



IST Learning Circle Packets

Corporation for National & Community Service
Montana State Office

IN-SERVICE TRAINING







Learning Circle A:

HELPING THE COMMUNITY MOBILIZE

LC: HELPING THE COMMUNITY MOBILIZE LEARNING OUTCOMES

As a result of this session, participants will be able to:

	Dialogue about the mental models they use to inform their community organizing.
	Identify and discuss Back-of-The-Room Facilitation (BOTR) techniques they can use in community meetings.
	Discuss a delegation process that will help support community capacity building.
	Reflect on their current effectiveness as a “coach” and clarify language that can help support the development of others.



PROPOSED AGENDA:

1. **Learning Circle Set-Up**
 - ✓ Welcome
 - ✓ Check-ins and introductions
 - ✓ Session overview, packet, working agreements
 - ✓ Resource exchange activity

2. **The Art & Science of Community Mobilization**
 - ✓ Wisdom & writings

3. **BOTR Meeting Facilitation Strategies**
 - ✓ Recipe for effective meetings
 - ✓ Meeting action, stop action, analysis of BOTR
 - ✓ Discussion of VISTA BOTR opportunities beyond meetings

4. **Delegating for Capacity Building**
 - ✓ A delegation process
 - ✓ Planning to delegate

5. **Coaching Another, Peer Coaching**
 - ✓ The power of coaching
 - ✓ Coaching others
 - ✓ Peer coaching

6. **Learning Circle Close-Out**
 - ✓ Summary of session, next steps
 - ✓ Closing remarks



COMMUNITY ORGANIZING Thoughts ...

“Community organization is the process by which community groups are helped in order to identify common problems or goals, mobilize resources, and develop and implement strategies for reaching goals they have set. Empowerment, the central concept in community organization, is an enabling process through which individuals or communities take control over their lives and their environment. Community organization is composed of several alternative change models, including locality development, social planning, and social action.”

(Center for Substance Abuse Prevention)

“As soon as several inhabitants of the United States have taken up an opinion or a feeling which they wish to promote in the world, they look for mutual assistance; and as soon as they have found each other out, they combine. From that moment they are no longer isolated men, but a power seen from afar.”

(Alexis de Tocqueville, 1826)

“Every living person has some gift or capacity of value to others. A strong community is a place that recognizes those gifts and ensures that they are given.”

(Kretzmann and McKnight, 1994)

“Of the good leader let it be said, we did this ourselves.”

(Attributed to Lao Tsu)

“From time to time there have been external enemies at our gates but there has always been the enemy within, the hidden and malignant inertia that foreshadows more certain destruction to our life and future than any nuclear warhead. There can be no darker or more devastating tragedy than the death of man’s faith in himself and in his power to direct his future.”

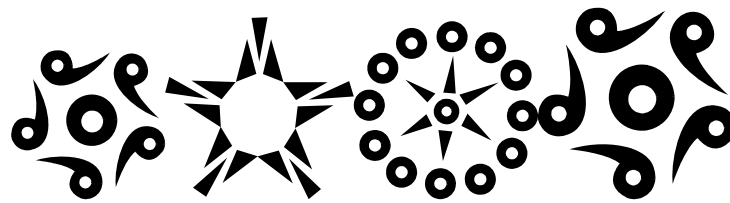
(Saul Alinsky)

“The organizer brings hope to the people.”

(Si Kahn)

“Pray for the dead, but fight like hell for the living.”

(Mother Jones)



Community Organizing

“Community organizing is the art and science of creating vehicles or organizations for ordinary people to use for participating in the social, political, environmental, and economic decisions that impact on their lives.”

(Gamaliel Foundation - <http://www.gamaliel.org/>)

Top Tips

- Conduct frequent community meetings and other opportunities for residents to work together.
- Determine problems and other areas of concern that are important to community residents.
- Encourage residents to participate in addressing their community’s issues and to have an active voice. Remember- strength exists in numbers and resident involvement leads to community empowerment!
- Conduct community outreach or informal surveys door to door to ensure that all residents have an opportunity to give input.
- Identify leaders in the community who have residents’ support and can organize others.
- Clearly define specific community issues to focus on and what needs to be done.
- Create an action plan that is developed and supported by the community, not just a few community leaders.
- Include short-term, achievable goals to provide success early on. Long-range goals will require more time and commitment.
- Identify allies and enemies of the plan’s strategies and goals.
- Communicate the plan’s strategies and progress to the community frequently.
- Provide ongoing training for residents to build their community organizing and leadership skills.
- Generate additional resources to support community organizing activities and costs.
- Educate the community and local decision makers about the community’s specific issues and advocate for successful strategies and outcomes.
- Recognize community members for their ongoing participation and celebrate success!

Online Resources and Tools

- **ACORN**
<http://www.acorn.org/>
Community organizations association dedicated to organizing the poor and improving low and moderate income neighborhoods.
- **Applied Research Center**
<http://www.arc.org>
Public policy, educational, and research institute whose work emphasizes issues of race and social change.
- **Assets Based Community Development Institute**
<http://www.northwestern.edu/ipr/abcd.html>
Practical resources and tools for community builders to identify, nurture, and mobilize neighborhood assets.
- **Center for Community Change**
<http://www.communitychange.org/index.html>
Provides assistance to residents to improve their communities and change policies and institutions by developing their own organizations.
- **Citizens Handbook**
<http://www.vcn.bc.ca/citizens-handbook/>
A guide to building community.
- **Comm-Org**
<http://comm-org.wisc.edu/>
Provides information and resources on community organizing
- **Community Tool Box**
<http://ctb.ku.edu/>
Provides tips, tools, and resources on all aspects of community building including: visioning, facilitation, collaboration, media and communication, participation, planning, and evaluation.
- **Grassroots Innovative Policy Program (GRIPP)**
<http://www.arc.org/gripp/index.html>
Works with communities to support local policy development.
- **Midwest Academy**
<http://www.mindspring.com/~midwestacademy/>
Provides information and training for community organizers (see Web site's sample agenda.)
- **Organizer's Collaborative**
<http://www.organizenow.net/>
Collaborative effort for computer accessibility to support community-based, social change organizing.
- **Shelterforce Online**
<http://www.nhi.org/online/index.html>
Online housing and community development magazine.
- **Tenant Net**
www.tenant.net/Organize
Organizing tips.

- U.S. Department of Housing and Urban Development, Office of Community Planning and Development
<http://www.hud.gov/>
HUD's community organizing resources and tips.
- Urban Institute
<http://www.urban.org/>
An economic and social policy research organization.

Suggested Reading

- Amherst H. Wilder Foundation, 1997. *Community Building: What Makes It Work: A Review of Factors Influencing Successful Community Building*. To order, call 1-800-274-6024.
- Axel-Lute, Miriam, 1995. *In Their Own Hands: Colonias Organize*. Article describes how colonias activists have organized to address issues in communities along the Texas-Mexico border. To read online, click on link: <http://www.nhi.org/online/issues/82/colonias.html>
- Bobo, Kimberly A., Steve Max and Jacquelyn A. Kendall, 1996. *Organizing for Social Change: A Manual for Activists in the 1990s*. Comprehensive manual for grassroots organizers. Seven Locks Press, second edition, ISBN:0929765419.
- Kingsley, G. Thomas, Joseph B. McNeely and James O. Gibson. *Community Building Coming of Age*. Paper describes community building and provides recommendations on supporting community building efforts. To read online, click on link: <http://www.urban.org/publications/307016.html>
- Kretzmann, John P. and McKnight, John L. 1993. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. To order, call ACTA Publications at 800-397-2282.
- Midwest Academy. *Direct Action Organizing Process*. Webpage describes different methods of organizing and the principles of direct action organizing. To read online, click on link: <http://www.mindspring.com/~midwestacademy/Organize/page5.html>
- O'Donnell, Sandy and Ellen Schumer, 1996. *Community Building and Community Organizing*. Article describes issues in creating effective community building models. To read online, click on link: <http://www.nhi.org/online/issues/85/combuild.html>
- Shaw, Randy, 1996. *The Activist's Handbook: A Primer for the 1990s and Beyond*. Guide for activists working for social change. Univ. California Press, ISBN:0520203178.
- Stout, Linda and Howard Zinn, 1997. *Bridging the Class Divide and Other Lessons for Grassroots Organizing*. Describes organizing model that focuses on diversity, personal empowerment and existing barriers. Beacon Press, ISBN:0807043095.
- Trapp, Shel. *Basics of Organizing*. How-to manual for community organizing. To read online, click on link: <http://www.tenant.net/Organize/orgbas.html>
- Trapp, Shel. *Dynamics of Organizing*. From a series of Organizing and Neighborhood Presentation published by the National Training and Information Center. To read online, click on link: <http://www.tenant.net/Organize/orgdyn.html>
- Traynor, William, 1995. *Community Building: Hope and Caution*. Article describes community development corporations' and community based organizations' roles in community building and community organizing. To read online, click on link: <http://www.nhi.org/online/issues/83/combuild.html>

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The Community Organizing Toolbox

COMMUNITY ORGANIZING: THE BASICS

WHAT IS CO?

Community organization is that process by which the people...organize themselves to 'take charge' of their situation and thus develop a sense of being a community together. It is a particularly effective tool for the poor and powerless as they determine for themselves the actions they will take to deal with the essential forces that are destroying their community and consequently causing them to be powerless.⁷

-Reverend Robert Linthicum, World Vision International

Organizing does two central things to seek to rectify the problem of power imbalance - it builds a permanent base of people power so that dominant financial and institutional power can be challenged and held accountable to values of greater social, environmental and economic justice; and, it transforms individuals and communities, making them mutually respectful co-creators of public life rather than passive objects of decisions made by others.⁸

-Mike Miller, Organize Training Center

Just what is CO? What are its driving philosophy, values and goals? Who employs the strategy? What are some examples of CO in practice? What is being accomplished? Why does it seem to be gaining in importance and use today? How does CO differ from other strategies, activities or interventions that seek to benefit low-income people and communities?

This section of the Toolbox paints a broad-brush picture of CO and underscores its importance for making what may be called “bottom-up” change in pursuit of social and economic justice.

CO is a values-based⁹ process by which people - most often low- and moderate-income people previously absent from decision-making tables - are brought together in organizations to jointly act in the interest of their “communities” and the common good. Ideally, in the participatory process of working for needed changes, people involved in CO organizations/groups learn how to take greater responsibility for the future of their communities, gain in mutual respect and achieve growth as individuals. Community organizers identify and attract the people to be involved in the organizations, and develop the leadership from and relationships among the people that make the organizations effective.

Typically, the actions taken by CO groups are preceded by careful data gathering, research and participatory strategic planning. The actions are often in the form of negotiations - with targeted institutions holding power - around issues determined by and important to the organizations. The CO groups seek policy and other significant changes determined by and responsive to the people (that is, their “constituencies”). Where good-faith negotiations fail, these constituency-led organizations seek to pressure the decision-makers - through a variety of means - so that the decision-makers will return to the negotiations and move to desired

outcomes. CO groups continuously reflect on what they have learned in their action strategies and incorporate the learning in subsequent strategies.

Modern CO rests on a solid bed of key principles around which most knowledgeable practitioners and observers are in general agreement. The degree of adherence to these principles, and the relative emphasis placed on one principle or another, provides the best means to distinguish CO groups and efforts from each other. These same principles also help to distinguish CO from other types of strategies for neighborhood and community change and social betterment.

The central ingredient of all effective CO in the view of many involved in the field - what they believe distinguishes CO most clearly from all other social change strategies - is building power. CO builds power and works for change most often to achieve social justice with and for those who are disadvantaged in society.

CO encompasses other principles that were described in a particularly thoughtful article jointly written a few years ago by a veteran foundation official and an experienced community organizer. The authors, Seth Borgos and Scott Douglas, stressed that “the fundamental source of cohesion of every strong CO group is the conviction that it offers its members a unique vehicle for exercising and developing their capacities as citizens.”¹³ The authors also noted that the most common usage of the term CO “...refers to organizations that are democratic in governance, open and accessible to community members, and concerned with the general health of the community rather than a specific interest or service function.”¹⁴

- *Power is the purpose of community organizing, and the issues, problems, strategies and victories are a means to the end of increased power for the organization and the community.*¹¹ - Dave Beckwith and Randy Stoeker
- *Definitions of CO range from a single sentence - “Organizing is people working together to get things done” (followed by a book length discussion to demonstrate what this means)¹⁰ - to long listings of what are thought to be its most important characteristics, to lengthy, to lengthy essays containing assertions about CO.*
- *The empowerment process at the heart of CO promotes participation of people, organizations and communities toward the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice.*¹² - Nina Wallerstein, *American Journal of Health Promotion*

According to Borgos and Douglas, the key principles of contemporary CO are:

- ***A Participative Culture.*** *CO organizations view participation as an end in itself. Under the rubric of leadership development, they devote considerable time and resources to enlarging the skills, knowledge and responsibilities of their members. “Never do for others what they can do for themselves” is known as the iron rule of organizing.*

- **Inclusiveness.** *CO organizations are unlike other kinds of voluntary associations that, in most instances, tend to draw their membership from a narrow social base and their leadership from business and professional elites. As a matter of principle, CO groups are generally committed to developing membership and leadership from a broad spectrum of the community, with many expressly dedicated to fostering participation among groups that have been “absent from the table,” including communities of color, low-income constituencies, immigrants, sexual minorities and youth. Working with marginalized groups demands a high level of skill, a frank acknowledgment of power disparities, and a major investment of time and effort.*
- **Breadth of Mission and Vision.** *In principle, every issue that affects the welfare of the community is within CO’s purview, where other civic institutions tend to get stuck on certain functions while losing sight of the community’s larger problems. In practice, strong (but by no means all) CO organizations have proven adept at integrating a diverse set of issues and linking them to a larger vision of the common good. This is a holistic function that has been largely abandoned by political parties, churches, schools and other civic institutions.*

Critical Perspective. CO organizations seek to change policies and institutions that are not working. In many communities, they are the only force promoting institutional accountability and responsiveness. Because community organizations take critical positions, they can be viewed as partisan or even polarizing in some contexts, and an obstacle to social collaboration. However, research suggests that effective governance depends on “civicness” - not consensus. A critical stance may generate conflict, but it can also stimulate participation and sharpen political discourse in ways that lead to deeper forms of social collaboration.¹

How CO Differs from Other Strategies. CO is one of many strategies for revitalizing disadvantaged neighborhoods and communities and for pursuing social change on a broader basis. But CO is the only strategy that invests all of its resources and energy to build the power of the people themselves - low-income residents, people directly impacted by the issues being addressed - to work effectively for community change.

⁷ Robert C. Linthicum, *Empowering the Poor: Community Organizing among the city’s “rag, tag and bobtail,”* Monrovia, CA: MARC, 1991, p. 31.

