skills used by the Mediator	Strengths	Difficulties
Stage 1		
Stage 2		
Stage 3		
Stage 4		



# The Skills of Conflict Resolution

To resolve conflicts, it can be helpful to have:

- (i) skills to analyse our motivations and the conflict itself,
- (ii) a set of positive attitudes and
- (iii) skills for interacting with others.

Grouping these skills helps us to consolidate our understanding of them.

In practice, of course, skills and attitudes tend to merge; and all are useful in each of the twelve major skill areas.

Twelve Skills	ANALYSIS SKILLS ←	ATTITUDES ←	→ INTERACTION SKILLS
Win/Win	All of the skills below	Wanting what's fair for everyone	All of the skills below
Creative Response	Perfections vs Discovery	Seeing conflict as an opportunity	Responding rather than reacting
Empathy	DISC	Valuing individuals' differences	Active listening Asking questions Using empathy openers Tailoring our approach to suit others' needs
Appropriate Assertiveness	Fight, Flight, Flow	Having respect for all people's needs and rights. Wanting to meet my own needs and rights without violating those of others.	Making "I" statements
Co-operative Power	Power Bases Persecuting, Rescuing and Playing Victim Transforming "I Should" to "I Choose" Recognising Demand Behaviour – 'Shoulds' on others Difficult Behaviours: trying to gain power, attention, appear inadequate or get revenge Re-evaluating the past	Wanting to use my personal power in a way that doesn't diminish others	Consulting Active Listening Using "I" statements Giving appropriate feedback Reducing blaming language Sharing responsibility and decision-making



***The Skills of Conflict Resolution (cont'd)***

Managing Emotions	Cycle of Emotions Focusing	Believing that expression of emotions plays an essential part in creating richer relationships.	Choosing appropriate ways to express emotions Centreing Active Listening
Willingness to Resolve	Projection Desert Island Exercise Forgiveness	Recognising that it is valuable to explore my part of the problem.	Communicating a willingness to resolve Giving appropriate acknowledgement and feedback
Mapping	Defining the issues Identifying needs and concerns	Wanting what's fair for everyone	Active Listening Consulting Asking questions Expressing needs and concerns
Designing Options	Clarifying the potential outcomes of alternatives	Believing that the best solution comes out of exploring a range of creative alternatives.	Joint problem-solving, brainstorming, negotiating, evaluating options etc. Stating my alternatives if we can't agree
Negotiation	All of the above skills	Believing that needs-based negotiation can be successful	All of the above skills Making a reframing response to overcome resistance and direct the flow towards the positive
Mediation	All of the above skills so that mediator focuses on his/her role, responses and the process, rather than the content, of the mediation	Supporting the participants in the mediation as the ones best able to decide on appropriate solutions. Believing that a neutral third party can provide a helpful environment to support people resolving their own conflicts.	Mirroring Active Listening Using "I" statements Joint problem-solving
Broadening Perspectives	All of the above skills	Knowing that my limited perspective may be only part of a bigger picture.	Active listening Asking questions Demonstrating a willingness to learn



# **Case Study in Conflict**

## **Family Feud – Part 1**

Sarah and Lotte are two elderly sisters who have not spoken to each other for twenty years. They argued dreadfully about the terms of their mother's will. Their mother had left the family home to Lotte who at the time was struggling financially with her husband to bring up three children and lived in a rented apartment. Sarah was at that time unmarried though she has since married. Sarah was a successful executive earning a good salary (though not perhaps as good as mother had believed when she devised the will). Sarah was left with her mother's personal possessions which would have been worth around three thousand dollars. Sarah disputed the will in court but was unable to prove that her mother was of unsound mind when making the will and the court upheld the terms of the will.

Lotte's son, Richard, can see that his mother is in her last years and does not want his mother to die with this family feud still raging.

