

Broadening Perspectives

Objectives: To gain a sense of what broadening perspectives involves.
To consider some specific steps to help broaden perspectives.

Session Times: 2½ hours: Sections A–C.
1 hour: Sections B and C

Essential Background: The Win/Win Approach

Sections: A. About Broadening Perspectives 12.2
B. Steps in Broadening Perspectives 12.5
C. Closing the Course and Acknowledgements 12.8

Activities: Case Studies in Conflict A.12.1

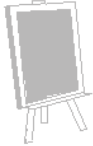
Handouts: Section A: The Skills of Conflict Resolution H.12.1
Case Study in Conflict H.12.3
Family Feud – Part 1 H.12.3
Family Feud – Part 2 H.12.4
The Split Up – Part 1 H.12.5
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The New Manager – Part 1 H.12.7
The New Manager – Part 2 H.12.8
The Barking Dog – Part 1 H.12.9
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The Oval – Part 1 H.12.11
The Oval – Part 2 H.12.12
Professionals and Volunteers – Part 1 H.12.13
Professionals and Volunteers – Part 2 H.12.14
Workplace Bargaining – Part 1 H.12.15
Workplace Bargaining – Part 2 H.12.16
Section B: Intention/Commitment Sheet H.12.17



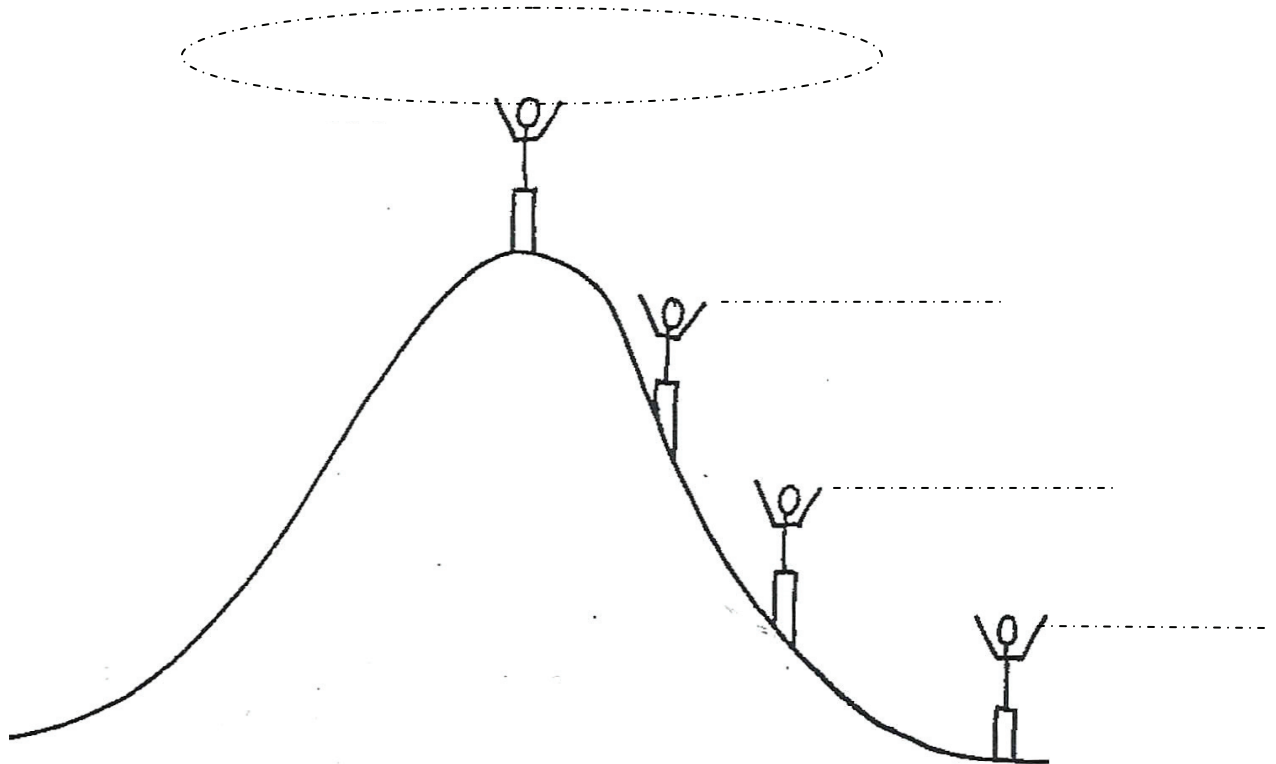
Broadening Perspectives

Seeing the Bigger Picture

A. About Broadening Perspectives



Imagine for a moment that you're a traveller about to climb a mountain. At the foot of the mountain, when you turn around all you can see is what's directly in front of you: a few trees, a mountain stream, a rocky track. (As you say this, draw the picture below.) As you climb, you can turn around and see that the few trees are, in fact, part of a larger forested area. A little higher you can see the farmland beyond the forest. Higher still, your view becomes more expansive – a township in the distance, a broad river...until you reach the top and you have a full 360 degree view.