⁸ Mike Miller, *Organize Training Center*, as quoted in Sally Covington and Larry Parachini, *Foundations in the Newt Era*, Washington, DC: The National Committee for Responsive Philanthropy, 1995.

⁹ The term “values-based” refers to values that form the basis of CO theory and practice. For most community organizers and CO groups, the values include: community, solidarity, equality, freedom, justice, the dignity of the individual, respect for differences, civility, and political democracy.

¹⁰ Si Kahn, *Organizing: A Guide for Grassroots Leaders*, New York: McGraw-Hill Book Company, 1982, p. 1.

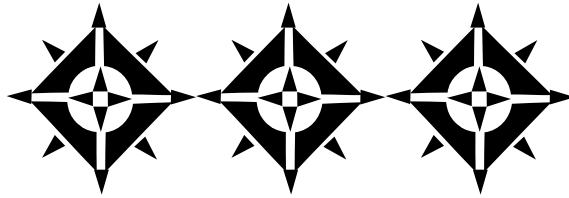
¹¹ Dave Beckwith and Randy Stoecker, *Community Organizing: Soul and Substance*, forthcoming.

¹² Nina Wallerstein, “Powerlessness, Empowerment, and Health: Implications for Health Promotion Programs,” *American Journal of Health Promotion*, 1992, (6): 197-205.

¹³ Seth Borgos and Scott Douglas, “Community Organizing and Civic Renewal: A View from the South,” *Social Policy*, Winter, 1996.

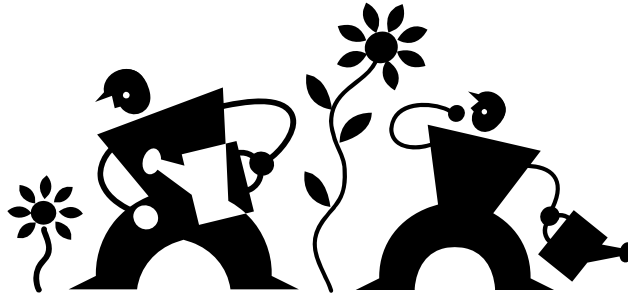
¹⁴ *Ibid.*

¹⁵ *Ibid.*



COMMUNITY MOBILIZATION & CAPACITY BUILDING PRINCIPLES of VISTAs

- **The capacity of others, before my capacity**
VISTA members keeps the focus on strengthening the capacity of others
- **Handing off will allow the capacity of others to develop**
VISTA members continually advocate for the opportunities of others to co-lead and lead so that the leadership capacity of the individual group members, group, organization and community will develop faster
- **Holding back will allow others to step up**
VISTA members wait and hold off posing forth their suggestions and ideas so that others can step up, be heard, and help lead
- **Many people are able but lack the trust to step up**
VISTA members serve in a manner that builds trust and is trustworthy
- **Many people are able but lack the confidence and opportunities to step up**
VISTA members continually do succession planning with their communities
- **Succession planning needs to start on day one and runs throughout the VISTA's term**
VISTA members start out thinking about how they can support the development of capacity of a cross-section of stakeholders (volunteers, staff, network partners, community members, youth, etc.) on an ongoing basis
- **Credit giving and credit sharing contribute to confidence building**
VISTA members acknowledge often, publicly, and in varied ways the contributions of all
- **Transparency of one's intention and action fosters trust**
VISTA members gently remind the group, agency, community, etc. how their actions are directly tied to helping to strengthen the capacity of others



PEOPLE CAPACITY BUILDING

- * Training & orientation**
 - * Teaming**
 - * Mentoring/coaching**
 - * Debriefing**
 - * Delegating**
- * Scaffolding, guided practice**
 - * Succession planning**
 - * Handing off**
 - * Pulling back**
- * Getting people ready talks**



BOTR FACILITATION STRATEGIES FOR EVERY PHASE OF A MEETING

A. Meeting Planning

B. Meeting Facilitation

- Opening – Welcome, introductions
- Set-Up – purpose, timing, approach, history
- Relationship building – who’s here, who needs to be thanked
- Agenda review

- Work or main purpose time
- Next steps planning
- Wrap-up
- Closing

C. Meeting follow-up



DELEGATION

*(Corporation for National & Community Service CAMPAIGN CONSULTATION, Inc.
“Collaborative Decision Making Processes”)*

Any time you do a task that someone else could do, you do it at the sacrifice of the talent that only you can provide elsewhere in your project. This is the primary reason why delegating effectively is so critical to you sustaining success, quality and involvement over the duration of your project or initiative.

Write it down

1. Consider all that you currently do.
2. Identify those things that someone else could do but you just have not thought about delegating.
3. Then list the things that you could delegate if you had someone trained to do them.
4. Lastly, list the things that you alone must do. This should give you a better idea of what types of tasks you can let go of as you tap into the talent of those around you.
5. Develop a plan to let go of some of the items

Select a delegate

- Consider their abilities, skills and experience. Could anyone be trained to do what you need?

Prepare the delegate

- ✓ You must make sure that you thoroughly explain the task you want done, the responsibilities and authority it entails.
- ✓ Always aim to fit the individual's talents and abilities to the task.
- ✓ Be sure to explain what needs to be done, show how to do it, let
- ✓ them try it while you observe (whenever possible), let them know the purpose and how it contributes to the goals, spell out the boundaries, what resources and information are available, and finally, what you expect once the task has been completed.
- ✓ Don't forget to give the person the authority to do what you have asked. You don't want them needing to come to you for final approval of each task (remember, this is why you delegated it in the first place). They should know what their span of authority is.
- ✓ Set up check-in points that allow the person to come back and ask questions without feeling inept.
- ✓ Don't forget to let others know what tasks and authority you have delegated to whom thus reducing potential roadblocks.
- ✓ Don't judge the process or their way of accomplishing the task; let your judgment rest on the final product or results achieved. You don't want to give the impression that you are looking over their shoulder.
- ✓ Let them know how satisfied you are with the task.
- ✓ Folks will never grow unless you give them the freedom to learn from their mistakes. Expect there to be a learning curve and give them a chance to repeat the task.

What is coaching?

Coaching is a partnership that focuses on supporting someone to reach her/his goal through engaging in powerful conversations that offer a new way of seeing and encourages effective action.

Power of Three: Critical Components of Coaching

1. **Presence:** Listen more effectively, deal with the source of a problem rather than symptoms, hear what the other isn't saying, focus solely on the other's agenda
2. **Perspective:** Point to what is working, keep other focused on forward movement, offer a new way of seeing a situation/issue, point to the other's strengths
3. **Powerful Conversations:** Ask questions to help unlock the person's wisdom and potential, empower the other, teach the other to be self-reliant, put the burden of discovery where it belongs, teach the other to find the answer within.

[Source: Management Coaching Curriculum developed by Janis Glenn and Jackie Jordan-Davis, TASC]

Why coach? What's the return for investing valuable time in coaching?

- ◆ Coaching is interactive...you listen, ask questions, share views and negotiate solutions
- ◆ Coaching helps individuals to grow as professionals and contribute fully to the success of an organization
- ◆ Coaching focuses on what needs improvement and what's going well.
- ◆ In today's environment of change technology and evolving organizations, coaching can have a strategic impact.
- ◆ Coaching is an investment that you make in developing your key resource—People—for the long term benefit of your organization.

Source: Harvard Business Online: eLearning.hbsp.org

Examples of Useful Questions When Using G.R.O.W.

GOAL

- What is it you would like to discuss?
- What would you like to achieve?
- What would you like from (to achieve in) this session?
- What would need to happen for you to walk away feeling that this time was well spent?
- If I could grant you a wish for this session, what would it be?
- What would you like to be different when you leave this session?
- What would you like to happen that is not happening now, or what would you like not to happen that is happening now?
- What outcome would you like from this session/discussion/interaction?
- Is that realistic?
- Can we do that in the time we have available?
- Will that be of real value to you?

REALITY

- What is happening at the moment?
- How do you know that this is accurate?
- How often does this happen? Be precise if possible.
- What effect does this have?
- How have you verified, or would you verify, that that is so?
- What other factors are relevant?
- Who else is relevant?
- What is their perception of the situation?
- What have you tried so far?

OPTIONS

- What could you do to change the situation?
- What alternatives are there to that approach?
- Tell me what possibilities for action you see.
- Do not worry about whether they are realistic at this stage.
- What approach/actions have you seen used, or used yourself, in similar circumstances
- Who might be able to help?
- Would you like suggestions from me?
- Which options do you like the most?
- What are the benefits and pitfalls of these options?
- Which options are of interest to you?
- Rate from 1-10 your interest level in each of these options (and their practicality).
- Would you like to choose an option to act on?

WRAP-UP

- What are the next steps?
- Precisely when will you take them?
- What might get in the way?
- Do you need to log the steps in your diary?
- What support do you need?
- How and when will you enlist that support?

Coaching Practice:



1	➤ What are some strong examples of coaching within national service and non-profit work that you already know about? Who? Where? How? To what benefit?
2	➤ What is the group's analysis and perceptions about the current context and climate for strengthening the use of coaching in national service work? Contributing factors? Barriers or hindering forces? What things have to shift in order for coaching strategies to really take hold? What are cultural considerations re: coaching?
3	➤ What thoughts do group members have about the knowledge, skills, attitudes, and behaviors re: effective coaching?



LEARNING CIRCLE REFLECTION:

HELPING THE
COMMUNITY MOBILIZE

Ideas and strategies

I want to remember and carry forward. . .

Corporation for National & Community Service
Montana State Office

IN-SERVICE TRAINING








Learning Circle B:

INTERVIEWING THE COMMUNITY

LC: INTERVIEWING THE COMMUNITY

LEARNING OUTCOMES

As a result of this session, participants will be able to:

	Understand the components of an effective community interview.
	Identify key stakeholders in their community whom they should interview.
	Develop a draft of interview questions specific to their VISTA project.
	Create a timeline and expected outcomes for their own interview process.
	Understand that interviewing is a tool for both the VISTA and the community to listen to each other and gain trust to begin their work together.



PROPOSED AGENDA:

1. Learning Circle Set-Up

- ✓ Welcome, introductions
- ✓ Session overview, packet, working agreements

2. Community Interviewing Basics

- ✓ Participant check-in: community assessment
- ✓ Interviewing components
- ✓ Benefits and limits of interviewing methods

3. Designing an Effective Interview

- ✓ Design with the audience in mind
- ✓ Developing project-based questions

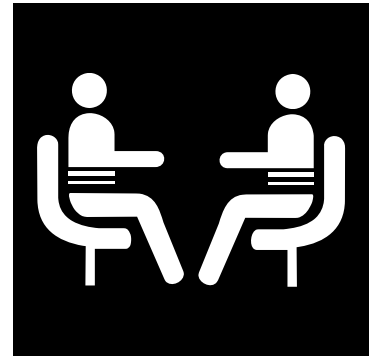
4. Interview Lab

- ✓ Practicing interview skills
- ✓ Receiving feedback from peers

5. Learning Circle Close-Out

- ✓ Summary of session, reflection
- ✓ Closing remarks

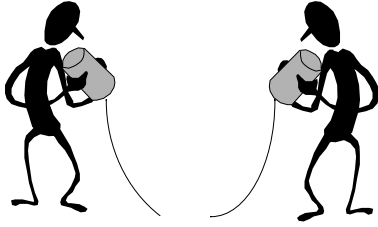
WHAT IS AN INTERVIEW?



An interview is a conversation with a purpose. Interviews can be formally structured, loosely structured, or not structured at all. The style of interviewing you will adopt will depend on the kind of result you're looking for. © KU Community Toolbox.

Think about all the different purposes of interviews. When can an interview be formal, and when can it be informal? What are the benefits and setbacks of both?

TYPES OF INTERVIEWS	FORMAL OR INFORMAL? (Circle one)		
<u>Volunteer Interview</u> : to determine a volunteer's interests to assign an appropriate assignment	Formal	Informal	Could be either
<u>Historical Interview</u> : while integrating into the community, to learn about community members' past experiences and project history	Formal	Informal	Could be either
<u>Stakeholder Interview</u> : gaining support from community members, getting buy-in, understanding project and community dynamics	Formal	Informal	Could be either
<u>Job Interview</u> : hiring a new employee	Formal	Informal	Could be either
<u>Media Interview</u> : providing information to the news media (for TV, radio, or print)	Formal	Informal	Could be either



INTERVIEWING ETIQUETTE

It may seem redundant to be told about etiquette when interviewing other people – especially for professionals and adult learners. However, it's always useful to review basic etiquette for engaging people in conversation, especially when that person is giving you their time, and you are seeking an outcome that suits your purposes. *(From the KU Community Toolbox: <http://ctb.ku.edu>)*

DO

- Practice! Make sure you are familiar with your questions, subject, and are comfortable.
- Smile and make eye contact – be friendly! Make small talk! Be natural!
- Dress accordingly – look your best, be professional.
- Listen actively and be prepared to ask follow-up and clarifying questions.
- Stick to your outline and questions – remember your purpose and be sure to meet it.
- Keep an eye on their body language – be responsive and ensure the interviewee's needs are being met.

DON'T

- Assume you will be able to “wing it” on the spot, even if you’ve done it in the past.
- Overdo it – people can tell when you’re being fake.
- Look sloppy. Your dress and appearance make an impression.
- Avoid eye contact or respond with “Hmmm” or “Yeah” – these are signs you’re not listening.
- Take “yes” or “no” as answers! You have a reason to be there, get the info you need.
- Ignore “red flag” body language – frowning, folded arms, flat voice tone, turning away from you, or ending the interview abruptly.



FRAMING YOUR INTERVIEWS

Before you undertake an interview, it is important to plan out the content, objectives, and outcomes.

Date:		
Interview Objective: <i>What is your overall goal for this interview?</i>		
Interviewee(s):	Organization:	Role(s) in community:
A. Desired Outcomes: <i>What are you hoping to accomplish by interviewing this person/people?</i>	1. 2. 3.	
B. What kind of information are you hoping to gather <i>(i.e., what general community info, what specific answers to specific questions)?</i>	<i>Brainstorm with your partners and list some answers or information you hope to gather:</i>	

Avoiding Traps! Developing Great Questions



Everyone gets caught in the quicksand of questions – the best way to get out of that situation is to avoid it altogether! Here are some tips for asking the right questions at the right time:

Type of Question	Potential Trap	Potential Solution
Intimidating questions	These questions bring up emotional responses, usually negative. <i>Ex: “Do you always discriminate against women and minorities, or just some of the time?”</i>	Try to ask things in a more relaxed manner, especially if eliciting this information is critical to your success. <i>Ex: “The local media has recently covered incidents of blatant gender and racial discrimination in our community. What are your views on these community events?”</i>
Two-in-one question	These are questions that ask for two answers in one question. <i>Ex: “Does your company have a special recruitment policy for women and racial minorities?”</i>	Separate the issues into two separate questions. <i>Ex: “Does your company have a special recruitment policy for women?” “How about for racial minorities?”</i>
Complex questions	Questions that are too long, too involved, or too intricate will intimidate or confuse your interviewee.	Break down the question and make it concise.
Question order	Starting out too early with sensitive or complicated questions can also be a problem.	Try to start the interview with mild and easy questions to develop a rapport with the interviewee. As the interview proceeds, move to more sensitive and complex questions.