*Richard is keen to adopt a win/win approach to this conflict. What skills would be helpful to him in analysing the conflict? What attitudes might assist him?*

*Explore some options Richard could consider, to move towards a win/win outcome. Identify the major issues, the steps he could take and the skills he would need*



# ***Case Study in Conflict***

## ***Family Feud – Part 2***

Richard hears from a cousin that Sarah would like to re-build some relationship with his mother, Lotte. He discusses this with his mother who then agrees to meet with Sarah. The meeting goes poorly. Old wounds resurface and Lotte and Sarah have a huge argument. Richard tries to calm his mother and help her to see Sarah's perspective. Lotte then accuses Richard of siding against her, his own mother, and declares that she doesn't want to see him again.

*How could Richard now maintain a win/win approach? Try to identify specific examples of strategies he could use and of what he could say and do. Consider also how to broaden the perspective on the conflict (e.g. re-define the win, rebalance a loss, consider wider context and longer timeframe.)*

*What win/win outcome might conceivably occur?*





# **Case Study in Conflict**

## **The Split Up – Part 1**

Lisa and Allan lived in a de facto relationship which was cemented by buying a house using a joint loan. The relationship has broken down. Lisa has moved out; Allan still lives in the house. Most arrangements for the disbursement of jointly owned furniture have been accomplished with some pain and further argument. Instead of paying rent, Allan now pays off Lisa's part of the loan repayments. He is dipping heavily into his modest savings to do so.

Lisa now wants to buy a new home and needs the money she has put into the house. On paper, Allan cannot afford to buy Lisa out by refinancing the loan with his present income. However, he owns the house his mother lives in. If he received rent from his mother, his total income would satisfy a bank as to his ability to repay. However, Allan prides himself on taking care of his mother in this way.

The present situation is really unviable for Allan in the long term and does not suit Lisa at all right now. Allan's reluctance to address the financial problem is making Lisa wild. She sees him using her capital to present a "good provider" image to his mother.

*Lisa is keen to adopt a win/win approach to this conflict. What skills would be helpful to her in analysing the conflict? What attitudes might assist her?*

*Explore some options Lisa could consider to move towards a win/win outcome. Identify the major issues, the steps she could take and the skills she would need.*



# **Case Study in Conflict**

## ***The Split Up – Part 2***

Lisa asks a mutual friend, Jeff, to come with her to see Allan to try and sort it all out. Allan is furious that Lisa has discussed their financial affairs with Jeff and deeply resents the interference. Allan says that he's not leaving the house and that he's not prepared to discuss it with her personally any more. He assures Lisa that he will be able to solve the problem shortly. Allan says that he wants all further dealings to be conducted through their solicitors.

Lisa does not want to take him to court but she is stuck and cannot rebuild her life while this issue is unsettled. Allan does not seem to hear her on this.

*How could Lisa now maintain a win/win approach? Try to identify specific examples of strategies she could use and of what she could say and do. Consider also how to broaden the perspective on the conflict (e.g. re-define the win, re-balance a loss, take in the wider context and a longer timeframe.)*

*What win/win outcome might conceivably occur?*



# **Case Study in Conflict**

## **The New Manager – Part 1**

In a large manufacturing company with overseas ownership, a new manager of the accounting section was appointed over a year ago. The final decision to appoint this person was made in New York.

At the time the job became vacant, the assistant Accounts Manager, Bill, applied. He had worked for the firm for ten years. Although without formal accountancy qualifications, he understands the whole financial system of the company perfectly and is very good on the informal links needed with the accounts sections of their suppliers. He is well liked by the staff of eight for his easy-going and friendly approach.

The new appointee, Daniela, has an accountancy degree and a good track record in previous companies. She prides herself on efficiency and her ability to make sure a job is well done. She has rubbed her staff up the wrong way introducing a new computer system which, as yet, has many bugs in it. She demands a level of efficiency, punctuality and quietness in the office that the staff has never experienced before and they resent it. Staff resentment is being fuelled by Bill who disliked Daniela from the first day, and who is even more entrenched in his opposition now. The Accounts section is now very inefficient. Invoices are often sent late, and arrears are not being handled. Frequent errors in wages irritate the staff enormously from other areas of the company. All reporting of errors must go through Daniela who seems to use any scapegoats she can. Daniela is often angry with Bill for things he does not perceive as his fault. The Senior Manager calls Daniela and Bill into his office. He does not want to lose either of them.

