

V. LEADERSHIP SKILLS



*A community is like a ship:
Everyone ought to be prepared to take the helm.
-Henrik Ibsen*

Objectives:

- To recognize the necessary hands-on skills that leaders must possess and utilize.
 - To exercise leadership skills through practical application.
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In order to prove to others that you are a leader, you must acquire some necessary skills. Aside from the common characteristics and traits of a leader (dependability, self-confidence, flexibility, etc.) you must be able to think critically, make decisions, solve problems, and resolve conflicts. These are not innate skills, but rather skills that can be developed by anyone. This section will concentrate on these skills and give you the chance to practice using them.

Critical Thinking

First and foremost, a leader has to be a critical thinker. Thinking critically means employing analytical skills, viewing things with a broader perspective, and considering all possible options. Critical thinkers know NOT to take things at face value. They realize that there is a difference between appearance and reality and can easily detect these differences. Complete the following exercises with the class and challenge your critical thinking skills.

There are four essential components to critical thinking:

1. I identify and challenge assumptions. Always seek the truth.
2. Challenge the importance of context. Learn to read between the lines.
3. I imagine and explore alternatives. Seek out different methods.
4. Reflect on decision, but with a bit of skepticism.

Problem Solving

When a problem arises in any situation, somebody needs to solve it. This is the responsibility of the leader. Essentially, this is YOUR responsibility. However, we often forget about the consequences and guide our followers in the wrong direction. There are five important steps to efficiently solve a problem, which will help you find a solution instead of causing more problems.

STEP 1. Clarify the problem

- ◆ Ask questions about the problem.
 - ◆ Who is involved?
 - ◆ What caused the problem?
 - ◆ Where is the problem located?
 - ◆ When did the problem occur?
 - ◆ Why did the problem occur?
- ◆ Be able to restate the problem in simpler terms.

STEP 2. Clarify the goal

- ◆ What do you want to accomplish by solving this problem?
- ◆ How do you want the situation to be different?

STEP 3. Identify obstacles, resources, and strategies

- ◆ Obstacles can include people, agencies, laws, rules, infrastructure, ignorance, and money. What obstacles are in your way?
- ◆ Resources include the same things, but they substitute knowledge and information for ignorance. What resources could help you?
- ◆ Make a list of both obstacles and resources. What possible strategies could you develop from this list?

STEP 4. Provide information

- ◆ Networking is key here. If you know any “resources” that could help you solve your problem, do not hesitate to call or email them.

STEP 5. Make referrals

- ◆ If the problem is out of your reach, it is a good idea to contact professional help. It is sometimes better to let an expert handle a serious problem instead of you trying to solve it with insufficient knowledge, skills, or resources.

Conflict Resolution

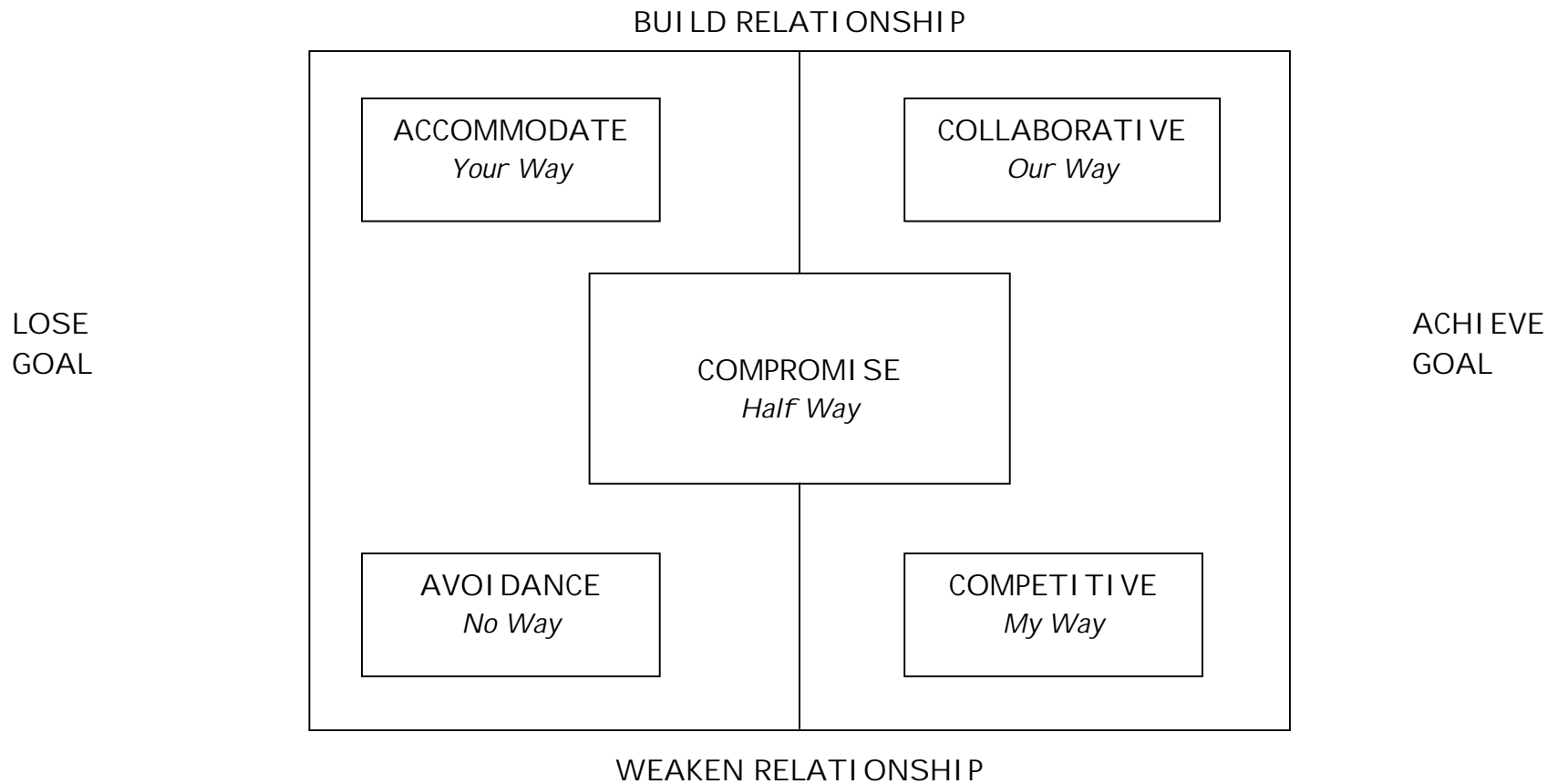
Conflict is inevitable in groups. Conflict can occur when two parties are working towards the same goal and generally want the same outcome, or when both parties want a very different settlement. People will disagree, people will defend their opinions to the death, people will refuse to conform. Conflicts usually result from differences in personality, values or perceptions. However, all conflict is not negative. Conflict is necessary to avoid traps like groupthink. A leader should even encourage conflict, but then a leader should also know how to resolve it. Throughout situations of conflict among people, the leader usually assumes the role of a mediator. This occurs because the leader has acquired conflict resolution skills.

Conflict Resolution Process

1. Deal effectively with anger
2. Think before you act
3. Set a positive tone
4. Use ground rules (stated or unstated)
5. Discuss and define the problem
6. Brainstorm possible solutions
7. Evaluate and choose solution

There are five significant styles of conflict resolution. We are using the Thomas-Kilman model of conflict management styles in order to show how the leader's behavior can affect the outcome of a conflict.

CONFLICT RESOLUTION STYLES



Thomas-Kilman model of conflict management styles
NCPC-Becoming a Better Supervisor

Competing: is assertive and uncooperative- an individual pursues their own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position - one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

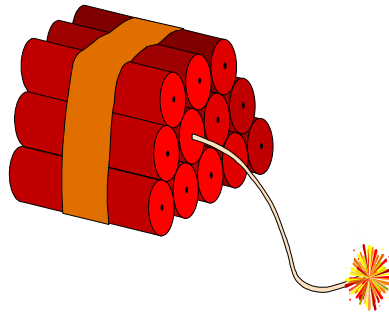
Accommodating: is unassertive and cooperative - the opposite of competing. When accommodating, an individual neglects their own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this style. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

Avoiding: is unassertive and uncooperative - the individual does not immediately pursue their own concerns or those of the other person. They do not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Collaborating: is both assertive and cooperative - the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It demands digging into an issue to identify the underlying concerns of the two individuals and find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising: is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing, but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle ground position.

Mosaica



CONFLICT

- ◆ Conflict occurs within, between, or among individuals, groups, and organizations.
- ◆ There are many sources of conflict, including inadequate or faulty communication, simple misunderstanding, different information bases, differences in values and perceptions, competition for the same resources, rivalry for positions, personality clashes, and fear of unknown consequences of change.
- ◆ Conflict is inevitable; it occurs when a person's (or group's) needs or values appear to come into opposition with those of others.
- ◆ Conflict can be made into a force for constructive change.
- ◆ People also have different ways of reacting to conflicts—and trying to handle conflict helps us understand how we tend to react.

Negotiation Tactics

In order to successfully resolve a conflict, you must acquire the skills of an effective negotiator.

DISTRIBUTIVE BARGAINING

This is also known as competitive, or win-lose bargaining. The goals of one party are usually in fundamental and direct conflict with the goals of the other party. Resources are fixed and limited, and each party wants to maximize his or her share of the resources. As a result, each party will use a set of strategies to maximize the share of the outcomes to be obtained. Most of these strategies and tactics guard information distribution carefully - information is given to the other party *only* when it provides a strategic advantage. However, it is highly desirable to *get* information from the other party in order to improve negotiation power. Distributive bargaining is basically a competition over who is going to get the most of a limited resource (often money). Whether or not one or both parties achieve their objectives will depend upon the strategy and tactics they employ!

1. Establish your *target point* or optimal goal
2. Discover the other party's resistance point
3. Influence the other party's resistance point

INTEGRATIVE NEGOTIATION

In integrative negotiation the goals of the parties are not mutually exclusive. If one side pursues its goals, that does not necessarily preclude the other from achieving its goals. The fundamental structure of an integrative negotiation situation is that it is possible for both sides to achieve their objectives. Although the conflict may appear initially to be win-lose to the parties, discussions and mutual exploration will usually suggest win-win alternatives.

1. Create a free flow of information.
2. Attempt to understand the other negotiator's real needs and objectives.
3. Emphasize the commonalities between the parties and minimizing the differences.
4. Search for solutions that meet the goals and objectives of both sides.

CLASS 15: LEADERSHIP SKILLS- CRITICAL THINKING

Objectives:

- To understand the role of interpretation in knowledge
- To learn how to give and receive criticism

Materials Needed:

- Cartoons
- Copies of instructions for the critical essay assignment

Be Prepared to Discuss:

- Article by Stephen D. Brookfield, "What it Means to Think Critically"

Activities:

- Cartoon Analysis

For Next Time:

- Students should write a 1-2 page reflection in their journals on the critical essay, "Demystifying Multiculturalism". They should either agree or disagree with the statements made in the essay. A strong defense should be made either way.

CARTOON ANALYSIS

Objectives:

- To critically analyze cartoons as a media tool
- To foster a spirit of questioning within the student

Time Needed:

- 10 minutes for group discussion
- 10 minutes for class discussion

Directions:

Cartoonists' art often force us to open our eyes to unpleasant truth in a way that few others can match. These cartoons often address social and political concerns that we as a society have. In the following cartoons, the characters are making comments that provoke humor in American society. Why do we, as critical readers, tend to overlook the underlying statements that the artists have constructed? Analyze these cartoons and consider:

- 1) Why do these characters believe their assumptions are true?
- 2) What impression of the American public can you deduce from looking at these cartoons?
- 3) What is the role of the media in society?
- 4) What types of fallacies are evident? (hasty conclusion, inconsistency, etc)
- 5) What audience is the artist targeting?

First, discuss these questions within the set groups. Then, as a class, conduct a discussion about the significance of cartoons in society.

Skills Development:

- Critical Analysis

Materials Needed:

- Cartoons (provided)

CRITICAL ESSAY: "DEMYSTIFYING MULTICULTURALISM"

Objectives:

- To become an attentive and conscientious reader
- To recognize the difference between fact and opinion in an essay
- To identify the main idea(s) in an essay
- To create a written statement that includes a thesis and strong support.
- To enlighten others on your personal opinions through persuasive writing

Directions:

- Read provided essay. It may take a few times in order to fully comprehend the main idea.
- Summarize the key points of the essay.
- Write a critical essay (2 page maximum limit) either supporting or attacking the thesis, being sure to take account of what is said in the work in question. This is to be done individually.

Skills Development:

- Critical Thinking
- Persuasive Writing
- Critical Analysis

Materials Needed:

- "Demystifying Multiculturalism", Linda Chavez

Time Needed:

- One week needed to prepare, construct argument, and write essay.

CLASS 16: LEADERSHIP SKILLS – PROBLEM-SOLVING

Objectives:

- To analyze some aspects of cooperation in solving a group problem.
- To sensitize students to behaviors which may contribute toward or obstruct the solving of a group problem.

Materials Needed:

- A set of broken squares (prepared according to directions)
- Copies of the Broken Squares Group Instruction Sheet for each group.
- Copies of the Broken Squares Observer Instruction Sheet for each observer.

Activities:

- Broken Squares

PROBLEM-SOLVING

Time:

- 1 ½ hours

Description:

Students will explore how they work in cooperation with each other in solving problems. The facilitator begins with a discussion of meaning of cooperation, leading to what is essential to successful group cooperation in problem-solving. The group(s) will conduct an experiment to test these potential hypotheses:

- ◆ *Each individual should understand the total problem.*
- ◆ *Each individual should understand how he can contribute toward solving the problem.*
- ◆ *Each individual should be aware of the potential contributions of other individuals.*
- ◆ *There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.*
- ◆ *Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.*

Directions:

1. Break students up into groups of six with five being participants and one acting as an observer of their group. Groups should be at tables that seat five; tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.
2. Give each observer a copy of the Broken Squares Observer Instruction Sheet. Then ask each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
3. Give each group a copy of the Broken Squares Group Instruction Sheet. Read these instructions to all groups, calling for questions or questioning groups about their understanding of the instructions.
4. Tell the groups to begin work. It is important that the facilitator monitor tables during the exercise to enforce rules established in the instructions.

5. When all groups have completed the task, the facilitator engages the groups in a discussion of the experience. Observations are then solicited from the observers. Reflective questions that can structure the discussion are:
- How did you feel about the experience?
 - Did you do or see anyone do something that reminds you of previous group problem-solving experiences? What were they?
 - How can you apply what you have learned in this experience to make it better?

Variations:

- ⇒ When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person subgroups to make squares of the left-over pieces. They discuss their results, and the exercise is resumed.
- ⇒ The five person teams can be given consultation assistance by the observer or by one appointed member of the team. This may be a person who has done the exercise before.
- ⇒ Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
- ⇒ An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope that contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form *five squares of equal size*. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during the exercise.

1. No member may speak
2. No member may ask another member for a piece or in any way signal that another person is to give him a piece. (Members may voluntarily give pieces to other members.)

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may *give* pieces directly to other participants but may not *take* pieces from other members.
3. Participants may not place their pieces into the center for others to take.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish "his" or "her" puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.

INSERT DIAGRAMS HERE

The lines should be drawn so that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.

CLASS 17: LEADERSHIP SKILLS- CONFLICT MANAGEMENT

Objectives:

- To examine the nature and sources of conflict.
- To offer or develop a working definition of conflict.
- To look at perceptions, values, beliefs, around issues of conflict and anger.
- To consider how others and we differ in how we deal with conflict.
- To look at various models, strategies, ideas, for resolving conflict.

Materials Needed:

- Conflict Management handout
- Flipchart paper
- Masking tape
- Colored markers
- Copies of old woman/ young woman print
- Paper

Activities:

- Conflict Management Workshop

For Next Time:

- Read "Power, Influence, and Influence Tactics", Richard L. Hughes, Robert C. Ginnett and Gordon J. Curphy
- Journal entry on Conflict Management exercise. Answer the questions: "How do you manage conflict? Have your methods of dealing with conflict changed after this activity?"

CONFLICT MANAGEMENT

Time:

- 2 hours

Description:

Students may use this workshop and connect it to a majority of issues they will deal with this year. Being able to see diversity, respect and appreciate it, to recognize other people's various working styles, and being able to efficiently work with others on a team can directly relate to how we effectively deal with conflict.

Directions:

1. What Do You See? (10 minutes)

- Show overhead or print of old woman/young woman. Ask what they see. How many see an old woman? Anybody see anything else? Etc.
- Talk about perceptions. How we see things differently, even when we're looking at the same exact thing.

There are different levels of perception. We have self-perception – how we see, feel about ourselves. These beliefs affect how we “see things.” We have perceptions about others – past experiences, varying levels of trust. We also have perceptions of threat – what might happen if there's conflict.

How we see ourselves, others and situations, and our perception of threats all affect how we deal with real and perceived conflict.

2. What is Conflict? (10 minutes)

- Call out first word(s) that come to mind when we say the word conflict. *Record on flipchart paper.* Use as a kind of loose definition.
- Compare with the list of words from all over the world (already on flipchart paper). For all our differences, do we see any similarities in the ways people perceive conflict?

3. Conflict Quiz (20 minutes)

- Take out a piece of paper, we're going to take a test! It's a True or False test.
- Facilitator either reads questions or hands out the test. After completing it, break into small groups to talk about their responses looking for disagreement, agreement and nuance.

- Facilitator goes over the questions with large group soliciting answers, dissenting views and summarizing people's feedback.
- We're beginning to see conflict not as something bad, to be avoided at all costs; but as something potentially useful, even powerful, in terms of effecting change, clarifying relationships and so on. In any case, conflict is inevitable and inescapable. Briefly go over Definition of Conflict.

4. What about Anger? (10 minutes)

- Go over the *Triggers* worksheet after everyone has completed each question, and record some people's answers on flipchart paper. We might look at anger similarly. Often thought of as "bad", in fact anger is just one of many emotions that we experience. Acknowledging it and using it constructively may be real keys to what we call "empowerment."

5. Negotiations Styles Inventory (30 minutes)

- This is the core of this workshop. Participants take a survey and then the facilitator delivers a brief lecture on the different ways we deal with conflict. It can be fun; it is sometimes revealing about our own style, but also why some people may deal with conflict differently. Starts to get at choices we may have that we weren't aware of when it comes to conflict.
- Continue with conflict styles by explaining each style through the Family Vacation Example.

6. Tools and Models (10 minutes)

- Go over the 8 basic Communication Skills and the Six Step Model for Reaching Agreements. If there is time, you might want to provide a conflict scenario to practice how to reach an agreement.

Reflection

Have all the students take out a piece of paper. Ask them to think back to when they were in a conflict situation at school or at home and write it down. How did they handle the situation? What could they have done differently?

After going through this workshop, what will they try differently the next time they are in a conflict? Share some answers with the large group.

CONFLICT QUIZ

Instructions: For each of the following statements, indicate whether you believe that statement is true or false by writing "T" or "F" in the blank to the left.

- _____ 1. Conflicts are inevitable.
- _____ 2. Good communicators do not get into conflicts.
- _____ 3. Conflicts by their nature are destructive.
- _____ 4. It is possible to deal with conflicts positively by avoiding them.
- _____ 5. It is possible to be in conflict without knowing it.
- _____ 6. Whenever a conflict is resolved, there is always a winner and a loser.
- _____ 7. Most people handle conflicts in a productive way.
- _____ 8. Arguing is the same as conflict.
- _____ 9. Competition is the same as conflict.
- _____ 10. Whenever possible, a conflict is best resolved by an unbiased third party.
- _____ 11. All conflicts arise out of misunderstandings.
- _____ 12. Conflicts involve at least two people.
- _____ 13. All conflicts can be resolved if the parties involved try hard enough.
- _____ 14. Assertive people tend to experience fewer conflicts.
- _____ 15. Conflicts are symptoms of poor relationships.

DEFINITION OF CONFLICT

ANY SITUATION IN WHICH THE GOALS,
METHODS, VALUES OR NEEDS OF TWO OR MORE
PARTIES ARE, *OR ARE PERCEIVED TO BE*,
IN OPPOSITION.

WHEN YOU GET ANGRY, WHICH DO YOU CHOOSE?

DEMAND

ATTACK

REBEL

POUT

WITHDRAW

COMPLAIN

SABOTAGE

GIVE UP

CONFRONT

GET EVEN

GUIDELINES FOR NEGOTIATING

A Reminder About Conflict

To the extent that conflicts focus on specific problems rather than philosophical arguments, foster serious discussion, and help those involved understand perspectives of others, they can be creative and positive forces. To the extent that they are allowed to develop into personality battles or pure power plays with the participants ignoring the concerns of others, they can be destructive to communities, programs, and people.

Preparing for Negotiations

- Articulate what you think the conflict or dispute is about.
- Prioritize the issues
- Know what you would like to achieve from the negotiation; develop an initial statement of what you think you want (initial position) and what you think you could live with (fall-back position).
- Think about how one issue or problem is linked to another, and consider which to consider first.
- Know how you will consider new ideas and responses from those with whom you are negotiating.
- Have a plan for communicating with members of your group to minimize conflict within the group and prevent internal differences from interfering with efforts to resolve the broader conflict.

Conducting Negotiation

- ◆ Don't make the conflict personal – separate the people you are negotiating with from the problem.
- ◆ Focus on the problem that you are trying to resolve, not the position being taken.
- ◆ Come up with ideas that would allow both sides to gain something.
- ◆ Develop objective criteria for considering suggestions and proposals.
- ◆ Be calm – control your emotions.
- ◆ Be courteous.
- ◆ Keep information confidential.
- ◆ Be willing to compromise.
- ◆ Be aware of the assumptions you and others are making – one way to get someone to change a position is to change the assumption on which it is based.
- ◆ Consider the timing of your actions – a good idea at the wrong time may be ignored or rejected.
- ◆ Understand the authority of those with whom you are negotiating – it is best to negotiate with those who have the authority to reach an agreement; however, there may be times when you or those you are negotiating with will have to get others to approve or ratify the agreements you reach.
- ◆ If the negotiation is between groups, be sure that your group operates as one, discussing differences among its members in private and taking time to meet privately to assess and reassess the situation.

Concluding Negotiations

- ◆ Don't let shyness prevent you from recognizing that an agreement has been reached.
- ◆ When you reach an agreement, write it down, and if appropriate, initial and date it.
- ◆ Make sure you know how the agreement will be implemented and how you will handle differences that might arise as the agreement is being implemented.
- ◆ Recognize when no agreement is possible and think about how you might redefine the issues to make a resolution possible or make the conflict less important to those involved.

NEGOTIATION STYLES INVENTORY

Instructions: Consider situations in which you are in conflict with another person. How do you usually behave in such instances?

Following are several pairs of statements describing two possible behaviors. For each pair, please circle the A or B statement which is most characteristic of you. In some cases, neither the A or B response may be exactly descriptive of your behavior, but please select the one which you would be more likely to adopt.

When I differ with another person, my more typical reaction (of the pairs below) would be to:

1. A. Ask others to take responsibility for arriving at the problem solution.
B. Point out those things on which we are both in agreement rather than directly negotiate the things on which there is disagreement.
2. A. Split the difference between us.
B. Deal with both of our wishes, if possible.
3. A. Push toward my goals in most cases.
B. Smooth things over and maintain positive relations.
4. A. Split the difference between us.
B. Sometimes give up my own desires in favor of the other person's wishes.
5. A. Ask the other person to help resolve the situation.
B. Try to avoid the stress and strain between us.
6. A. Keep from getting into an unpleasant situation.
B. Win my point.
7. A. Defer the encounter until I have had some time to think it over.
B. Give up some points if the other person gives up a like number of equally important points.
8. A. Push toward my goals in most cases.
B. Attempt to get all of the problems identified as soon as possible.

9. A. Feel that the differences are relatively inconsequential.
B. Try to get my position accepted.
10. A. Push toward my goals in most cases.
B. Split the difference between us.
11. A. Get all the problems identified as soon as possible.
B. Smooth things over and maintain positive relations.
12. A. Avoid taking positions which could create conflict in many cases.
B. Agree to some of his/her points if he/she will do the same for me,
13. A. Propose a halfway point between the two positions.
B. Push to get my points accepted by another person.
14. A. Explain my ideas and ask the other person for his/hers.
B. Try to convince the other person of the merits of my views.
15. A. Try to smooth things over and maintain positive relations.
B. Avoid stress and strain between us.
16. A. Avoid creating hurt feelings in the other person.
B. Try to convince the other person the merits of my views.
17. A. Push toward my goals in most cases.
B. Try to avoid stress and strain between us.
18. A. Let him/her maintain his/her position if it pleases the other person.
B. Agree to some of his/her points if he/she will do the same for me.
19. A. Get all of the problems identified as soon as possible.
B. Defer the encounter until I have had time to think it over.
20. A. Immediately work through differences.
B. Try to equalize the gains and losses for both of us.
21. A. Be especially considerate of the other person's wishes.
B. Try a direct confrontation of the problem situation.

- 22. A. Find a solution that is halfway between his/her and my position.
B. Assert my position firmly.
- 23. A. Be concerned with satisfying all our needs.
B. Ask others to take responsibility for arriving at the problem's solution.
- 24. A. Try to meet his/her wishes if the other's position seems very important to him/her.
B. Try to get him/her to settle for a compromise.
- 25. A. Try to convince the other person of the merits of my view.
B. Be especially considerate of the other person's wishes.
- 26. A. Propose a halfway point between the two positions.
B. Be concerned with satisfying all our needs.
- 27. A. Avoid taking stands that would create a conflict.
B. Let him/her maintain his/her position if it pleases the other person.
- 28. A. Push toward my goals in most cases.
B. Ask the other person to resolve the situation.
- 29. A. Propose a halfway point between the two positions.
B. Feel that many differences are inconsequential.
- 30. A. Avoid creating hurt feelings in the other person.
B. Communicate the problem to the other person so the two of us can resolve it.

SCORING FOR THE NEGOTIATION STYLE INVENTORY

	COLLABORATE (Problem Solve)	COMPETE (Force)	COMPROMISE (Split the Difference)	ACCOMMODATE (Smooth)	AVOID (Withdraw)
1				B	A
2	B		A		
3		A		B	
4			A	B	
5	A				B
6		B			A
7			B		A
8	B	A			
9		B			A
10		A	B		
11	A			B	
12			B		A
13		B	A		
14	A	B			
15				A	B
16		B		A	
17		A			B
18			B	A	
19	A				B
20	A		B		
21	B			A	
22		B	A		
23	A				B
24			B	A	
25		A		B	
26	B		A		
27				B	A
28	B	A			
29			A		B
30	B			A	

Total number of items circled in each column:

COLLABORATE
(Problem Solve)

COMPETE
(Force)

COMPROMISE
(Split the Difference)

ACCOMMODATE
(Smooth)

AVOID
(Withdraw)

DEALING WITH YOUR ANGER

- ❖ Recognize it as anger
 - Stop
 - Breathe
 - Get into a rational mind set
 - Get in touch with how you feel
 - Admit that you are angry
 - Own your anger

- ❖ Identify the cause

- ❖ Rate its importance

- ❖ Choose a realistic course of action

CONFLICT STYLE EXAMPLE: THE FAMILY VACATION

The Situation:

Picture this . . . a family is trying to decide where and how to spend its summer vacation. It is two weeks long and everyone has an idea of what is best for them. The parents want to go to the cool, quiet mountains, while the kids want to go to the *hot*, exciting beach. The question is, "**Where should the family go for their summer vacation?**"

COMPETING: (Win-Lose)

The parents decide that the family will go to the mountains . . . and the kids make the trip miserable for the parents, who in turn make it just as bad for their ungrateful kids. The Win-Lose becomes a Lose-Lose situation.

AVOIDING: (Chronic)

The issue comes up year after year and nobody is ever happy with the decision. No one in the family is willing to express a firm expression of desire for fear of upsetting the other members of the family. They have not discovered a way to get out of the recurring cycle.

ACCOMMODATING: (Lose-Win)

The parents feel they should give the children a great vacation. So, without telling the children that they would prefer going to the mountains, the parents decide to go to the beach. The children have a great time. The parents are bored stiff and somewhat resentful . . . but the children are happy and love their parents.

BAD COMPROMISE: (Lose-Lose)

In desperation, a decision is hammered out by the parents and the children. Nobody is willing to give in to the others, so they decided to go somewhere else - the desert - where nobody really wanted to go. They all pretend to have a good time, but the dissatisfaction is evident.

GOOD COMPROMISE: (Win-Win)

Again, the family hammers out a decision. But this time they attempt to meet some of each other's desires. Perhaps it's a week in the mountains followed by a week at the

beach. The trade off is that there is a lot of driving that causes some lost vacation time. Nobody in the family got everything they wanted, but they all feel pretty good about how they will spend at least part of their vacation.

COLLABORATION: (Win-Win)

The family talks together about what a perfect vacation would be for each member. Then it works to try and meet everybody's needs - if not immediately, then in the foreseeable future. They might generate some alternatives that were not considered when they first started to discuss the situation. For example, they might decide to go to the beach for a week this summer and then go skiing in the mountains over Christmas. When people are not defending their positions, new and interesting alternatives often appear.

DEALING WITH OTHERS' ANGER

- Listen
- Stay Calm
- Affirm and Acknowledge their Rights
- Clarify and Diagnose the Issues
- Negotiate and Offer Action Steps
- Keep your Word and Follow-up (Do What you Say you will Do!)

BASIC COMMUNICATION RULES TO USE IN DIFFICULT INTERPERSONAL SITUATIONS

1. Before responding in conflict or stressful situations, *paraphrase* what you have learned in terms of what was said in terms of both content and affect ("Seek first to understand, then to be understood.")
2. *Be an active listener* - respond physically to the speaker by facing the person and by establishing eye contact. Do not glance around the room or stare off into space. Keep your eyes on the speaker and show that you are genuinely interested in him/her.
3. *Do not interrupt*. Resist the temptation to share your "autobiography." Instead, listen carefully - you might learn something.
4. *Listen without evaluating*. Do not try to judge the "goodness" or "badness" of what the other person is saying - just try to understand what they have said.
5. *Do not project motives* on to other people. In other words, do not attempt to determine why they are telling you what they are telling you - just try to understand what they have said.
6. *Use "I" statements* when you speak, but do not just say "I". Try to think from the "I" position by recognizing that what I say is only my opinion or thoughts and that you cannot speak for other people.
7. *Use an affective verb* such as "I feel," "I sense," etc. Try to get in touch with your own emotions.
8. *Be careful with questions*. Do not use them to probe for motives, etc. - only use them to clarify what has been said. Check yourself to see what your motivation is for asking a question. Further, in asking questions, stay on the subject, and help the speaker clarify him/herself, through the use of questions. It is also a way for you to guide and control the situation.

CONFLICT MANAGEMENT SIX STEP MODEL FOR REACHING AGREEMENTS

The thought of managing conflict can sometimes be very stressful. It sometimes helps for you to focus on a model to assist you in working through a conflict. The following six-step model can assist you to work through a conflict.

1. State the Problem

Frequently each participant is focusing on a totally different problem. Write down the problem so that each of you are focusing on the same issue.

2. Recognize your Commonalties

There are many things that you may have in common even though you are currently in conflict. You may believe in the same mission, have an on-going relationship, both want to provide a quality product or service, or possess similar interests or concerns. You may want to state these similarities to remind each other that you are not negotiating with Attila the Hun.

3. State your Need (or Actual Problem), not your Position

A major mistake when attempting to manage conflict is to come to the session with a solution. Participants need to understand what is important to each other or what they need; it will clarify the conflict and lead to possible solutions.

4. Ask the Other What He/She Needs, or What you can Give Him/Her in Return.

Once again, it is important to identify the needs or wants of the other party. You may or may not be in conflict once the needs are identified.

5. Enter into Problem-Solving with the Other, Generating a Variety of Ways to Meet the Needs or Solve the Problem(s).

Generate a variety of ways to solve the problem. Which one best meets the needs or concerns of the parties involved?

6. Follow Through is Critical - Who is going to do what? How?

Wow, the conflict has been resolved. Everyone walks away, but who is going to do what next? It is important to discuss follow through. What is going to happen next? Who is

responsible for this action? What is to be done? How will the task be completed? How will we know if we have accomplished what we set out to do?

MYTHS AND TRUTHS ABOUT CONFLICT

Myths

1. *Conflict is dysfunctional in the workplace.* It can be, but it doesn't have to be. When handled effectively, conflict can help ensure successful accomplishment of goals and objectives within your department, perhaps with other departments, and even throughout your entire organization.
2. *Conflict represents communication breakdown.* Quite the contrary. People can interpret the same issue in many different ways. Although conflict can represent an *initial* communication breakdown, it can also provide the opportunity to clarify issues, or reach more creative results.
3. *If avoided, conflict will eventually go away.* Not usually. Minor issues can sometimes resolve themselves, but more often than not, conflicting situations need to be addressed in order for them to be managed.
4. *All conflicts can be resolved.* That would be nice, wouldn't it? However, because you have different values from others, there will be times when you simply can't agree on certain issues. All differences cannot be resolved; however, most can at least be managed.
5. *Conflict always results in a winner and a loser.* Not true. There are many possible outcomes to a conflict. In fact, when mutual desire exists to resolve the differences, you can increase the chances for a "win/win" result.

Truths

1. *Conflict will occur.* Without question. It is a natural dynamic when interacting with others. The more important question is what you do with it when it occurs.
2. *Most conflicts can be managed.* Well, you can't fix everything. But most, if not all, differences can be managed. You have at least five options at your disposal: Competition, Accomodation, Avoidance, Compromise, and Collaboration. Then again, you can always agree to disagree. Most of the time, one of these options will enable you to manage your differences.
3. *Conflict can help build relationships.* This may sound contradictory, but it's true. In attempting to deal with differences that are important to you, it is possible to strengthen relationships with bosses, peers, and employees. Negative first impressions, or bad feelings, may be interpreted differently after further discussion, often resulting in a change in your perception of others and their perception of you.
4. *Conflict can be a motivator for change.* It's certainly possible. In the process of managing your differences, you can become introspective. Through personal examination, you can identify certain behavioral characteristics in your communication skills that can lead to effective change.