KU Community Toolbox, <http://ctb.ku.edu>

Interview Draft:

Interviewee:

Objective:

Questions:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

EVALUATING YOUR WORK

How do you know that you achieved your goals?



Did you meet your goals?

Did you reach your goal and meet your target?

- 1.
- 2.
- 3.

What would you do different next time?

What worked?



INTERVIEWING CHECKLIST:

Before you set out on your interviews, look through this checklist and be sure you've covered all the points:

DO YOU:

Know what an interview is?

Understand why you should conduct interviews?

Know when interviews are not the best option?

Understand the problems that may arise from interviews?

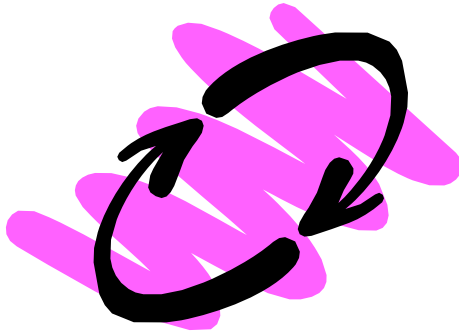
Know whom you should interview?

Know how you should conduct interviews?

Understand how questions can create problems?

Know all the tips to start, conduct, and end an interview?

From the KU Community Tool Box, <http://ctb.ku.edu>



INTERVIEWING PRACTICE AND FEEDBACK

How did you do? What areas of your technique need improvement? In this lab, we'll be doing some practice so you can get right to work on your skills!

Round 1		Round 2		Round 3	
<i>Interviewer:</i>		<i>Interviewer:</i>		<i>Interviewer:</i>	
+	•	+	•	+	•

Notes:

Notes:

Corporation for National & Community Service
Montana State Office

IN-SERVICE TRAINING







Learning Circle C:

RESOLVING CONFLICTS EFFECTIVELY

LC: RESOLVING CONFLICTS EFFECTIVELY LEARNING OUTCOMES

As a result of this session, participants will be able to:

	Explain how “early cultural starting points” relate to how people perceive, address, and respond to conflicts currently.
	Relate at least 3 effective strategies for addressing conflicts.
	Discuss the distinctions between interests and positions and intention and impact, and describe their significance to effective conflict resolution.
	Discuss 6 important principles that could yield a climate for effective conflict resolution.



PROPOSED AGENDA:

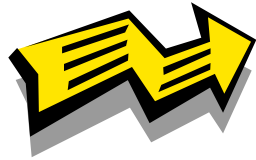
1. **Learning Circle Set-Up**
 - ✓ Welcome, introductions, Table Resumes Activity
 - ✓ Session overview, packet, working agreements

2. **Resolving Conflicts Basics**
 - Personal responses
 - Styles, cultural roots
 - Causes
 - Important guidelines and frameworks

3. **Different Skills**
 - ✓ Analysis
 - ✓ Separating interests from positions
 - ✓ Facilitating a win-win

4. **Conflict Resolution Lab**

5. **Learning Circle Close-Out**
 - ✓ Summary of session, reflection, closing remarks



Conflict can be perceived
and dealt with as an opportunity for:

- Positive change
- Re-evaluation of our relationships
- Creativity
- Satisfying unfulfilled needs
- Increasing knowledge
- Acquiring new skills
- Recognizing and appreciating differences
- Empowering ourselves and others

This requires:

- A willingness and ability to explore and experience different and additional techniques than we traditionally use to deal with our differences and conflicts.
- A respectful approach to cultures and values different from our own.

Welcome! Your assignment is to get to know each other a bit better while focusing on this learning circle's topic – RESOLVING CONFLICTS.



TABLE RC RÉSUMÉ Instructions

Activity time = approximately 7 minutes

- ⇒ Recruit a Discussion Facilitator , Recorder/Reporter, & a Timekeeper
- ⇒ WORK TOGETHER TO ASSEMBLE THE FOLLOWING INFORMATION FOR YOUR "TEAM RÉSUMÉ." Make sure to involve every member of the table group. Record your answers on provided newsprint.

- 1. Names of everyone in the group.**
- 2. List 10 things table members associate with "conflict."**
- 3. Tell how members typically respond physically and emotionally to conflict.**
- 4. List 5 skills participants need to be more effective at conflict resolution.**
- 5. List the training members have received on "Conflict Resolution."**
- 6. Record wisdom different members can offer about resolving conflicts.**

****Once the table has completed the assignment, each table group will be given approximately 2 minutes to share their résumé.*

CONFLICT STYLE QUESTIONNAIRE

For each item, select the statement that BEST represents how you would respond in that situation. What statement is MOST characteristic of your own behavior. In many cases, neither A nor B may be very typical of your behavior, however, please select the response that you would be more LIKELY to use.

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

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

CONFLICT STYLE QUESTIONNAIRE

Scoring Key

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

Question					
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
TOTAL					
	COMPETING	COLLABORATING	COMPROMISING	AVOIDING	ACCOMMODATING

The *Thomas-Kilmann Conflict MODE Instrument* (TKI) has been the leader in conflict resolution assessment for more than 30 years. This instrument requires no special qualifications for administration, and it is used by Human Resources (HR) and Organizational Development (OD) consultants as a catalyst to open discussions and facilitate learning about how conflict handling styles affect personal and group dynamics.

This instrument is designed to measure a person's behavior in conflict situations. "Conflict situations" are those in which the concerns of two people appear to be incompatible. In such situations, we can describe an individual's behavior along two basic dimensions: (1) assertiveness, the extent to which the person attempts to satisfy his own concerns, and (2) cooperativeness, the extent to which the person attempts to satisfy the other person's concerns.

These two basic dimensions of behavior define five different modes for responding to conflict situations:

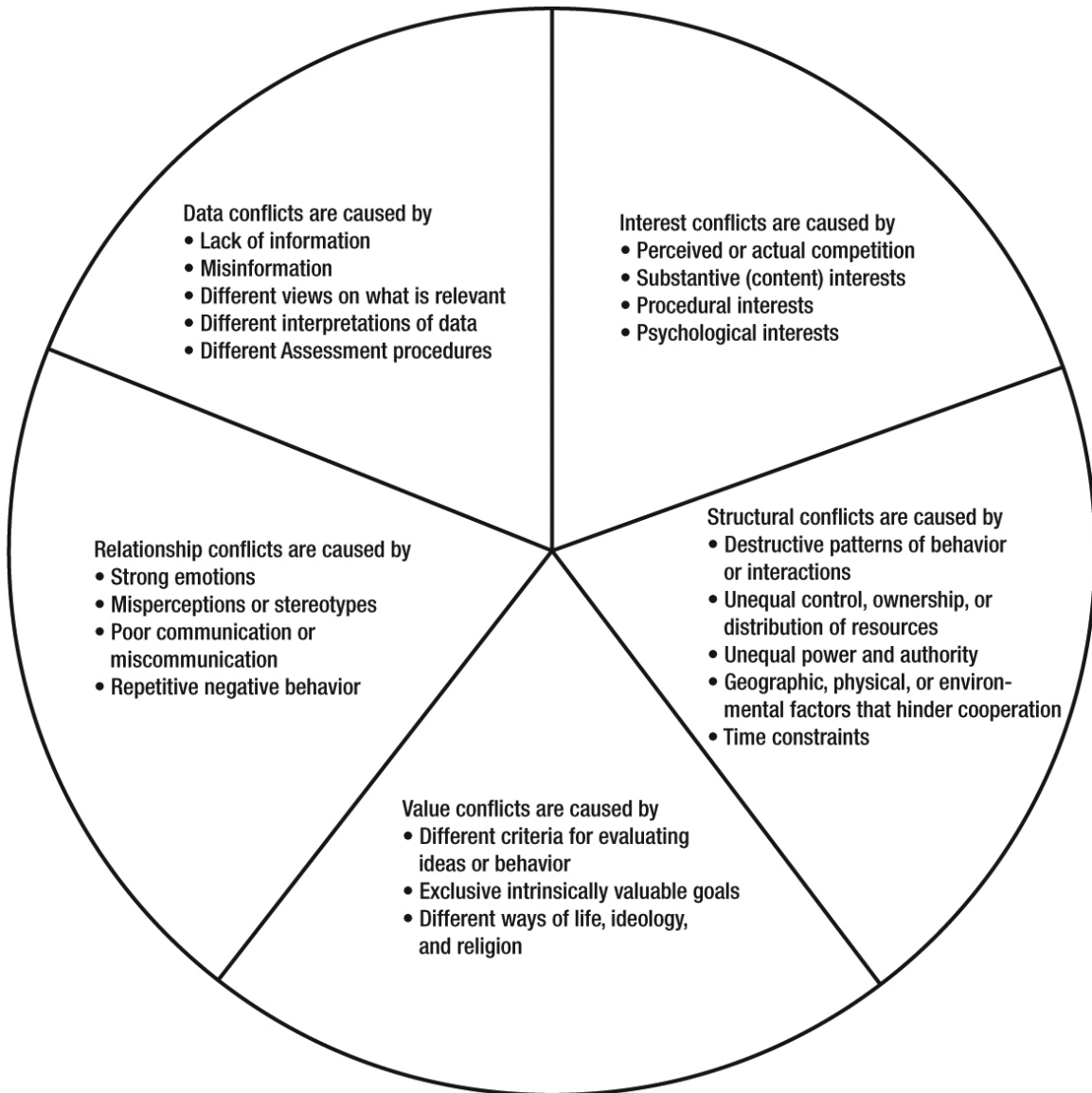
1. **Competing** is assertive and uncooperative -- an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position -- your ability to argue, your rank, or economic sanctions. Competing means "standing up for your rights," defending a position which you believe is correct, or simply trying to win.
2. **Accommodating** is unassertive and cooperative -- the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.
3. **Avoiding** is unassertive and uncooperative -- the person neither pursues his own concerns nor those of the other individual. Thus he does not deal with 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.
4. **Collaborating** is both assertive and cooperative -- the complete opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.
5. **Compromising** is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.

Each of us is capable of using all five conflict-handling modes. None of us can be characterized as having a single style of dealing with conflict. But certain people use some modes better than others and, therefore, tend to rely on those modes more heavily than others -- whether because of temperament or practice.

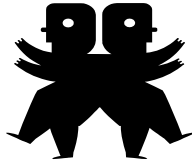
Your conflict behavior in the workplace is therefore a result of both your personal predispositions and the requirements of the situation in which you find yourself. The *Conflict Mode Instrument* is designed to measure this mix of conflict-handling modes.

(from the work of Thomas & Killman)

Sources and Types Of Conflict



Center for Substance Abuse Prevention (CSAP), U.S. Department of Health and Human Services, Public Health Services, Substance Abuse and Mental Health Services Administration, Conflict Resolution 1 & 2. Macro International, Inc. & Circle Solutions, Inc.: Washington, D.C



PERSONAL RESPONSES TO CONFLICT

G. Woo, 2004

- a. How do you typically respond physically to conflict?
- b. How do you typically respond emotionally to conflict?
- c. How do you typically respond mentally to conflict?
- d. When do you feel most vulnerable in a conflict situation?
- e. What do you typically do when someone is avoiding addressing a conflict with you?
- f. What is a strength you bring to resolving conflicts?
- g. What is a weakness you have that challenges your ability to help resolve conflicts?
- h. Under what conditions do you avoid confronting someone?
- i. What issues, statements, or behaviors are real “hot buttons” for you?
- j. When someone disagrees with you on something important in front of others, what do you usually do?
- k. What do you usually do when you have to confront someone you care a lot about?



SHARING EARLY, CULTURAL “STARTING POINTS” RELATED TO CONFLICT AND CONFLICT RESOLUTION

G. Woo, 2003

- What were the different messages you received about conflict and conflict resolution when you were growing up?
- How were your early messages about conflict conveyed to you?
- Who sent you your early messages about conflict and conflict resolution?
- Why do you think your early messages about conflict were relayed to you?
- Early on, who were your “enforcers” of appropriate conflict conduct?
- How did the messages you received differ from the message you noticed others receiving (peers, siblings, elders, cultural insiders, cultural outsiders, people of other generations, etc.) regarding what was appropriate?
- How do you think your early “starting points” connect to how you experience and work with conflict now?



I. INVENTORY of CONFLICT

⇒ Parties? Stakeholders?

⇒ The Needs and Interests of each Party?

<i>Different Parties</i>	#1:	#2:	#3:	#4:
Position(s)				
Interests				
Needs				

⇒ Triggering Event(s)?



. II. ANALYSIS of CONFLICT

⇒ Issue(s)?

⇒ Sources of the conflict

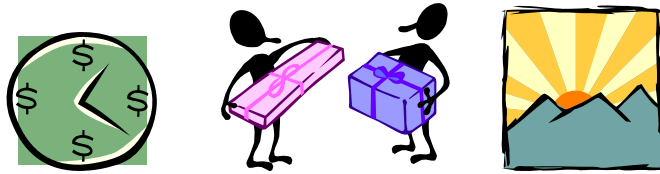
⇒ Type(s) of conflict

⇒ Complexity?

- Seriousness of the stakes involved
- Quality of relationships between parties - commitment to each other
- Quality of communication
- The degree to which the languages of the parties are shared and/or understood
- Number of issues that the conflict involves
- Level of multicultural/cross-cultural understanding that exists between parties
- Extent of common ground between parties - shared values, mission, etc.
- History of resolving conflicts successfully between parties
- Duration of time the conflict has been active
- The way power is distributed between the parties
- Number and quality of resources available to help resolve conflict
- The current resolution climate
- The wants and desires of the stakeholders
- Number of people, organizations, or communities involved

⇒ Important History?

⇒ Gray or foggy areas?