Broadening Perspectives is like climbing a mountain to see more of the scene.



Question: In conflict, what do you think we mean by broadening our perspectives? What might we see?

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

- seeing the conflict from a different perspective
- understanding another person's viewpoint
- becoming aware that the whole picture is much bigger than any single person's perspective
- recognising the context in which the conflict is occurring
- understanding the connections between sets of events, actions and people, and other sets of events, actions and people; so that intervention in one conflict, or part of a conflict, will have repercussions in many other areas of our lives
- knowing that a long term perspective is sometimes needed to understand or resolve a conflict.

Question: Think of a conflict you have considered during this course. Have you found particular skills, models or processes that have given you a broader perspective on the problem. If so, what?

Ask participants to write down their thoughts.

Discussion: Ask a few participants to share their thoughts. Encourage the discussion with additional questions such as:

How did that help to broaden your perspective?

In what ways, specifically?

What type of "shifts" did you notice in your thinking?

Did these "shifts" mean you approached and/or dealt with the conflict differently? How?

After you've heard some examples, draw the discussion together.

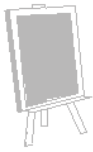
An important component of successful conflict resolution is "reframing the problem".

The process of reframing is about changing our perspective. Using the CR approach, we reframe to redirect our thinking to the positive, to see the challenge, and to transform our thinking from "perfection" to "discovery". (See *Chapter 2. Creative Response*.)

The skills we've identified as helping us to broaden our perspectives are often skills in analysis. (See the **handout: "The Skills of Conflict Resolution"**.)



Write on the board:



ANALYSIS

SKILLS

Models that help us in this are "DISC", "Victim, Persecutor, Rescuer" "Demand Behaviour" etc.

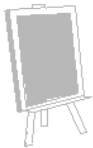
The way we analyse or understand a conflict will affect, and be affected, by our attitudes to it. Resolving a conflict very often requires an attitude shift.

ANALYSIS

SKILLS



Add to the board:



ATTITUDES

Our attitude in turn will affect, and be affected, by the particular interaction skill we choose to use.

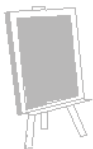
ANALYSIS

SKILLS



ATTITUDES

Add to the board:



INTERACTION

SKILLS



Give out the **handout: "The Skills of Conflict Resolution"** pages 1 and 2. Highlight that the purpose of the handout is to provide another framework for thinking about the skills. Participants should feel free to indicate on their own handouts any skill which they believe should be grouped elsewhere.

We all make different connections and this handout suggests one possible set of connections to stimulate our thinking. It also gives us an overview of the skills we have learnt during the course.

Encourage comments by participants. This handout will help them in completing the group activity below.

Group Activity: **Case Studies in Conflict:** *working in small groups participants analyse some sample conflicts and develop appropriate strategies for dealing with them. (See Broadening Perspectives Activities, p A.12.1.)*
(45 minutes)

B. Steps in Broadening Perspectives

Celebrate Uniqueness

Sometimes we fail to acknowledge ourselves as special and unique with a distinctive viewpoint that grows out of our past experiences, our current needs and our future hopes and plans. Without a strong and secure sense of who we are, it's often difficult to look outwards and to acknowledge others. We may be more concerned with protecting ourselves than enquiring about the world around us. So the first step in broadening perspectives seems paradoxical. Start by celebrating ourselves.

Respect and Value Differences

We need to commit ourselves to the knowledge that others are also unique and special, with distinctive viewpoints that may be different to our own, and yet equally valid. This can open our eyes to many more possibilities. It may require us to change the mind chatter that says "For me to be right, others must be wrong". Instead, we can focus our attention first on finding areas that overlap, are held in common, or are complementary. Then we can consider our differences in order to develop options that show respect for those differences. You may have heard the story of the blind men and the elephant: each man took hold of a different part of the elephant. The one holding the trunk concluded the animal was a snake; the one holding the leg thought it was a tree; the one holding the tail was convinced it was a rope; and the one touching the elephant's side claimed it was a wall. Each assumed that his experience was the true representation of this thing called "elephant", and could not understand why the other men were describing something which sounded very different.