*The Senior Manager is keen to adopt a win/win approach to this conflict. What skills would be helpful to him in analysing the conflict? What attitudes might assist him?*

*Explore some options the Senior Manager could consider to move towards a win/win outcome. Identify the major issues, the steps he could take and the skills he would need.*



# ***Case Study in Conflict***

## ***The New Manager – Part 2***

At the meeting with the Senior Manager, Daniela and Bill decide to divide some tasks in the section so that there needs to be less daily interaction between them.

Inefficiencies continue to plague the company. When the New York President flies in and hears about the problem in the accounting section, he demands the Australian Manager takes decisive action immediately and fire either Daniela or Bill.

*How could the Australian Manager now maintain a win/win approach? Try to identify specific examples of strategies he could use and of what he could say and do. Consider also how to broaden the perspective on the conflict (e.g. redefine the win, re-balance a loss, take in the wider context or a longer timeframe.)*

*What win/win outcome might conceivably occur?*



# **Case Study in Conflict**

## **The Barking Dog – Part 1**

Wan is Vietnamese and speaks little English. He, his wife, three children, and their much loved young dog move into a new neighbourhood.

Wan and his wife rely on their oldest boy, Minh – their ten year old son – for most of their everyday communication in English. Minh's English is much better than theirs. Minh has already been in trouble with the nearest neighbour for breaking one of their windows with an out-of-control ball and for leaving his bike on their common driveway.

One day, the neighbour confronts Wan angrily. From what Wan understands, it seems that the problem this time has to do with Wan's dog and its barking when the family is out. The dog is always chained up in the back garden when they are out. As the dog is pretty good when they are at home, Wan finds it hard to understand the size of the problem to the neighbour.

*Wan is keen to adopt a win/win approach to this conflict. What skills would be helpful to him in analysing the conflict? What attitudes might assist him?*

*Explore some options Wan could consider, to move towards a win/win outcome. Identify the major issues, the steps he could take and the skills he would need.*



# **Case Study in Conflict**

## ***The Barking Dog –Part 2'***

One day, Wan finds a poison bait in the garden near the neighbour's fence. The dog does not seem to have eaten it but Wan is very angry at this and the danger it presents not only to his dog but to his younger children.

*How could Wan now maintain a win/win approach? Try to identify specific examples of strategies he could use and of what he could say and do. Consider also how to broaden the perspective on the conflict (e.g. re-define the win, re-balance a loss. Take in the wider context or a longer timeframe.)*

*What win/win outcome might conceivably occur?*



# **Case Study in Conflict**

## ***The Oval – Part 1***

Situated in a quiet suburban street and surrounded by bushland is an oval owned by the local Council. It is marked up for cricket and is underused. The Soccer Association is looking for a permanent location which can be properly fitted out for night-time playing including floodlighting and a fence to allow money to be collected for watching the game. The Soccer Association will pay the Council a handsome rent and relieve it of the responsibility of maintaining the grounds. A Building Application is before Council. Some residents hear of the application and are furious. The oval is used as a recreation area, included in walks and used often for exercising dogs. If the application goes through there will be no access for residents and the residents believe that the fencing will spoil the look and charm of the bush and oval walks. The traffic through their streets will be greatly increased when games are on and the night-time floodlighting will interfere with native bird and animal life.

*A concerned resident, Audrey Tomkins is keen to adopt a win/win approach to this conflict. What skills would be helpful to her in analysing the conflict? What attitudes might particularly assist her?*

*Explore some options Audrey could consider, to move towards a win/win outcome. Identify the major issues, the steps she could take and the skills she would need.*



# **Case Study in Conflict**

## **The Oval – Part 2**

Audrey, with some other residents, calls a meeting in a local hall one evening to discuss the issues. Council Aldermen and the local MP are invited to attend and do so. The Soccer Association has not replied to its written invitation. Though the Association may have an observer at the meeting, it is impossible to tell as the crowd is large and the association hasn't chosen to have an official guest to speak from the dais. The Mayor states that the Council has decided to give the lease to the Soccer Association because of its benefits to the community. Some residents want to fight this issue on legal grounds claiming that a lease to the Soccer Association infringes existing zoning regulations. Also, there are questions about noise pollution levels and suggestions that protection may be gained through a state government environmental authority. The meeting degenerates as some residents start abusing the Mayor and the Aldermen, and others walk out.