III. FACTORS THAT IMPACT SUCCESSFUL RESOLUTION

- ✘ Commitment to future relationship
- ✘ Degree of shared values, common ground, vision
- ✘ Negotiated and agreed upon process
- ✘ Enough resources
- ✘ Good timing
- ✘ Stakeholder buy-in and support
- ✘ Trusted 3rd party or outside help if needed
- ✘ Information management - rumor and misinformation control
- ✘ Sufficient and appropriate clearing and airing time
- ✘ Cross-cultural understanding and cultural appropriateness of processes used and what is being proposed
- ✘ Level of respect and integrity that is promoted and maintained by parties
- ✘ Level of commitment to seeking a win-win
- ✘ Supportive community and political climate
- ✘ Creativity and opportunity thinking
- ✘ Number of other competing needs and issues

G. Woo, 2001



Separating Interest from Position

Instruction: For each position listed, identify the interest of the speaker

- **Position:** *I was very angry about the last meeting and I'm not going again.*
- **Interest:**

-
- **Position:** *If you continue to be negative about everything, I don't want to be around you.*
 - **Interest:**

-
- **Position:** *This project isn't accomplishing anything; you don't need me.*
 - **Interest:**

-
- **Position:** *These people did not fulfill their promises; therefore we can't trust them again.*
 - **Interest:**

-
- **Position:** *You're always putting people down and it just has to stop.*
 - **Interest:**

-
- **Position:** *I can tell you're going to burn out!*
 - **Interest:**

-
- **Position:** *No, you will not attend the party tonight!*
 - **Interest:**

-
- **Position:** *This is stupid. I don't want to be on your team.*
 - **Interest:**

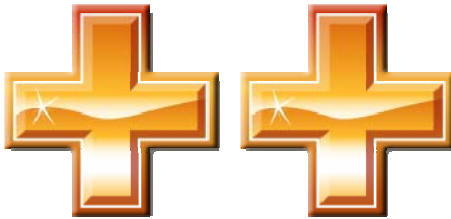


The Rule of Being Unconditionally Constructive

Based on: Fisher and Brown, Getting Together, 1988.

Unconditionally Constructive	Good for the Relationship	Good For Me
1. Balance emotion with reason.	It is less likely we will have an irrational battle.	I make fewer mistakes.
2. Try to understand.	The better I understand you, the fewer collisions we will have.	The less I shoot in the dark, the better solution I can invent and the better able I am to influence you.
3. Inquire, consult, and listen.	We both participate in making decisions; better communication improves them.	I reduce the risk of making a mistake without giving up the ability to decide.
4. Be reliable.	It tends to build trust and confidence.	My words will have more impact.
5. Be open to persuasion, try to persuade.	If people are persuaded rather than coerced, both the outcome and compliance are better.	By being open, I keep learning; it is easier to resist coercion if one is open to persuasion.
6. Accept the other as worth dealing with and learning from.	To deal well with our differences, I have to deal with you and keep an open mind.	By dealing with you and reality, I remove obstacles to learning the facts and to persuading you on the merits.

Principles Of A Win-Win Strategy



-
- **Participants are problem solvers.**
 - **The goal is a wise outcome reached efficiently and amicably.**
 - **Separate the problem from people.**
 - **Be soft on the people, hard on the problem.**
 - **Proceed independent of trust.**
 - **Focus on interests, not on positions.**
 - **Explore interests; avoid having a bottom line.**
 - **Invent options for mutual gain.**
 - **Develop multiple options to choose from; decide later.**
 - **Use objective criteria.**
 - **Try to reach results based on standards independent of will.**
 - **Reason and be open to reason; yield to principles, not to pressure.**

Effective Practices for Resolving Differences of Opinion: From Lose-Lose to Win-Win with RESPECT

By **Laura Wilson**, from *The National Skills Development Center: Home-Based Care and Independent Living*

National service members work in a variety of situations and interact with a multitude of personality “types,” sometimes creating less than a perfect fit. Wherever your members work, there are times when conflicts will arise. This is very true in the home-based care area, where recipients may feel uncomfortable physically and become irritated and impatient.

The usual way conflicts play themselves out is for people to argue their points of view over and over again in an attempt to have others finally agree with them and provide them with what they seek. When this occurs, most often the best “arguer” will get what he or she wants, but not necessarily what he or she needs. The following dialogue illustrates this sort of confrontation, where it becomes a lose-lose outcome.

Miguel is an AmeriCorps member who provides home-based care for Annie. On one particular visit, the conversation sounds like this:

Annie: You're late. I need someone I can depend on. I can't depend on you. Go, and I never want to see you again!

Miguel: You have some nerve! I help you so much and treat you nicely, and just because I get caught in traffic and am a few minutes late, you kick me out of your house?

Annie: That's right. I can't depend on you. You're unreliable.

Miguel: Well, if you're going to be so unreasonable and unappreciative, I don't want to be around here to help you anyway. I'm out of here, and I won't be back!

In this case, Annie may get what she wants--Miguel is not longer providing care for her anymore--but not what she needs--someone who she can give assistance to her and with whom she can also develop a friendly relationship. Both Annie and Miguel lose when their conflict is resolved in this manner--Annie loses a friend and Miguel loses someone to assist.

How to Get to Win-Win

The RESPECT conflict resolution technique allows both sides to win and also get what they need. It includes the following steps:

- | | |
|----------------------|---|
| ▪ <u>R</u> ecognize | that there is a difference of opinion. |
| ▪ <u>E</u> liminate | from your mind any thought of what you want for the time being. You'll get back to it later. |
| ▪ <u>S</u> can | and listen to what is being communicated by the other person in words and feelings. |
| ▪ <u>P</u> araphrase | what was communicated in words and state the feelings you believe the other person is experiencing. |
| ▪ <u>E</u> xpress | what you want and describe your reasons for wanting it. |
| ▪ <u>C</u> ollect | several alternative solutions. |
| ▪ <u>T</u> ry | the best of the alternative solutions. |

Returning to the conflict between Annie and Miguel using the RESPECT technique, their conversation might have gone something like this:

Annie: You're late. I need someone I can depend on. I can't depend on you. Go, and I never want to see you again!

Miguel: (Recognizes there is a conflict, eliminates thoughts of what he wants, scans and listens to Annie and paraphrases her words and feelings.) You seem particularly upset with me. It's important for you to be able to rely on me, isn't it?

Annie: Of course it is. I need your help and need to know you will be there when I need it.

Miguel: (Expresses his position.) I also want you to feel you can rely on me. Today I got stuck in a traffic jam. Sometimes there are unforeseen situations that develop. I need you to be more understanding. (Collects alternative solutions.) However, knowing how important is it to you that I be on time, I will try to leave earlier than I usually do so that if traffic delays me, I'll still be here on time. Are there any other things we might try to prevent a reoccurrence of this situation?

Annie: Well, I guess I can start to get things ready for your visit while waiting if you are a little late. Or, I can call you to see if you are already on your way.

Miguel: (Tries alternative solutions.) Those sound like good ideas. Let's try a couple of them. I will try to leave a little early and you start to get things ready if I

am a little late. I enjoy assisting you and want that to continue, and I want you to feel you can rely on me. I think of you as a friend.
Annie: Thank you. You are a friend, and I know I can rely on you. Now, let's get on with it.

Share the RESPECT technique with your AmeriCorps members. They may be able to reach new understandings with those they provide service to, and learn how to interact positively in difficult encounters.

Retaining Members through Conflict Resolution

By Joanne Hartman, Associate Director, National Association for Community Mediation (NAFCM)

Conflict is a normal, inevitable part of life.

People who work together are likely to encounter conflicts sooner or later, sparked by differences in personality, values, or perceptions. Conflicts may also seem more challenging when those involved come from different backgrounds or experiences.

Just as in any other work setting, national service members may encounter disagreements with their peers, supervisor, or people in community organizations with whom they are working. For most people, conflict takes the enjoyment out of their work. For some, it may reach a point where they consider leaving the organization. Organizations and teams that often must deal with conflict situations tend to have lower morale, lower productivity, higher turnover, and more burn-out. Conflict that may have been easy to resolve at the outset can make us dread coming to work when it is an ongoing problem.

As preventive measures, it is important to note warning signs and behaviors that may create conflict so they may be addressed early.

Warning signs that something may be wrong:

- Avoidance of issue, situation, or person
- Mistrust
- Violations of rules and working guidelines
- Not accepting responsibility
- Not doing one's job
- Not listening
- Lack of understanding
- Power or status-based communication

Behaviors that may stir up conflict:

- Nonconstructive criticism
- Guilt trips
- Blaming, defensiveness
- Commands

- Unhealthy competitiveness
- Mistrust
- Pushing someone's "buttons"
- Using absolutes - "You never..." "He always..."
- Threats, dares

What can be done?

- Establish working guidelines that the whole group agrees to and has helped create.
- Learn and practice effective communication skills - active listening, reframing, etc.
- Go through a self assessment - identify people's conflict styles: are they competitive, do they avoid conflicts, how well does the group employ collaborative conflict resolution, how do people cool off when they are angry?
- Model collaborative skills and encourage team members to practice.

Successful organizations create a climate in which people are invested and productive because they feel listened to and appreciated. This is the type of climate in which conflict is not a threat, but instead is an integral part of improving and growing in the organization. Supervisors can play a huge role in establishing this climate, with some key management principles in mind:

- Ethical leadership
- Empowerment - invest in others
- Listen - share differences of opinion while accepting the validity of other's views
- Environment:
 1. What are the vision and goals of the organization?
 2. Who are the people affected by the organization's work?
 3. How does the organization work?
 4. How do people interact?

Even when the goal is preventing conflict, collaborative conflict resolution is an essential tool. It is a model of resolving conflicts that respects and satisfies the concerns of each person involved in a conflict. In this model, those in the conflict take responsibility and ownership of the problem, then work together to solve it. They communicate with each other, try to understand each other's point of view, and come up with solutions that will produce a positive outcome for each person involved.

There are conflict resolution resources available - a local community mediation center or a state mediation association has a lot of experience dealing with many kinds of conflict situations, and can be a good partner or mentor to you and your project. Services may include materials, training, consulting, mediation, or facilitation.

Resources such as Getting Unstuck: Transforming Conflict from Crisis to Opportunity and A Manager's Guide to Conflict Resolution (soon to be published) are available from ETR Associates (800-860-2684, ext. 142) and NAFCM.

For further information on conflict resolution training, contact Joanne Hartman at 202-467-6226, or e-mail: jhartman@nafcm.org.

Utilizing an Eight-step Conflict Resolution Process to Reach an Agreement

ISSUE(S) BEING ADDRESSED: Reaching a mutually satisfactory agreement between parties in a conflict situation.

ACTIONS TO CONSIDER:

Step One: Deal Effectively With Anger

You can't negotiate a good agreement if you and/or the other person are too angry to think straight or if you don't acknowledge your feelings.

Step Two: Do Your Homework (Think Before You Approach)

- How does this conflict affect us?
- What interests or values are at stake for each of us?
- What prejudices or assumptions do we each have about the other?
- What approaches or style would be best here (avoid, compete, collaborate)?
- If I want to collaborate, what would be the right time and place to initiate that?

Step Three: Set a Positive Tone

- Invite the other person to negotiate. ("Could we talk?")
- State positive intentions. ("I'd like to make things better between us.")
- Acknowledge and validate the other person. ("I can see this is difficult for you too." "Thank you for working with me on this.")

Step Four: Use Ground Rules (They May Be Stated or Unstated)

- One person talks at a time.
- Work to improve the situation.
- Stay calm.

Step Five: Discuss and Define the Problem

- One at a time, each person shares issues and feelings.
- Use effective listening and speaking techniques.
- Identify interests and needs.
- If necessary, discuss assumptions, suspicions, and values.
- Summarize new understandings.

Step Six: Brainstorm Possible Solutions

- Each person contributes ideas to satisfy interests and needs.
- Don't criticize or evaluate ideas yet.
- Be creative.
- Use "I can..." or "We could..." rather than "You should..." or "You'd better..."

Step Seven: Evaluate and Choose Solutions

Solutions should be:

- Mutually agreeable
- Realistic
- Specific
- Balanced

Solutions should address the main interests of both parties.

Step Eight: Follow-up

- Solutions should address the main interests of both parties.
- Check back with each other at an agreed-on time and date.

If the agreement isn't working, use the same process to revise it.

CITATION: *National Association for Community Mediation. Face to Face: Resolving Conflict Without Giving In or Giving Up . Washington, D.C., 1996.*

RESOURCES: *Programs funded by the Corporation for National & Community Service can borrow the following resource(s) from the lending library of the National Service Resource Center:*

Face to Face: Resolving Conflict Without Giving In or Giving Up

Item number: C1907

Phone: 1-800-860-2684

E-mail: nsrc-library@etr.org

Website: <http://nationalserviceresources.org/>

Resolving Conflicts Bibliography

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Shields, K., *In the Tiger's Mouth: An Empowerment Guide for Social Action*, Philadelphia, PA: New Society Publishers, 1994.

Study Circles Resource Center (SCRC), *Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities*, Pomfret, CT: Study Circles Resource Center, 1997.

The Center for Conflict Resolution, *A Manual for Group Facilitators*, Madison, WI: The Center for Conflict Resolution, 1978.

Videos

A World of Differences: Understanding Cross-Cultural Communication, University of California video series on Nonverbal Communication.

Skin Deep, Iris Films, 1996.



*“Never doubt that a small group of thoughtful, committed citizens
can change the world.*

Indeed it's the only thing that ever has.”

Margeret Mead

RESOLVING CONFLICTS Learning Circle Follow-up Plan

	<i>STOP</i>	<i>START</i>	<i>CONTINUE</i>
Me			
Our Program, Organization, Group, or Coalition			

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Learning Circle D:

MAKING DECISIONS COLLABORATIVELY

LC: MAKING DECISIONS COLLABORATIVELY LEARNING OUTCOMES

As a result of this session, participants will be able to:

	Identify the key characteristics of the collaborative decision-making process.
	Recognize situations in which collaborative decision-making strategies will be effective.
	Understand the factors that can slow down or speed up the collaborative decision-making process.
	Carry forward the collaborative decision-making process in their community.
	Discuss the importance of decision-making processes and patterns within communities and how it relates to community-based work.



PROPOSED AGENDA:

1. Learning Circle Set-Up

- ✓ Welcome, introductions
- ✓ Session overview, packet, working agreements

2. Collaborative Decision-Making Basics

- ✓ Decision making in a community context
- ✓ Key Characteristics of CDM
- ✓ CDM models
- ✓ Inclusive decision making– who should be at the table?

3. Decision Making Lab: In The “Real World”

- ✓ Barriers to inclusiveness
- ✓ Receiving input from community
- ✓ Influencing the decision makers
- ✓ Strategies that work
- ✓ Creating opportunities for inclusion

4. Learning Circle Close-Out

- ✓ Summary of session, reflection
- ✓ Closing remarks



DECISION MAKING IN A COMMUNITY CONTEXT

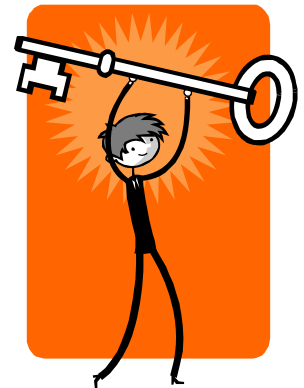
What is collaborative decision-making? How does the way in which decisions are made impact our work in the community? How can we know we are being effective facilitators of change when it comes to decision-making structures and models? When and how is it appropriate to guide the process of decision-making?

In a community-based scenario, there are many people involved in making a decision and dealing with the consequences of the decision.

KEY CHARACTERISTICS OF COLLABORATIVE DECISION MAKING

The “best decision” is described as a decision that:

- ✓ would not have been thought of by an individual alone
- ✓ is a sound solution to the problem
- ✓ is a decision based upon input, as unbiased as possible, from each team member
- ✓ addresses the team’s goal for the decision-making process





COLLABORATIVE DECISION MAKING IS:

- ✓ Inclusive
 - ✓ Thorough
 - ✓ Time-consuming
 - ✓ A process requiring buy in from many stakeholders
 - ✓ Frustrating
-
- ✓ Rewarding
 - ✓ Beneficial to cooperation
 - ✓ A way to prevent conflict
 - ✓ A process that can breed conflict
 - ✓ Finding the best possible solution that everyone can live with

COLLABORATIVE DECISION MAKING IS NOT:

- ✓ Random
- ✓ Exclusive
- ✓ Quick
- ✓ Involving few stakeholders
- ✓ Without structure and goals
- ✓ Making assumptions about what the community would want
- ✓ A process that ignores or doesn't collect input and feedback



DECISION-MAKING MODELS



Method 1. Decision made by authority without group discussion

Process: The designated leader makes all decisions without consulting group members.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Takes minimal time to make decision 	<ul style="list-style-type: none"> • No group interaction
<ul style="list-style-type: none"> • Commonly used in organizations (so we are familiar with method) 	<ul style="list-style-type: none"> • Team may not understand decision or be unable to implement decision
<ul style="list-style-type: none"> • High on assertiveness scale (see conflict paper) 	<ul style="list-style-type: none"> • Low on cooperation scale (see conflict paper)

Appropriate Times for Method 1

- Simple, routine, administrative decisions; little time available to make decision; team commitment required to implement the decision is low.

Method 2. Decision by expert

Process: Select the expert from group, let the expert consider the issues, and let the expert make decisions.



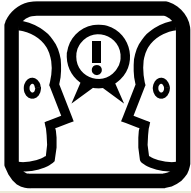
Strengths	Weaknesses
<ul style="list-style-type: none"> • Useful when one person on the team has overwhelming expertise 	<ul style="list-style-type: none"> • Unclear how to determine who the expert is (team members may have different opinions)
	<ul style="list-style-type: none"> • No group interaction
	<ul style="list-style-type: none"> • May become popularity issue or power issue

Appropriate Times for Method 2

- Result is highly dependent on specific expertise, clear choice for expert, team commitment required to implement decision is low.

DECISION-MAKING MODELS (CONT.)

Method 3. Decision by averaging individuals' opinions



Process: Separately ask each team member his/her opinion and average the results.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Extreme opinions cancelled out 	<ul style="list-style-type: none"> • No group interaction, team members are not truly involved in the decision
<ul style="list-style-type: none"> • Error typically cancelled out 	<ul style="list-style-type: none"> • Opinions of least and most knowledgeable members may cancel
<ul style="list-style-type: none"> • Group members consulted 	<ul style="list-style-type: none"> • Commitment to decision may not be strong
<ul style="list-style-type: none"> • Useful when it is difficult to get the team together to talk 	<ul style="list-style-type: none"> • Unresolved conflict may exist or escalate
<ul style="list-style-type: none"> • Urgent decisions can be made 	<ul style="list-style-type: none"> • May damage future team effectiveness

Appropriate Times for Method 3

- Time available for decision is limited; team participation is required, but lengthy interaction is undesirable; team commitment required to implement the decision is low.

Method 4. Decision made by authority after group discussion

Process: The team creates ideas and has discussions, but the designated leader makes the final decision. The designated leader calls a meeting, presents the issue, listens to discussion from the team, and announces her/his decision.

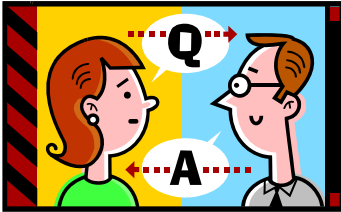


Strengths	Weaknesses
<ul style="list-style-type: none"> • Team used more than methods 1–3 	<ul style="list-style-type: none"> • Team is not part of decision
<ul style="list-style-type: none"> • Listening to the team increases the accuracy of the decision 	<ul style="list-style-type: none"> • Team may compete for the leader's attention
	<ul style="list-style-type: none"> • Team members may tell leader "what he/she wants to hear"
	<ul style="list-style-type: none"> • Still may not have commitment from the team to the decision

DECISION-MAKING MODELS (CONT.)

Appropriate Times for Method 4

- Available time allows team interaction but not agreement; clear consensus on authority; team commitment required to implement decision is moderately low.



Method 5. Decision by minority

Process: A minority of the team, two or more members who constitute less than 50% of the team, make the team's decision

Strengths	Weaknesses
<ul style="list-style-type: none"> • Method often used by executive committees 	<ul style="list-style-type: none"> • Can be railroading
<ul style="list-style-type: none"> • Method can be used by temporary committees 	<ul style="list-style-type: none"> • May not have full team commitment to decision
<ul style="list-style-type: none"> • Useful for large number of decisions and limited time 	<ul style="list-style-type: none"> • May create an air of competition among team members
<ul style="list-style-type: none"> • Some team perspective and discussion 	<ul style="list-style-type: none"> • Still may not have commitment from team to decision

Appropriate Times for Method 5

- Limited time prevents convening entire team; clear choice of minority group; team commitment required to implement the decision is moderately low.

Method 6. Decision by majority vote

Process: This is the most commonly used method in the United States (not synonymous with best method). Discuss the decision until 51% or more of the team members make the decision.



Strengths	Weaknesses
<ul style="list-style-type: none"> • Useful when there is insufficient time to make decision by consensus 	<ul style="list-style-type: none"> • Taken for granted as the natural, or only, way for teams to make a decision
<ul style="list-style-type: none"> • Useful when the complete team-member commitment is unnecessary for implementing a decision 	<ul style="list-style-type: none"> • Team is viewed as the “winners and the losers”; reduces the quality of decision
	<ul style="list-style-type: none"> • Minority opinion not discussed and may not be valued
	<ul style="list-style-type: none"> • May have unresolved and unaddressed conflict
	<ul style="list-style-type: none"> • Full group interaction is not obtained

Appropriate Times for Method 6

- Time constraints require decision; group consensus supporting voting process; team commitment required to implement decision is moderately high.



Method 7. Decision by consensus

Process: Collective decision arrived at through an effective and fair communication process (all team members spoke and listened, and all were valued).

Strengths	Weaknesses
<ul style="list-style-type: none">• Most effective method of team decision making	<ul style="list-style-type: none">• Takes more time than methods 1–6
<ul style="list-style-type: none">• All team members express their thoughts and feelings	<ul style="list-style-type: none">• Takes psychological energy and high degree of team-member skill (can be negative if individual team members not committed to the process)
<ul style="list-style-type: none">• Team members “feel understood”	
<ul style="list-style-type: none">• Active listening used (see communication paper)	

Appropriate Times for Method 7

- Time available allows a consensus to be reached; the team is sufficiently skilled to reach a consensus; the team commitment required to implement the decision is high.

From Johnson and Johnson, 2000

EXPERIENCING COLLABORATIVE DECISION MAKING



Decision-Making Process:			
Decision Maker(s) are:			
Input gathered from:			
Concerns:			
Support:			
Decision:			
Level of cooperation:	High	Medium	Low



CHALLENGES

Even when we try to be inclusive, sometimes we run into challenges that are difficult to understand. Why doesn't everyone involved want to include more people and more diverse viewpoints?

POWER DYNAMICS:

- People in supervisory positions often have last word and veto power
- Collaboration can sometimes threaten established hierarchy
- Understand your organizational culture and decision-making structures



How would a collaborative process benefit those in positions of authority at my site?

HISTORY:

- The organization has its own background and history, which may include negative experiences with collaboration before
 - Understand how power came to be distributed and why
 - Understand what may have gone wrong before to show stakeholders how mistakes will not be repeated

What historical factors affect collaboration at my site?

CULTURAL DIFFERENCES:

- People from different cultures and backgrounds approach decision making differently
- Not everyone feels comfortable expressing themselves in the same environment
- Unwillingness to give input due to an unsafe environment can sometimes be construed as not caring about outcomes.



How is input solicited at my site so that everyone feels safe and comfortable to express opinions and feelings?

EXTERNAL FACTORS:

- Expectations or influence from other groups (community partners or rivals) or individuals (like large donors) can change the way decisions are approached
- Funding – lack of or abundance of – can influence power structures
- Community support and perception also influences decisions

What external factors are impacting collaboration at my site?

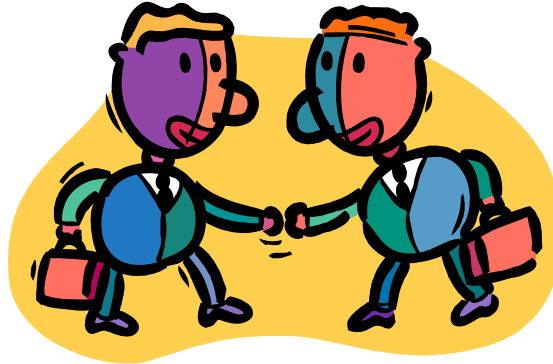
STRATEGIES FOR SUCCESS!



In your small groups, revisit your earlier decision-making process. What worked? What caused conflict? What left the group dissatisfied with the decision?

What needed to be changed?	How will you change it?

RECOGNIZING OPPORTUNITIES FOR COLLABORATIVE DECISION MAKING



In your small group, brainstorm real-life decisions where collaborative decision making would enhance the outcome.

Collaborative decision making is appropriate when...

In your small group, brainstorm real-life decisions where collaborative decision making would endanger the outcome:

Collaborative decision making is not appropriate when...



SUSTAINING THE COLLABORATION

OK – now your community is on track and utilizing a method of collaborative decision making to ensure buy-in from all stakeholders. How do you keep that momentum going in a direction that brings success?

In order to sustain the collaboration, are the following conditions true?

- All participants understand their purpose, roles, and responsibilities clearly
- Transparency of decision making: Process is discussed, understood, and agreed upon before beginning
- Interest-based decision making: decision making structure reflects the goals of the interested parties
- Every effort is made to bring affected stakeholders into the process
- Stakeholders should represent organized constituencies rather than as individual citizens
- There is a thorough exploration of interests, concerns and needs of stakeholders at the start of the process
- Time and resources are devoted to developing a common information base among stakeholders
- Policy and technical expertise are brought in whenever necessary to provide support
- The process is managed so that all are heard and respected
- Transparency of products: decisions made or documents produced are accessible to all stakeholders as well as other interested parties
- There should be resources and time allotted to the process.

*From “Conditions Needed to Sustain a Collaborative Policy Process,” Center for Collaborative Policy, California State University – Sacramento,
<http://www.csus.edu/ccp/collaborative/sustain.htm>*

CARRY IT FORWARD...



One of the most important parts of community work is sharing what you've learned with other stakeholders at your site. Engage in some individual reflection about who needs to know about collaborative decision-making processes at your site:

The five community stakeholders who should know about this are:

- 1.
- 2.
- 3.
- 4.
- 5.

After I share this information with my community, my next steps are to:

- 1.
- 2.
- 3.
- 4.
- 5.

Bibliography and Resources

Useful Websites:

<http://www.community-problem-solving.net/> - Resource from M.I.T.

<http://www.csus.edu/ccp/links.htm> - California State University, Sacramento, Center for Collaborative Policy

<http://pathwaystooutcomes.org/> - Pathways to Outcomes Mapping Initiative, Project on Effective Interventions, Harvard University

<http://ctb.ku.edu> – University of Kansas Community Tool Box

“Conditions Needed to Sustain a Collaborative Policy Process,” Center for Collaborative Policy, California State University – Sacramento,

<http://www.csus.edu/ccp/collaborative/sustain.htm>.

Johnson, D.W., and Johnson, F.P. (2000). *Joining together: Group theory and group skills*, 7th ed. Boston: Allyn and Bacon.

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Learning Circle E:

NAVIGATING CHANGE

LC: NAVIGATING CHANGE LEARNING OUTCOMES

As a result of this session, participants will be able to:

	Identify at least 4 things to consider when helping to bring about change
	Discuss different change strategies that are consistent with the VISTA role
	Describe a process for leading change effectively in an organization



PROPOSED AGENDA:

1. Learning Circle Set-Up
 - ✓ Welcome, introductions
 - ✓ Session overview, packet, working agreements
2. Reflections on Change
3. Contexts for Change & Community Readiness
4. Responsibilities of VISTA Change Agents
5. Learning Circle Close-Out
 - ✓ Summary of session, carry forward conversation
 - ✓ Transition to next session



Change Reflection

⇒ Personal Responses to Change

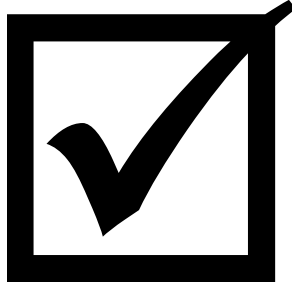
- Physical, mental, emotional, cultural, spiritual?
- Differences when change is welcomed, unwelcomed, self-initiated, other initiated? What does resistance to change look like?
- Reflect on an experience of a change that was extremely difficult for you and think about what made it difficult, what helped you make the transition?
- Reflect on an experience of a change that was extremely difficult for others but easy for you – what was the difference? What made it difficult for others and not for you; what helped them with the transition?

⇒ Organizational Responses to Change

- Physical, mental, emotional, cultural, spiritual?
- Differences when change is welcomed, unwelcomed, self-initiated, other initiated? What does resistance to change look like?
- Reflect on an experience of a change that was extremely difficult for an organization and think about what made it difficult, what helped organization through the transition?
- Reflect on an experience of a change that was extremely easy for the organization – what made it so?

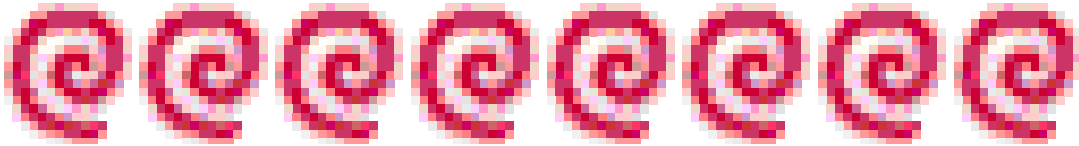
⇒ Community Responses to Change

- Physical, mental, emotional, cultural, spiritual?
- Differences when change is welcomed, unwelcomed, self-initiated, other initiated? What does resistance to change look like?
- Reflect on an experience of a change that was extremely difficult for the community and think about what made it difficult, what helped the community make the transition?
- Reflect on an experience of a change that was extremely easy– what was the difference?



Why Change Might Fail

- ⇒ Allowing too much complacency
- ⇒ Failing to create a sufficiently powerful guiding coalition
- ⇒ Underestimating the power of vision
- ⇒ Under-communicating the vision
- ⇒ Permitting obstacles to block the vision
- ⇒ Failing to create short-term wins
- ⇒ Declaring victory too soon
- ⇒ Neglecting to anchor changes firmly in the organizational corporate culture



The Eight-Stage Model for Implementing Change

Steps "...to defrost a hardened status quo:"

- Establishing a sense of urgency**
- Creating the guiding coalition**
- Developing a vision and strategy**
- Communicating the change vision**

Steps "...to introduce many new practices:"

- Empowering a broad base of people to take action**
- Generating short-term wins**
- Consolidating gains and producing even more change**

Step "...required to ground the changes in the corporate culture, and make them stick:"

- Institutionalizing new approaches in the organization's culture**

[from Leading Change, by John P. Kotter, Harvard Business School Press, 1996]

Revisiting the EMOTIONAL ROLLER COASTER
(from AmeriCorps*VISTA PSO)

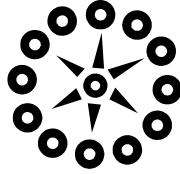
“The emotional roller coaster is a natural result of being in transition, or experiencing an ending, the loss of routine, and/or living in the unknown.”

			<i>Enthusiasm</i>
<i>Concern</i>	<i>Relief</i>	<i>Anger</i>	<i>Involvement</i>
	<i>Denial</i>	<i>Bargaining</i>	<i>Interest</i>
<i>Shock</i>	<i>Grief</i>	<i>Depression</i>	<i>Acceptance</i>

Phases Experienced by People in the Change Process

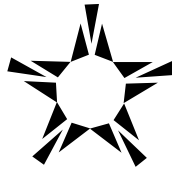
- **ANTICIPATION** - people don't know, so they wait.
- **CONFRONTATION** - begin to realize change is really going to happen.
- **REALIZATION** - once change happens, realize that nothing is ever going to be as it once was.
- **DEPRESSION** - necessary step in change process. Step where person mourns the past. Understands change intellectually, but is also beginning to comprehend emotionally.
- **ACCEPTANCE** - begins to accept change emotionally; begins to see some of the benefits.
- **ENLIGHTENMENT** – person completely accepts the new change.

U.S. Small Business Administration, “Change Management - It Starts at the Top”



Endings - Expect the Grieving Pattern

It's not the change that does you in... it's the transitions!"
(William Bridges)



- Treat the past with respect
- Let people take a piece of the past with them



Managing Transitions

Change is situational—an event that happens
Transition is the psychological process people
experience as they adjust to the new situation

Change is external – it happens around & to us

Transition is internal – it's how we react and adapt

(from the work of Dr. Nancy Campbell - nancy@nmcampbell.com)

Thoughts About Change from the Work of Rosabeth Moss Kanter

“The most important things a leader can bring to a changing organization are passion, conviction, and confidence in others. Too often executives announce a plan, launch a task force, and then simply hope that people find the answers—instead of offering a dream, stretching their horizons, and encouraging people to do the same. That is why we say, ‘leaders go first.’”

Key Attributes of Adept Organizations in Making Change

- The imagination to innovate
- The professionalism to perform
- The openness to collaborate



Classic Skills of Change Leaders

- ✘ Tuning in to the environment
- ✘ Challenging the prevailing organizational wisdom
- ✘ Communicating a compelling aspiration
- ✘ Building coalitions
- ✘ Transferring ownership to a working team
- ✘ Learning to persevere
- ✘ Making everyone a hero

["The Enduring Skills of Change Leaders" by Rosabeth Moss Kanter, Leader to Leader, No. 13, Summer 1999]

Change, Transition, and Responses to Change

(CSAP Curriculum)

Introduction

It isn't the changes that do you in; it's the transitions. Change is not the same as transition. Change is situational: the new boss, the new team roles, the new policy. Transition is the psychological process people go through to come to terms with the new situation. Change is external; transition is internal.

The work of Community Partnership/Coalitions is often synonymous with change. Partnership/Coalitions are working to change communities to places with few ATOD-related problems. In that effort, many other kinds of changes take place: changing individual thoughts and beliefs about alcohol, tobacco, and other drugs; changing organizations from exclusive groups to inclusive ones, and changing systems from unresponsive to collaborating with community.

With all of this change going on, it can be helpful for Partnership/Coalition members to understand change and the transition process that goes along with any change. This reading will focus on change within organizations (and many of the concepts can apply to individual change, community change, and systems change).

Change and Transition

Change that is planned by organizations is most often planned for the positive growth of the organization and for its members. A change in the structure, or in a particular program or process, often helps to achieve the goals of the organization. But often, change is unsuccessful. This is because *unless transition occurs, change will not occur.*

There are several important differences between change and transition. Change is an outcome, a goal, or an end state. Organizations change from a hierarchical structure to a non-hierarchical one. The new state is the change. When we talk about change, we naturally focus on the outcome that the change will produce.

Transition is different. It is more than simply gradual or unfinished change. Transition is the process of going from the old state to the new one. The starting point for transition is not the outcome *but the ending one will have to make to leave the old situation behind.* Change (a new situation) hinges on the new goal, but transition depends on letting go of the old reality and the old identity one had before the change took place. Nothing undermines organizational change more than the failure to think through who will have to let go of what when a change occurs.

Transition has three parts--endings, neutral zone, new beginnings. People make the new beginning only if they have first made an ending and spent some time in the neutral zone. Most organizations try to start with the beginning rather than finishing with it. They pay no attention to endings. They do not acknowledge the existence of the neutral zone, then wonder why people have so much difficulty with change. The three parts are described below.

Transition Part 1—Endings

Before one can begin something new, one must end what used to be. Before an organization can change to being community-driven, it must let go of being staff-driven. Before it can adopt a new vision of being community-wide, it must let go of its old vision. Beginnings depend on endings.

The challenge is that people tend to not like endings. Often, it isn't the changes that people resist, it's the losses and endings that they experience because of the change and the transition they are resisting. At this point, it does little good to focus on the positive outcome of the change. Instead, change agents should help members of organizations to deal directly with the losses and endings. The following are 7 key things to help people do:

1. Identify the losses and endings
 - Describe the change. What is actually going to change? Be as clear and specific as possible.
 - What are the direct consequences of the change?
 - What are the secondary changes that each direct consequence will probably cause?
 - What will be different when all of these changes happen?
 - For each of the changes identified, think of the people whose familiar way of being and doing is ending.
 - Who is going to have to let go of something?
 - What must they let go of in the transition from old to new?
 - What is ending for everyone, for the entire organization?
2. Accept the importance of losses and acknowledge them openly
3. Be prepared for strong reactions. People have strong reactions to transitions; often we view these reactions as overreactions to change. An overreaction is when someone reacts more strongly than I do. Remember that changes cause transition, which causes losses; and it is the losses that people tend to be reacting to. Being "reasonable" or "rational" is easier when one has little or nothing at stake.

A strong reaction to transition can also occur if

- there are past transitions—within the organization or in personal life—that were not adequately dealt with
 - a small loss is symbolic of a larger loss
 - there is fear that a small loss is seen as a step in a process that will lead to much bigger losses
 - The loss for one group appears to be disproportionate to the loss for others, or to the gain for the whole organization
4. Expect the signs of grieving. When endings take place, people get angry, sad, fearful. These emotions can be mistaken for resistance to the change, but they may actually be signs of grieving. There are a range of emotions that may take place:
 - Denial - People may deny that any loss to them will take place.

- Anger - This may show up in a way that ranges from complaining to rage, directed, misdirected, or undirected. The key is to listen, acknowledge the anger, and confront acting-out behavior.
- Bargaining - People may make attempts to negotiate to get out of the situation or make it go away. Change agents need to distinguish bargaining efforts from real problem solving.
- Anxiety - People may express and experience some anxiety about the unknown and about the future. Anxiety is natural; keep information and communication lines open that can help to make as much as possible known.
- Sadness, Confusion and Disorientation, Depression - For all of these emotions, encourage people to share what they are feeling, to be as open with themselves and others about feelings. Not everyone will have these emotions, or feel them intensely. Compensate for the losses. Identify what can be given back to balance what's been taken away. Have open communication of information. Mark the endings and treat the past with respect. Don't just talk about the endings; create activities that mark the endings, and involve people in the process. View the past with respect, as the place from which the organization has come, and the foundation on which the new is built.

Transition Part 2—Neutral Zone

The neutral zone is a little like the Twilight Zone, a place where the old ways of doing and being don't work but the new ways are not established. It is in between the old and the new.

It's important to understand the neutral zone for several reasons:

- If one does not expect it and understand why it occurs, one is likely to try to either deny it exists, or rush through it and become discouraged when the "change" gets bogged down.
- One may mistakenly conclude that the confusion that comes with the neutral zone is a sign of failure—either of the change, or of individuals.
- Fear often accompanies the neutral zone—and people try to escape by withdrawing or leaving the organization. If one knows that this is likely to happen, one can plan for it.
- There are several dangers to the organization that are presented by the neutral zone:
 - Anxiety (about the unknown and about ambiguity) rises.
 - Old disputes, disagreements, or organizational weaknesses surface.
 - Polarization can occur and consensus can break down. In the discomfort of the neutral zone two camps can emerge—people who want to rush forward and people who want to go back to the "good old days." Both factions are trying to reduce the anxiety, confusion, ambiguity, and chaos.

However, the neutral zone is the best change for creativity, renewal, and development; the gap between the old and the new—chaos, confusion, and all—is the time when innovation is possible and when revitalization begins. It is at the core of the transition process.

Some keys for getting through the neutral zone are as follows:

1. “Normalize” the neutral zone.
 - One of the most difficult aspects of the neutral zone is that most people do not understand it. It isn’t just meaningless wait and confusion; it is a necessary time for reorientation and redefinition to take place within the organization. (Just think about the “neutral zone” that new parents go through, from the time they conceive until the birth of their child. The 9-month period gives them a chance to reorient their lives and redefine their tasks, roles, and goals. Imagine if that 9-month period didn’t occur and babies were born a few days after conception!)
 - As old patterns disappear and new ones begin to take shape, people have doubts and misgivings, and ambiguity increases. People long for answers, many of which do not yet exist. People need to know that it’s okay to have doubts.
2. Create temporary processes and practices that help to smooth the transition from old to new. Make sure the rules and procedures that the organization has in place can support people’s work in the ambiguity and confusion, rather than impeding it.
3. Strengthen inter-group connections. The neutral zone can be a lonely place where people feel isolated. One of the key things that can help people survive and thrive in the neutral zone is to have a sense of connection with other members of the organization.

Transition Part 3—New Beginnings

Beginnings involve new understandings, new values, new attitudes, new ways of doing and being. Beginnings are the final phase of the transition; often, anxieties that were brought about by the endings may resurface in this phase (“It was a real ending—we’re not going back”). New anxieties may arise—the new way of doing things isn’t certain yet (“It may not work”); and for some, the new beginning destroys what, for them, may have been a pleasant experience with the chaos, ambiguity, creativity, and togetherness of the neutral zone.

New beginnings cannot be forced; they emerge as a part of the transition process. However, there are five key things one can do to encourage new beginnings within an organization.

1. Clarify the purpose of the change. Everyone needs to understand the basic purpose and reasoning for the change. (Better yet, everyone can be a part of defining the purpose.)
2. Paint a picture of how the change will look and feel.
3. Identify a step-by-step plan for phasing in the change.
4. Make sure everyone has a part to play in making the new reality.
5. Reinforce the new beginning by celebrating successes and symbolizing the new identity.

The five Ps—participation, purpose, picture, plan, and part to play—are important for the new beginning to take place.

What All This Means for Change Planning and Managing Organizational Change and Transition

The single biggest reason that organizational changes fail is that no one thought about endings, or planned to manage their impact on people. Focusing on “the change,” planners and change managers often forget that people have to let go of the present first.

In change planning, one needs to identify the change—the destination—and the steps to get there; one of the major steps is the transition. A change plan starts with the outcome or goal and then works backward to identify the necessary milestones (or objectives) to get there. The change plan focuses on what will change, showing the clear need for change and the benefits of change. It aligns the systems, structures, and practices of the organization to produce the new state.

The transition plan needs to address the change on the personal level and focus on the transition process. It starts with where the people are and works forward through the process of letting go, moving through the neutral zone, and emerging for the new beginning.

For change to be successful, organizations need to plan for the change and for the transition.

Question Sheet

1. What is the difference between change and transition? Is this distinction important? Why or why not?
2. The reading says that there are three general parts to transition: endings, neutral zone, and new beginnings. How useful is this way of thinking about transitions?
3. Do you believe that it is possible to “manage” change or to “manage” transitions?
4. The reading cites several key steps in managing transitions. For each one, consider the following: how important is this step for effective transition management? (To put it another way, what happens if you don’t do it?)
5. The reading talks about several reactions to change and sources of resistance to change within organizations. How does the reading compare to the list your group created?

7 Levels of Change Thinking Cue Sheet: Strategies for Creativity, Innovation, and Continuous Improvement

(Courtesy of J. Carrochio)

Level 1: EFFECTIVENESS—Doing the Right Things

*Set priorities
Do what important first
Focus and become more effective*

Level 2: EFFICIENCY—Doing Things Right

*Follow procedures
Clean up your mess
Understand standards
Become more efficient*

Level 3: IMPROVING—Doing Things Better

*Think about what you're doing
Listen to suggestions
Find ways to improve things
Help, coach, and mentor others*

Level 4: CUTTING—Doing Away With Things

*Ask "Why?"
Stop doing what doesn't count
Use the 80:20 rule—Simplify*

Level 5: COPYING—Doing Things Other People Are Doing

*Notice and observe more
Think before you think*

Level 6: DIFFERENT—Doing Things That Haven't Been Done

*Think about thinking
Combine new technologies
Ask "Why not?"
Focus on different, not similar, non-linear*

Level 7: DO THINGS THAT CAN'T BE DONE

High-level creativity and innovation



LEARNING CIRCLE REFLECTION:

NAVIGATING CHANGE

Ideas and strategies

I want to remember and carry forward. . .

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Learning Circle F:






COMMUNICATING ACROSS DIFFERENCES

Understanding of the multiple ways in which individuals capture, absorb, and analyze information in a constantly shifting world and how these methods can be nurtured to support effective communication in communities is the focus of this learning circle.

LC: COMMUNICATING ACROSS DIFFERENCES

LEARNING OUTCOMES

As a result of this session, participants will be able to:

	<p>Identify the actions, attitudes, and behaviors that constitute effective organizational communication.</p>
	<p>Recognize their own individual approach to communication, and how their style fits with the organizational culture in which they serve.</p>
	<p>Effectively communicate with project stakeholders with specific regard to their individual style.</p>
	<p>Understand the danger in making assumptions about others' personalities, motivations and purposes as they relate to their work, based on communication style.</p>
	<p>Feel comfortable communicating with their varied stakeholders.</p>



PROPOSED AGENDA:

1. **Learning Circle Set-Up**
 - ✓ Welcome, introductions
 - ✓ Session overview, packet, working agreements

2. **Communication Styles Basics**
 - ✓ Introduce the self-assessment
 - ✓ Identification of the self
 - ✓ The limits of self-categorization

3. **Experiencing Communication Styles**
 - ✓ Discovering others' communication preferences
 - ✓ Learning to express to others what communication style is best for you

4. **Fostering Inter-group Communication**
 - ✓ Adapting communication for a variety of styles
 - ✓ Practicing communication

5. **Learning Circle Close-Out**
 - ✓ Summary of session, reflection
 - ✓ Closing remarks

The TRUE COLORS© TEST



Orange – The Activator:

Stresses: being stuck at a desk; too much responsibility; deadlines; redundancy; lack of freedom; reading manuals; abstract concepts; rules

Preferred Environment: active; fun; no repetition; variety; problem-solving environment; debate; brainstorming; competition with tangible rewards; frequent outside work/contracts; entrepreneurial environment

How to handle confrontation: work with Oranges to create freedoms to get things done at their own pace; direct, clear statement about what needs to be done with consideration for the Orange's need to act to support their esteem

How to meet their needs: Allow space to do own thing; freedom to “make up” own mind; independent activities that are fun/immediately gratifying; immediate and timely favorable responses; focus on behavior and performance more than finished product; give a variety of tangible rewards

Green – The Analyzer:

Stresses: lack of control or independence; elaborate use of adjectives; incompetence; emotional displays; inability to use or display knowledge; small talk; subjective judgment



Preferred Environment: logical/theoretical approach; individual research/quiet area; time to debate/analyze/create; use of models, diagrams, new ideas; serious, inventive atmosphere; “What if” and “why” questions allowed; ideas, new possibilities discussed

How to handle confrontation: discuss performance, allowing room for them to develop new ideas and plans; be aware that sarcasm and ridicule concerning their abilities can be devastating; provide opportunities for questions; help them to understand how the system works and where they fit within it

How to meet their needs: design meetings to clarify progress toward outcomes and redirect their focus while minimizing restrictions regarding their work; conduct two-way discussion regarding rules so that they make sense; provide a logical and rational work environment; avoid fake hoopla



Gold – The Organizer:

Stresses: incomplete tasks; ambiguous tasks/answers; too many things going on at the same time; disorganization; people who do not follow through; waste and irresponsibility; change and nonconformity; changing details; haphazard attitudes

Preferred Environment: structure; schedules; time frames given; deadlines clearly defined; review and wrap-up; opportunity to organize, plan, classify; orderly, neat workplace; areas assigned and respected

How to handle confrontation: keep requests clear and uncomplicated; be consistent; communicate clearly who is responsible for what and when; provide validation for the change with as much data and research for how it is a “better way” as possible

How to meet their needs: goals that state objectives clearly and outline steps required to accomplish them; critique their work fairly and consistently; be organized; provide opportunities to demonstrate their responsibility; be honest and sincere; note accuracy, efficiency, and thoroughness of their performance



Blue – The Peacemaker:

Stresses: broken promises; too much criticism; people talking about them behind their back; conflict; lying and rejection; lack of social contacts; focus on the system vs. the people; too much conformity without outlets for individuality; insincerity

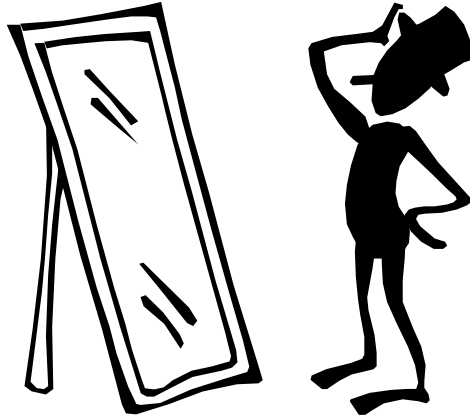
Preferred Environment: group activity/discussion; informal/warm friendly atmosphere; little or no conflict; verbal positive praise; freedom to integrate art/poetry into work assignments; project work with another associate

How to handle confrontation: be sincere and direct; allow these individuals occasions to express their feelings and ask questions; keep comments positive and criticism to a minimum

How to meet their needs: performance critiques that include reaffirmation for the value of the individual; catch them doing something right; provide opportunities for both supervisor and subordinate to express feelings; tell them frequently how good you feel about their contributions and achievements

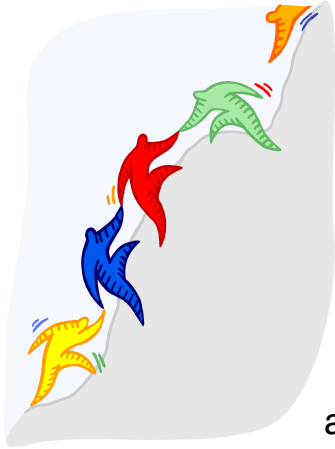
*From Michele Rastovich's "Rethinking Motivation: Managing With Color,"
March 13, 2006. www.rastovich.com.*

COMMUNICATION STYLES AND THE SELF...



Think about the activity you just engaged in. Which color do you identify with the most?

My PRIMARY color is: _____	
My preferred method of communication is:	
Describe what your desk looks like (messy, neat, lots of pictures, etc.):	
I don't like it when others...(talk while I'm e-mailing, e-mail me when I'm in the next room, etc.)	
I am willing to modify...(less clutter on my desk, find out if my e-mails are clear, etc.)	



COMMUNICATION AND MOTIVATION STYLES

Why is it important to understand other individuals' ways of absorbing and analyzing information?

Why is it important to know your communication style and your motivation style? How are they different?

How do they complement one another?

Think about the others in your small group.

Which colors are present in the group?

Which colors are not present in the group?

What barriers arose when you tried to solve the puzzle?

What solutions arose that you wouldn't have come up with on your own?

What's Your Motivation Style?

By Marcia L. Conner

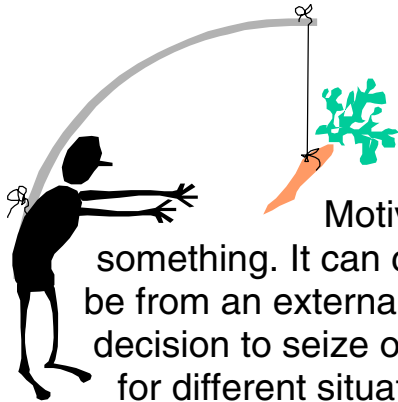


Take a few minutes to complete the following questionnaire assessing your preferred motivation style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you now. Count the number of circled items and write your total at the bottom of each column. These questions have no right or wrong answers. Your response offers insight about how you're motivated to learn.

1. I'm proud when I...	Get things done.	Help other people.	Think things through.
2. I mostly think about...	What's next.	People.	Ideas.
3. To relax, I tend to...	Do whatever it takes to accomplish relaxation.	Hang out and talk with friends.	Read or surf the Web to learn new things.
4. I like to do things...	Now or on a schedule.	When it works for everyone.	When it feels right to me.
5. When online, I like to...	Search and retrieve.	Write e-mails, instant message, or chat.	Look around and linger.
6. Projects should be...	Finished on time.	Done in groups.	Meaningful to me.
7. At work, I like to...	Ask constant questions.	Make friends.	Explore.
8. Schedules...	Keep order.	Help coordinate people.	Are a useful tool.
9. I like to be recognized for...	Being organized, neat, productive, efficient, and punctual.	Noticing other people, being kind, fair, thoughtful, and considerate.	Being clever and smart, making discoveries, and solving problems.
10. In terms of completing things...	I finish what I start.	I like to enlist the help of other people.	I believe that life is a journey, not a destination.
Total:	<i>Goal:</i>	<i>Relationship:</i>	<i>Learning:</i>

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View this assessment online at <http://agelesslearner.com/assess/motivationstyle.html>



MOTIVATION...

Motivation is the force that draws you to move toward something. It can come from a desire or a curiosity within you or can be from an external force urging you on. In either case, you make the decision to seize or to skip a chance to learn. Motivation styles vary for different situations and topics but nonetheless, you draw on them all the time, especially when you try to learn something challenging. If you can recognize your predominant motivational style, you can identify the situations that best satisfy your needs. Likewise, you can't motivate anyone else. All you can do is invite them to learn.

The column with the highest total represents your primary motivation style. The column with the second-highest total is your secondary motivation style. You're likely to be motivated most in one area, with some overlap in a second area.

Your primary motivation style: _____

Your secondary motivation style: _____

If you're goal-oriented, you'll probably reach for your goals through a direct and obvious route. This might lead you to a reference book, your computer, or to call an expert—whatever means is available. You usually prefer meeting in person when it's the most effective method and don't find learning, itself, much fun.

If you're relationship-oriented, you take part in learning mainly for social contact. When you meet and interact with people, you learn things along the way. You may not like working independently or focusing on topics (separately from other people) because that doesn't give you the interactivity you crave.

If you're learning-oriented, the practice of learning, itself, drives you. You search for knowledge for its own sake and may become frustrated by anything that requires you to spend more time on procedure and process than on actual learning.

From Marcia Conner, 1993-2004.

WHAT ARE THE LEARNING STYLES?

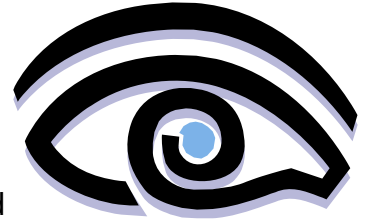
Learning styles are simply different approaches or ways of learning.

What are the types of learning styles?

- **Visual Learners:**

learn through seeing...

These learners need to see the group leader's and participants' body language and facial expression to fully understand the content of a meeting, conversation, or gathering. They tend to prefer sitting in a place that allows them to avoid visual obstructions (e.g., people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrations, overhead transparencies, videos, flipcharts and hand-outs. During a lecture, classroom discussion, or meeting, visual learners often prefer to take detailed notes to absorb the information.



- **Auditory Learners:**

learn through listening...

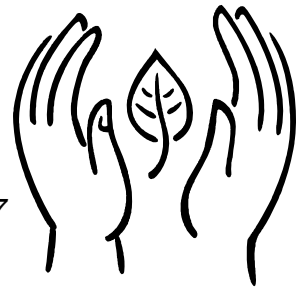
They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

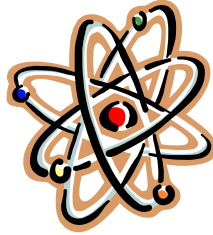
- **Tactile/Kinesthetic Learners:**

learn through moving, doing, and touching...

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

From L.D. Pride's "Learning Styles and Multiple Intelligences," 2007





Effects of Each Preference in Work Situations

from Myers-Briggs Assessment

Extraverts

- Like variety and action
- Are often good at greeting people
- Are sometimes impatient with long slow jobs
- Are interested in how others do their jobs
- Often enjoy talking on the phone
- Often act quickly, sometimes without thinking
- Like to have people around in the working environment
- May prefer to communicate by talking rather than writing
- Like to learn a new task by talking it through with someone

Introverts

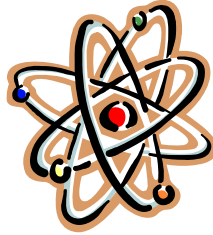
- Like quiet for concentration
- Have trouble remembering names and faces
- Can work on one project for a long time without interruption
- Are interested in the idea behind the job
- Dislike telephone interruptions
- Think before they act sometimes without acting
- Work alone contentedly
- May prefer communications to be in writing
- May prefer to learn by reading rather than talking or experiencing

Sensing Types

- Are aware of the uniqueness of each event
- Focus on what works now
- Like an established way of doing things
- Enjoy applying what they have already learned
- Work steadily, with a realistic idea of how long it will take
- Usually reach a conclusion step by step
- Are not often inspired, and may not trust the inspiration when they are
- Are careful about the facts
- May be good at precise work
- Can oversimplify a task
- Accept current reality as a given to work with

Intuitive Types

- Are aware of new challenges and possibilities
- Focus on how things could be improved
- Dislike doing the same thing repeatedly
- Enjoy learning new skills
- Work in bursts of energy powered by enthusiasm with slack periods in between
- May leap to a conclusion quickly
- Follow their inspirations and hunches
- May get their facts a bit wrong
- Dislike taking time for precision
- Can over-complexify a task
- Ask why things are as they are



Effects of Each Preference in Work Situations (cont.)

from Myers-Briggs Assessment

Thinking Types

- Are good at putting things in logical order
- Respond more to people's ideas than their feelings
- Anticipate or predict logical outcome of choices
- Need to be treated fairly
- Tend to be firm and tough-minded
- Are able to reprimand or fire people when necessary
- May hurt people's feelings without knowing it
- Have a talent for analyzing a problem or situation

Feeling Types

- Like harmony and will work to make it happen
- Respond to people's values as much as to their thoughts
- Are good at seeing the effects or choices on people
- Need occasional praise
- Tend to be sympathetic
- Dislike telling people unpleasant things
- Enjoy pleasing people
- Take an interest in the person behind the job or idea

Judging Types

- Work best when they plan their work and follow the plan
- Like to get things settled and finished
- May decide things too quickly
- May dislike to interrupt the project they are on for a more urgent one
- Tend to be satisfied once they reach a judgment on a thing, situation, or person
- Want only the essentials needed to begin their work
- Schedule projects so that each step gets done on time
- Use lists as agendas for action

Perceiving Types

- Do not mind leaving things open for last-minute changes
- Adapt well to changing situations
- May have trouble making decisions, feeling like they never have enough information
- May start too many projects and have difficulty in finishing them
- May postpone unpleasant jobs
- Want to know all about a new job
- Get a lot accomplished at the last minute under pressure of a deadline
- Use lists as reminders of all the things they have to do someday

Bibliography and Resources

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<http://www.learning-styles-online.com/> - Includes free online inventory

<http://agelesslearner.com/>

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Learning Circle G:

ADDRESSING PROBLEM SOLVING

LC: ADDRESSING PROBLEM SOLVING LEARNING OUTCOMES

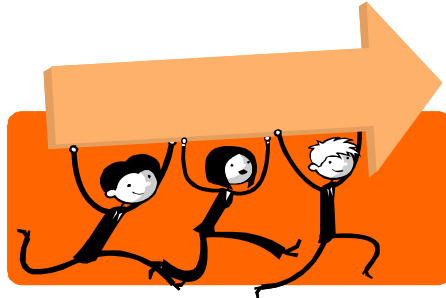
As a result of this session, participants will be able to:

	Identify steps for achieving a joint problem-solving process.
	Discuss different creative problem-solving strategies.
	Describe how appreciative inquiry could be used in a community building process.



PROPOSED AGENDA:

1. Learning Circle Set-Up
 - ✓ Welcome, introductions
 - ✓ Session overview, packet, working agreements
2. Joint Problem Solving
3. Creative Problem Solving
4. Appreciative Inquiry
5. Learning Circle Close-Out
 - ✓ Summary of session, carry forward conversation
 - ✓ Transition to next session



JOINT PROBLEM-SOLVING FRAMEWORK

(Adapted from resource materials from Applied Theory and Practice Program, the Institute for Conflict Analysis and Resolution, George Mason University, Fairfax, Virginia.)

Getting Started	Joint Analysis	Decision-Making	Doing It
See an Issue Identify the Parties Think it Through Propose a Process <ul style="list-style-type: none"> ▪ Ground rules ▪ Logistics ▪ Timing 	Mutual Education Create "We Knowledge" Jointly Define the Issues Re-Define the Process Generate Visions and Options	Create Criteria Apply Criteria Test Make Preliminary Choices Package Develop Implementation Plan	Present for Ratification or Adoption Prepare Renegotiation Monitor and Evaluate Enjoy the Rewards
Agree on Process	Agree on Issues and Process	Agree on Plan	DONE!

This model presents the stages and the information to be included in the joint problem-solving framework. The specifics of each framework will be determined by the characteristics of the specific conflict situation and the needs of the parties involved.



⇒ **Critical thinking + opportunity thinking allows for better problem solving**

- **Much more abundant thinking – primary concept is parallel or lateral thinking**

Edward De Bono = Six Thinking Hats

Assignment #1 Instruction -

- Consider all the things you could and would do if ...
 - you had a third eye



- Or, if you had a third arm



Opportunity Thinking Question Cards



-
- A. What if wars were settled by intellectual contests?
 - B. What if human hearing were twice as sharp?
 - C. What if everyone were assigned a career from birth?
 - D. What if looking at yourself in the mirror were outlawed?
 - E. What if every car were built to carry only one person?
 - F. What if people made a habit of running rather than walking from one place to another?
 - G. What if people could see better in the dark than the light?
 - H. What if everyone were trained in self-defense?
 - I. What if people's arms were twice as long as they are now?

Assignment #2 -

- Consider the following scenario

Scenario - There is a group and meeting to start an after-school program

1. 10 people at meeting
2. Participants represent various stakeholders and constituencies
3. Lots of ideas generated but meeting ends with no consensus or concrete plan

Instructions -

- First, reflect the scenario as an OPPORTUNITY THINKER
- Second, assess the meeting as a CRITICAL THINKER
- Third, reflect on the consequences of your thinking.

Thinking Like a Genius

The practice of genius (Guide blog #1)

The first and last thing
demanded of genius
is the love of truth
Goethe

“Even if you’re not a genius, you can use the same strategies as Aristotle and Einstein to harness the power of your creative mind and better manage your future.”

The following eight strategies encourage you to think productively, rather than reproductively, in order to arrive at solutions to problems. These strategies are common to the thinking styles of creative geniuses in science, art, and industry throughout history.

- 1. Look at problems in many different ways, and find new perspectives that no one else has taken (or no one else has publicized!)**
Leonardo da Vinci believed that, to gain knowledge about the form of a problem, you begin by learning how to restructure it in many different ways. He felt that the first way he looked at a problem was too biased. Often, the problem itself is reconstructed and becomes a new one.
- 2. Visualize!**
When Einstein thought through a problem, he always found it necessary to formulate his subject in as many different ways as possible, including using diagrams. He visualized solutions, and believed that words and numbers as such did not play a significant role in his thinking process.
- 3. Produce! A distinguishing characteristic of genius is productivity.**
Thomas Edison held 1,093 patents. He guaranteed productivity by giving himself and his assistants idea quotas. In a study of 2,036 scientists throughout history, Dean Keith Simonton of the University of California at Davis found that the most respected scientists produced not only great works, but also many “bad” ones. They weren’t afraid to fail, or to produce something mediocre to arrive at excellence.
- 4. Make novel combinations. Combine, and recombine, ideas, images, and thoughts into different combinations no matter how incongruent or unusual.**
The laws of heredity on which the modern science of genetics is based came from the Austrian monk Gregor Mendel, who combined mathematics and biology to create a new science.
- 5. Form relationships; make connections between dissimilar subjects.**
Da Vinci forced a relationship between the sound of a bell and a stone hitting water. This enabled him to make the connection that sound travels in waves. Samuel Morse invented relay stations for telegraphic signals when observing relay stations for horses.

6. **Think in opposites.**

Physicist Niels Bohr believed that if you held opposites together, then you suspend your thought, and your mind moves to a new level. His ability to imagine light as both a particle and a wave led to his conception of the principle of complementarity. Suspending thought (logic) may allow your mind to create a new form.

7. **Think metaphorically.**

Aristotle considered metaphor a sign of genius, and believed that the individual who had the capacity to perceive resemblances between two separate areas of existence and link them together was a person of special gifts.

8. **Prepare yourself for chance.**

Whenever we attempt to do something and fail, we end up doing something else. That is the first principle of creative accident. Failure can be productive only if we do not focus on it as an unproductive result. Instead: analyze the process, its components, and how you can change them, to arrive at other results. Do not ask the question “Why have I failed?” but rather “What have I done?”

The practice of genius (Guide blog #1) Adapted with permission from: Michalko, Michael, **Thinking Like a Genius: Eight strategies used by the super creative, from Aristotle and Leonardo to Einstein and Edison** (*New Horizons for Learning*) as seen at http://www.newhorizons.org/wwart_michalko1.html, (June 15, 1999) This article first appeared in THE FUTURIST, May 1998

*Michael Michalko is the author of **Thinkertoys** (A Handbook of Business Creativity), **ThinkPak** (A Brainstorming Card Set), and **Cracking Creativity: The Secrets of Creative Geniuses** (Ten Speed Press, 1998).*

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Appreciative Inquiry packet is
located at end of this document
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Corporation for National & Community Service
Montana State Office

IN-SERVICE TRAINING







Learning Circle H:

DEALING WITH DIFFICULT CONVERSATIONS

LC: DEALING WITH DIFFICULT CONVERSATIONS LEARNING OUTCOMES

As a result of this session, participants will be able to:

	Explain how managing one's "hot buttons" help in dealing with difficult conversations.
	Describe how to proactively clarify and recommend a course of action for addressing problems within their organizational and community context.
	Discuss the value of third party dispute resolution.
	Relate strategies for maintaining relationships during difficult conversations.



PROPOSED AGENDA:

1. Learning Circle Set-Up

- ✓ Welcome, introductions
- ✓ Session overview, packet, working agreements

2. Managing “Hot Buttons”

- Personal buttons
- Strategies for managing hot buttons

3. Review What Makes Conversations Difficult

- ✓ Analysis

4. Guidelines & Strategies

- Maintaining relationship principles
- RISC
- Negotiation
- 3rd Party dispute resolution

5. Learning Circle Close-Out

- ✓ Summary of Session, Reflection, Closing remarks



My Personal “HOT BUTTONS”

What they are; how I react to them; and how I manage them so they don't get in the way of my community organizing:



Some Things That Make A Situation MORE OR LESS Difficult

- Seriousness of the stakes involved
- Quality of relationships between parties – commitment to each other
- Quality of communication
- The degree to which the languages of the parties are shared and/or understood
- Number of issues that the conflict involves
- Degree of multicultural/cross-cultural understanding between parties
- Extent of common ground between parties – shared values, mission, etc.
- History of resolving conflicts successfully between parties

- Duration of time the conflict has been active
- The way power is distributed between the parties
- Number and quality of resources available to help resolve conflict
- The current resolution climate
- The wants and desires of the stakeholders
- Number of people, organizations, or communities involved



Describe how to proactively clarify and recommend a course of action for addressing problems within their organizational and community context.



RELATIONSHIP BUILDING/ MAINTAINING STEPS FOR RESOLVING A CONFLICT

(G. Woo, 2002)

- ☞ Think about what you know about how the “other” usually experiences “respect”
- ☞ Think about time, place, language, tone, setting, peace-facilitating context, etc. and position the resolution for success
- ☞ Reassure “the other” of your commitment to the relationship
- ☞ Resist judgment while listening for your partner’s point of view
- ☞ Listen for the unmet needs and interests of the “other”
- ☞ Relate what you understand to be the feelings that the “other” has about the situation
- ☞ Check your understanding of what are all the issues
- ☞ Resist rushing to get your needs met first
- ☞ Clarify your position making use of translation, metaphor, imagery that will be understood
- ☞ Think of the things that you are trying to share that don’t translate easily and make attempts to clarify or amplify ...

Repeat Impact Share Consequences MODEL

D. Nakashima, 1996

Repeat

- ◆ Repeat the inappropriate or unacceptable remark or describe the behavior.

“When you said _____.”

Impact

- ◆ Tell the person of the impact or effect of their behavior on you. Take ownership of the feedback by making “I” statements when sharing your feelings (feedback addresses the behavior, not the person).

“I felt _____.”

Share

- ◆ Share and specify a request of behavior change.

“I’m requesting /asking you to _____.”

Consequences

- ◆ State the consequences if inappropriate behavior is not modified (depends on situation or relationship with individual).

“If you continue to say/do those things, I will _____.”



Principles of Negotiation

Negotiation is a process in which two or more parties share ideas, information, and options, seeking a mutually acceptable outcome.

Six principles form a theoretical framework for understanding negotiating practices:

1. **Distinguish “people” problems from the merits of the problem.**
2. **Focus on interests, not on positions.**
3. **Invent options for mutual gain.**
4. **Search for criteria of evaluation. Look for and examine several criteria for each option.**
5. **Know the best alternative to a negotiated agreement (BATNA): the alternative to be selected if an agreement is not reached between the negotiating parties.**
6. **Analyze your bargaining power carefully.**

How to develop possible BATNAs:

- *Invent a list of actions you might conceivably take if agreement is not reached.*
- *Improve some of the promising ideas and convert them into practical options.*
- *Select, tentatively, the one option that seems best for you.*



In negotiation context: Remember always to consider the other side's BATNA.

- Analyze your bargaining power carefully. Bargaining power traditionally is defined as “the ability and power to hurt the other side or the power of superior resources.”

In this context bargaining power should be evaluated according to your:

- Skill and knowledge
- Good working relationship
- Good BATNA
- Good options
- Legitimacy
- Commitment



Other principles that can assist you in negotiation are:

- Focus on and prepare what you want, not what you fear.
- Structure your interaction (relationships, processes, and issues) to clarify what you are doing at any one time.
- Jointly analyze, communicate, create, and decide.
- Assess your power relative to the power of others.
- Remain aware of the real external environment.

Some Negotiation Tips

(Adapted from the writings of Robert Bacal)



Solicit the Other's Perspective

In a negotiating situation use questions to find out what the other person's concerns and needs might be. You might try:

What do you need from me on this?

What are your concerns about what I am suggesting / asking?

When you hear the other person express his or her needs or concerns, use listening responses to make sure you heard correctly.

For example: ***So, you are saying that you are worried that you will get lost in the shuffle and we will forget about you...Is that right?***

If I have this right, you want to make sure that the phones are covered over lunch?

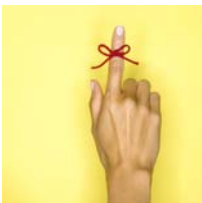


State Your Needs

The other person needs to know what you need. It is important to state not only what you need but why you need it. Often disagreement may exist regarding the method for solving an issue, but not about the overall goal.

For example:

I would like an hour on Tuesday to go to the doctor. I want to make sure I am healthy so I can contribute better to the organization.



Prepare Options Beforehand

Before entering into a negotiating session, prepare some options that you can suggest if your preferred solution is not acceptable. Anticipate why the other person may resist your suggestion, and be prepared to counter with an alternative.



Don't Argue

Negotiating is about finding solutions...Arguing is about trying to prove the other person wrong. We know that when negotiating turns into each party trying to prove the other one wrong, no progress gets made. Don't waste time arguing. If you disagree with something, state your disagreement in a gentle but assertive way. Don't demean the other person or get into a power struggle.



Consider Timing

There are good times to negotiate and bad times. Bad times include those situations where there is:

- a high degree of anger on either side
- preoccupation with something else
- a high level of stress
- tiredness on one side or the other

Schedule negotiations to avoid these times. If they arise during negotiations a time-out/rest period is in order, or perhaps rescheduling to a better time.

Continuum of Alternative Dispute Resolution Processes

I	II		III		
Cooperative Decision Making	Third-Party Assistance with Negotiation and Problem Solving		Third-Party Decision Making		
	A	B	A	B	C
Parties Are Unassisted	Relationship-Building Assistance	Procedural Assistance	Substantive Assistance	Advisory Nonbinding Assistance	Binding Assistance
Conciliation	Counseling Therapy	Coaching Process Consultation	Minitrial	Nonbinding Arbitration	Binding Arbitration
Information Exchange Meeting	Conciliation	Training	Technical Advisory Boards	Summary Jury Trial	Med-Arb Mediation Then Arbitration
Cooperative Collaborative Problem Solving	Team Building	Facilitation	Advisory Mediation		Dispute Panels-Binding
Negotiation	Informal Social Activities	Mediation	Fact Finding Settlement Conference		Private Court/Judging

Definition of Third-Party

Someone who is external to a conflict and intervenes between the parties to help them with their conflict management efforts.

Benefits of Third-Party Assistance

- Impartial
- Process expert
- Content expert
- Messenger

When Is Third-Party Assistance Needed?

Factors:

1. Nature of the conflict
 - Highly emotional or adversarial
 - Complex
 - Deeply held values involved
2. Stakes involved
 - Continuation is too costly
 - Importance of future relationship
 - Valuable to all parties
3. Climate of the conflict
 - No rational discussion possible
 - Impasse or deadlock
 - Lack of trust and communication
 - Stakeholders need a face-saving opportunity

Third-Party Roles (Impartial)

1. Mediator - Seeks a jointly determined, win-win resolution
2. Facilitator - Smooths procedures and processes for a productive interaction
3. Observer - Offers objective descriptions of the situation
4. Arbitrator - Has authority to decide the settlement of the conflict
5. Enforcer - Has power to impose settlement and conditions on the parties

Additional Third-Party Roles (Partial)

Activist - Tries to influence the outcome of the conflict; typically biased toward one of the conflicting parties

Advocate - Works for a specific party; must promote the party's cause and interests

Center for Substance Abuse Prevention (CSAP), U.S. Department of Health and Human Services, Public Health Services, Substance Abuse and Mental Health Services Administration, Conflict Resolution I & 2. Macro International, Inc. & Circle Solutions, Inc.: Washington, D.C.