Each person's viewpoint is a part of the whole, and if we listen to each viewpoint, we will have greater insight into that whole.



Recognise a Long Term Timeframe

Because our conflicts and difficulties confront us daily, it is sometimes difficult to recognise the long term perspective. Because of that, we may feel disheartened. But consider some major world events of recent times. Who could have foreseen the separation of the Soviet Union into independent states, or the re-unification of Germany and the disappearance of the Berlin wall? Change is the only thing we can be certain of. Deeply held desires and appropriate actions support that change.

Assume a Global Perspective

If we have a belief that the actions of one individual are interconnected with every other individual, then we can have a sense of how our actions can have meaning in conjunction with the actions of others.

The skills we've explored in this course can give us new ways of exercising our personal power, whether it be in the framework of our personal and professional lives or whether it be in the political or social arena.

Climate change and concerns about the environment are at the forefront of many people's thoughts. A commitment to, and a belief in, a win/win approach tells us that it should be possible to have a comfortable lifestyle without impoverishing the environment.

Deal with Resistance to Taking a Broader Perspective.

Often we feel resistance to broadening our perspective on conflict. A first step to dealing with this resistance is to understand why we feel it in the first place.

Question: **Why do you think people resist taking a broader perspective?**

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

- On a personal level, the change that occurs when we broaden our perspectives involves a shakeup. It may mean letting go of the security we got from our old way of making sense of the world, of understanding what was going on. When we change the perspective, we may feel very confused and uncertain of next steps.
- These same fears are often echoed in organisations, communities and even societies. To transform these requires an openness to the idea of changing and risk-taking.
- Often we're limited too by the way we put our learning and skills into separate compartments. We don't look for the ways we can transfer these skills to new settings or different problems.
- We may also feel blocked by the enormity of the difficulties, by the feeling that what we do will make little impact.



Question: What are some things that we can do to deal with this resistance?

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

- Choose a particular skill and practise it in numbers of settings.
- Identify what I can do to affect a particular problem. For example, what can I do to influence the culture of my organisation to include greater consultation, co-operative decision-making and positive ways of resolving conflict? Or how can I use conflict resolution skills to analyse or participate in the environmental debate, or another social issue?
- Make a commitment to use these skills in some particular area of my life – possibly one I've found too difficult to tackle in the past.

Give out the **handout: "Intention/Commitment Sheet"**.

Suggest to participants that they complete this sheet. It is for private use and doesn't need to be shown to anyone else.

To conclude, you might read out the story below: **"The Old Man and the Horse"**:

There was a very poor old man. He had one magnificent possession – an exquisite white horse. Such a fabulous white horse you've never seen. Everyone wanted this horse. Kings constantly offered fabulous sums for it, but he always refused to sell because he said he loved this horse – it was like a person. How can you sell a person you love? Then one day he realised that the horse had gone: the stable was empty. The villagers gathered round and said "We always knew that one day such a valuable horse would be stolen. You should have sold it while you had it. You could have got a good price for it. At least you would have had money in your pocket. Now you have nothing."

And the old man said: "Don't go too far. All we can say is that the horse is not here; anything else is a judgement." Two weeks later, the horse returned and it brought with it a dozen wild horses. Again the people gathered. "You were right old man. We were wrong. It's not a misfortune; it's proved to be a blessing."

Again the old man said: "Don't go too far. All you can say is that the horse has returned and that a dozen other horses have come with it. Who knows whether it's a blessing or not. It's only a fragment!"

This time the people didn't say much, but they knew inside themselves that it was a blessing and that the old man was wrong. These other horses could, after all, be sold for quite a profit.

A week later, the old man's only son started to train the horses. He fell from one of them and broke both his legs. Again a crowd gathered. "You were right old man, it wasn't a blessing, it's a misfortune. Your only son is crippled – your only investment in the future, crippled, useless."



Again the old man said: "You're obsessed with judgements. Who knows whether it's a blessing or not? Only say that my son has broken both his legs. It's a fragment. Who knows the outcome?"

Shortly afterwards, the country was called to war, against a strong army. All the young men in the district were conscripted and they were going to their death because it was certain they'd all be killed. The whole town was weeping.

All the young men were conscripted except for the old man's son. He was excepted because he had broken legs.

Again the people gathered around. "You were right, old man. At least you have your son, even though he's crippled."

"It's impossible to speak to you people. You are obsessed with judgement. Who knows if it's a blessing or a curse? Only life knows."