*How could Audrey now maintain a win/win approach? Try to identify specific examples of strategies she could use and of what she could say and do. Consider also how to broaden the perspective on the conflict (e.g. redefine the win, re-balance a loss, take in the wider context or a longer timeframe.)*

*What win/win outcome might conceivably occur?*





# ***Case Study in Conflict***

## ***Professionals and Volunteers – Part 1***

A fund-raising organisation previously run totally by volunteers has been in existence for many years, helped by many dedicated people.

Now, a government grant makes it possible to employ some help. A full time co-ordinator is appointed by the Managing Board, but not from within the group of volunteers. Some ex-volunteers also start to receive payments for work performed. Some volunteers now find their support redundant with paid people performing tasks they used to do for nothing.

The co-ordinator is making these decisions on the basis of putting the organisation on a more professional footing as increased professionalism had been a stated goal of the Board.

There is now a very volatile mixture of paid and unpaid people working for the organisation. Unpaid staff resent the newcomers. Paid staff often complain about the haphazard methods used by voluntary staff. A number of volunteers are pulling out. A particularly respected and valuable volunteer gives notice that she will no longer be offering her help.

*The co-ordinator is keen to adopt a win/win approach to this conflict. What skills would be helpful to her in analysing the conflict? What attitudes might assist her?*

*Explore some options the co-ordinator could consider, to move towards a win/win outcome. Identify the major issues, the steps she could take and the skills she would need.*



# **Case Study in Conflict**

## **Professionals and Volunteers – Part 2**

The end of year figures are out and the proportion of money spent on administration to money dispensed to the charity is disturbingly high. The two camps – paid staff and volunteers – still fight. Immediate action is required to address concerns from the Board and before the press make the figures public. The Board is particularly concerned about the ongoing discontent, the high administration costs and the public image of the organisation. It is questioning the ability of the co-ordinator to do the job.

*How could the co-ordinator now maintain a win/win approach? Try to identify specific examples of strategies she could use and of what she could say and do. Consider also how to broaden the perspective on the conflict (e.g. redefine the win, re-balance a loss, take in the wider context or a longer timeframe.)*

*What win/win outcome might conceivably occur?*



# **Case Study in Conflict**

## **Workplace Bargaining – Part 1**

Sixty migrant women from various ethnic groups, work in a large textile factory. They have been told that they will need to re-negotiate their work conditions as the factory is running at a loss. Their local union representatives are highly articulate and often choose confrontationalist strategies. The women fear that if they involve them, the management may start sacking people, be reluctant to consider some important concerns, or may close the factory altogether. At this stage, no-one amongst the staff has volunteered to represent the group to management. Child-minding, flexible hours, and job-sharing are some of their issues.

*Dimitra, an employee of five years, is keen to adopt a win/win approach to this conflict. What skills would be helpful to her in analysing the conflict? What attitudes might assist her?*

*Explore some options Dimitra could consider, to move towards a win/win outcome. Identify the major issues, the steps she could take and the skills she would need.*



# ***Case Study in Conflict***

## ***Workplace Bargaining – Part 2***

A meeting has been called and three women, one of whom is Dimitra, together go to management to negotiate on behalf of everyone. They are told that ten women are to be dismissed and that management will finalise these dismissals before looking at any other issues.

On reporting back to the other women, the general opinion is that it is now time to involve the union. Striking is an option they feel they must consider.

*How could Dimitra now maintain a win/win approach? Try to identify specific examples of strategies she could use and of what she could say and do. Consider also how to broaden the perspective on the conflict (e.g. redefine the win, re-balance a loss, take in the wider context or a longer timeframe.)*

*What win/win outcome might conceivably occur?*