C. Closing the Course and Acknowledgements

It can be valuable to include a time near the end of the course, when participants can ask questions about or comment on any aspect of the course, and to advertise this in advance.

*You may also choose to have participants fill out and return to you a course evaluation form. You might prefer to hand this out near, but not right at, the end – to give participants time to consider their feedback to you. See **Running CR Courses** at the beginning of this manual, p I.5 and **handout: "Course Evaluation"** p H. I.20.*

As well, consider asking each person in turn, around the circle, to share or identify one significant thing he/she learnt during the course; or one thing he/she hadn't expected or... Then, along with thanking the group for their participation, mark the end of the course with a round of applause, or an informal "graduation".



Broadening Perspectives Activities

Case Studies in Conflict

Trainers' Information Only

Context:	At the end of the course, participants are ready to get into discussion on some substantial issues. This may be the last activity they do together in small groups. (See <i>Chapter 12: Broadening Perspectives: Section A.</i>)
Time:	45 minutes
Aims:	To think broadly about the range of issues involved in a conflict To review skills learnt To discover some commonly arising problems e.g. ethnic issues, male/female and supervisor/subordinate clashes, community activism.
Handouts:	<i>“The Skills of Conflict Resolution” pages 1 and 2, “Case Study in Conflict”. Choose from the seven below, parts 1 and 2.</i>
Requirements:	Butcher's paper and felt-tipped pens

Instructions: At the end of a course, it's useful to look at examples of typical conflicts and consider appropriate ways of resolving them.

We're going to divide into small groups.

VARIATION 1

I will give each group a different case study. You will have about half an hour to consider them and then we'll share our approaches at the end.

VARIATION 2

(You will need an even number of groups for this variation. Its advantage is that debriefing time is decreased.)

I will give out a number of case studies. Each case study will be considered separately by two groups. You will have about half an hour to do so. Then we'll share our responses, and compare the variety of approaches available to us.



Continue with the following instructions for both Variations 1 and 2.

There will be two stages in analysing each of the conflicts.

The first stage will last about 15 minutes. During this stage, we'll analyse the conflict, identifying the main issues and the options available.

For the second stage, we'll give you information about an extra event or action, in the conflict, which may mean that different options are more suitable.

Divide participants into small groups of 4–6.

*Give out the **handouts: "Case Study in Conflict": Part 1.** Also give out sheets of butcher's paper and a few different coloured pens to each group.*

Select from the following case studies those that are most relevant to participants' interests.

Family Feud

Elderly sisters who haven't spoken for twenty years.

The Split Up

Selling the house when a de facto relationship dissolves.

The New Manager

In the Accountancy Department of a large company, a new woman manager from outside the company is appointed over an assistant manager who's been with the company for ten years.

The Barking Dog

A Vietnamese man with little English owns a noisy dog that is disturbing a neighbour.

The Oval

A proposal to have a local oval taken over by the Soccer Association is rejected by local residents.

Professionals and the Volunteers

Fundraising organisation chaos.

Workplace Bargaining

Migrant women attempt negotiations with management.

Ask the groups to read their group's case study and discuss the questions.



You will probably find it helpful to refer to the **handout: "The Skills of Conflict Resolution"** to remind yourself of the skills and attitudes we've covered in the course.

It may be helpful for one person to record your group's responses on a large piece of paper. You may want to express your answers as a list, a diagram, a flow chart, or in some other graphic way.

Allow 20 minutes.

Then, give out the handouts: "Case Study in Conflict" Part 2. It may be necessary also to give out another piece of butcher's paper.

*Ask the groups to read the additional information given in Part 2 and to discuss the questions, again referring to the **handout: "The Skills of Conflict Resolution"**, and recording their responses on the large piece of paper.*

Allow 15 minutes

Ask one person from each group to read out the case study his/her group dealt with, and summarise the small group's discussion. Have groups dealing with the same case study report one after the other. Note similarities and differences in their approaches.

Discussion: *Encourage comments from participants using the following questions to stimulate their thinking.*

What, if any, were the difficulties in identifying issues and appropriate skills and strategies?

What assisted you in the process of coming up with possible options?



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.

	← 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
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.	Tailoring our approach to suit others' needs 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?



Intention/Commitment Sheet

"Until one is committed there is hesitancy, the chance to draw back, always ineffectiveness"
(W. H. Murray)

Three major things I learned are:

Three skills I commit to use regularly are:

Three specific actions I will take are:

I will check back with myself regarding the above on

(dates):

_____	_____
_____	_____

Signed:

