This lesson will focus on listening skills, the art of compromise, mediation, controlling emotional responses and ethical professional reactions. Role-playing scenarios are an excellent way to have you interact and practice appropriate responses to conflict. During these scenes, specific conflict resolution skills should be reinforced and reviewed. Let’s get started to learn about conflict resolution skills and strategies.
Presentation Notes
Can’t We All Just Get Along? Conflict Resolution Strategies
Counseling and Mental Health

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There are many different types of conflicts we experience in our lives:

• community conflict
• economic conflict
• emotional conflict
• family conflict
• group conflict
• interpersonal conflict
• intrastate conflict (for example: civil wars, election campaigns)
• military conflict
• racial conflict
• relationship conflict
• workplace conflict

Communication skills, the lack of, often contribute to various types of conflicts.

As a mental health employee, why is it important to understand and practice strategies on dealing with conflicts?
Ask the students this question and proceed with a discussion.

What does effective communication look like? Sound like?

How can effective communication help resolve conflicts?

Why is it important to practice effective communication in the mental health field?
Who is responsible for effective communication?

Both the sender and receiver share equal responsibility:

- the sender must transmit or communicate a clear and understandable message
- the communication loop is complete when the receiver understands, feels or behaves according to message of the sender
- receivers must provide senders with enough feedback to ensure that an accurate message is passed through all the filters that might alter it
Sender is the person who initiates the communication. The sender must, in some verbal or nonverbal manner, pass the message along to another.

Encoding is the means by which the sender makes the message understandable to the receiver. Encoding is accomplished through language or some other method.

Message is what is being communicated. The message is the part of the communication that must be recognized and understood.

Decoding is the process of recognizing the message being sent. The receiver must use his or her skills (verbal and nonverbal) to try to determine the message being sent.

Receiver is the person to whom the communication is directed. The receiver intercepts the message and hopefully interprets it correctly.
Interpersonal Communication
• occurs when people involved talk and listen (dialogue)
• for true communication to take place:
  • message must be understood by person receiving information in same way the sender intended
  • feedback is the way to make sure message has been understood
• limitations of interpersonal communication:
  • takes more time than impersonal type

Are you able to convey your message(s) to the person receiving it? If not, has it resulted in a conflict?
How to Improve Interpersonal Skills
This VideoJug presentation shows you how to improve your interpersonal skills with the aid of some simple coaching techniques.
http://youtu.be/w97dR3OJB1k
Improving Personal Communication

- Develop listening skills
  - people listen at a 25% efficiency rate in typical situations
  - discrepancy between rate of speaking and rate of hearing—
    a) people speak approximately 150 words per minute
    b) listening capacity is about 450 words per minute
    c) because message is usually much slower than our capacity to listen, we have plenty of time to let minds roam, think ahead and plan what to say next
- Send clear messages
  - don’t talk too fast
  - don’t be too verbose
  - be aware of communication filters
  - ask purposeful questions to make sure you were understood
- Use appropriate timing
  - not wise to communicate when receiver is extremely busy, angry and so forth
- Use repetition
  - studies show that repetition is an important element in ensuring communication accuracy
  - use parallel channels of communication: verbal instructions followed by memo
- Use words carefully
  - use simple and precise language
  - avoid words that might be vague
  - avoid technical language and trendy jargon
Influences on Effective Communication

- Body language
- Culture
- Environment
- Feelings
- Location
- Past experiences
- Perception
- Situations

Body language – Things such as gestures, facial expressions and posture comprise body language.

Culture – Certain cultures have rules about communicating with others.

Environment – Heat and cold alter communication. We usually communicate more effectively when we are comfortable.

Feelings – Anger, sadness, happiness and excitement can all affect how we communicate. We often say hurtful things in a fit of anger.

Location – We also tend to communicate more effectively in a location with which we are familiar and feel comfortable.

Past experiences – Past experiences with people or situations can affect communication.

Perception – (A mental image; a comprehension or understanding of something) Comprehension and understanding of things varies from individual to individual.

Situations – Stressful situations can alter communication. Unfamiliar situations may affect communication.
Can’t We All Just Get Along? Conflict Resolution Strategies
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What is an I-statement and what is a You-statement?

Individuals need to learn to clearly speak up for themselves. Using I-statements to express thoughts, feelings and ideas can help us speak for ourselves - from our point of view.

You-statements are negative and often place blame or attack the receiver. How many times has someone made negative comments to you? Were you able to get your point of view across?

I-statements give you the responsibility and control over what you communicate to others.

Do you ever have a hard time telling someone how you really feel or how you really think? Maybe a friend asked you to lend him or her $50.00. Perhaps you were not sure how to say no without hurting his or her feelings. You lend him or her $50.00 and now you are worried about making your car payment. Learning how to use I-statements can give you more control over what you communicate to others. How would you use an I-statement to say no to your friend? Possible answers:
I see you need help but I have a car payment that is due day after tomorrow. I am really sorry.

Teacher note: Ask students for additional responses to this scenario using I-statements as listed on this slide. You may assign a scribe to write the responses on the board.
You-statements attack the receiver’s self-esteem. As a result, the receiver responds in a defensive manner. The person may feel that his or her thoughts, opinions or plans are unimportant. Some feelings the receiver might experience are:

- Angry
- Defensive
- Hurt
- Inadequate
- Inferior
- Labeled
- Resistant
- Stubborn
- Worthless

Do you think this is an effective way to communicate? Has anyone ever made you feel like this during a conversation? Have you ever made someone feel defensive during a conversation? What happened?
Research from Ohio State University shows the following information:

- The amount of time people spend on different parts of communication process:
  - listening—45%, speaking—30%, reading—16%, writing—9%

How much time do you spend listening? Speaking? Reading? Writing?
What is conflict resolution?

There are many ways to resolve conflict. For conflict to be resolved, some form of change has to be accepted by both parties. This involves give and take. Conflict resolution can only occur if both parties are willing to work together.

Differences are sure to arise between people. When these differences are resolved in constructive ways, relationships can actually be made stronger. When destructive methods are used, relationships may be damaged or destroyed. The conflict either will not be resolved, or one party will definitely come out feeling bad. Learning to recognize constructive and destructive behaviors can help people focus on positive ways to resolve differences.

Can you recall the last conflict you had with an individual?
Did you resolve it? How was it resolved?
What are some positive constructive methods to resolve conflict?

Ask the students this question and discuss their answers.
The following list describes four constructive ways to resolve conflicts:

**Accommodation** - Both individuals “agree to disagree.” They accept differences and agree not to let these differences grow into major problems.

**Compromise** - Both individuals give in and find an agreement they can both live with. The result is based on a combination of their views.

**Concession** - One individual agrees to give in to the other.

**Consensus** - Both individuals are able to see each other’s point of view and choose a solution good for both of them.
Define the problem - Each party takes a turn describing the problem from his or her point of view. Participants should show respect for each other.

Suggest a solution - Each party suggests a solution.

Evaluate a solution - The solutions are discussed. Each party explains the part of a suggestion that (1) they agree with, and (2) they cannot accept.

Compromise - If the parties are fairly close to agreeing, they may compromise or settle the dispute by each agreeing to give up something.

Brainstorm - If the parties cannot compromise, they brainstorm different ways to approach the problem and try again to reach a compromise.

Seek mediation - If no solution is reached, the parties invite a third party to listen and make suggestions.
Conflict resolution or management requires that everyone involved respects each other, listens to various views, and works toward mutual decisions. Some steps to reach an agreement are:

- Each person stating his or her side while others listen respectfully with no interruptions
- Using I-messages to verify understanding. For example: “I hear you say ________________.
- Trying to see the other’s opinions or side
- Brainstorming to find solutions
- Participants volunteering what they can do to solve the conflict or problem
- Listening, negotiating and working toward a mutual agreement or decision
Practicing Constructive Conflict Resolution

- Be accepting of compromise
- Be flexible and willing to bend
- Be honest about your needs and wants
- Cooperate by working together toward a solution
- Do not change the subject
- Face the conflict without fear (Do not avoid it.)
- Put yourself in the other person’s shoes

What are some other ways to practice constructive conflict resolution?
Practicing Constructive Conflict Resolution

10 Hot Tips - Managing Conflict
10 Hot Leadership Tips Series - Managing Conflict
http://youtu.be/mqkm788-Jk8
Altering the Group Structure – In a classroom or group setting, altering the group structure may mean changing the physical space in order to separate two conflicting individuals, changing a student’s schedule or even changing a teacher’s job responsibilities. Like the strategy of avoidance, this strategy may sometimes just push the conflict out of sight temporarily, only to have it return with increased intensity.

Appealing to a Higher Belief or Value – When conflict seems irresolvable, sometimes focusing on an overarching goal or belief will help resolve conflict. For example, two siblings involved in a personal conflict may decide to put their differences aside in order to do what is best for the family. Developmental levels have a great deal to do with how effective this strategy may be with individuals. A very young child may not be able to use this strategy, whereas a parent may appeal to an older sibling for the greater good of all.

Avoidance – Avoidance is a conflict resolution strategy that is overused not only by students but by adults as well. It can be helpful, however, in some situations. For instance, if two students in a classroom are having real difficulties getting along, teaching them the technique of “just don’t go there” or helping them maintain a greater distance may help the overall classroom environment. Be aware that ignored conflict often mushrooms into deeper conflict, so this strategy should be used with caution when the situation seems to warrant it.
Communication – It may be obvious to say that communication is needed to prevent and resolve conflict. However, many conflicts occur because of poor communication. To be effective, a communicated message must be sent in a clear and concise manner. Individuals must determine the best way to communicate their intended messages, and then obtain feedback from the receivers to determine if it was received and interpreted in the manner intended.

Compromise – Compromise is a strategy that allows the conflicting individuals or group of individuals to meet halfway. In other words, each side gives up part of what he or she wants in order to resolve the issue. In a compromise, it is important that both parties give equally or resentment and further conflict will result.

Democratic vote – Imagine your CTSO is planning a fall festival, and each class is asked to host an activity in their classroom. In order to choose an activity, the teachers ask for suggestions and then allow the class to vote on its favorite. This is an example of resolving conflict through democratic vote. It is a “majority-rules” strategy, in which a vote is taken of all the students or members of the conflict. The vote can be written, hand-raised or verbal. The group with the most votes wins.
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Direct order – A direct order is a conflict resolution strategy that is often overused by parents, guardians, or teachers. With a direct order, there is no input sought from the conflicting individuals. Without input, most conflicts will not be completely resolved and will reappear. However, the direct order is useful when resolution is needed immediately, such as with a physical fight, and when the person making the order is accepted as an authority figure by conflicting individuals.

Expanding or developing new resources – Conflict often occurs when resources are scarce. When scarcity occurs, individuals begin to scramble to get their fair share. When they come up empty-handed, conflict occurs. This issue can be resolved by expanding the current resources or by developing new resources.

“I Need You and You Need Me” – This strategy helps individuals understand how two conflicting individuals or groups of individuals may have resources that, when shared, will help each side achieve its own goals and interests. This strategy helps individuals realize the value of others. For instance, a student who is strong in math can tutor a fellow classmate in return for help with English.

Outside intervention – Sometimes conflict becomes so intense that an outside perspective is needed. Outside intervention means involving a third party who can help negotiate, arbitrate or just offer wise counsel with regard to the conflict. When teachers are involved in conflict or
conflict is occurring in the classroom, their school administrators or counselors may be good resources to contact. Teachers whom students trust may find themselves providing a third-party perspective.

Seeking additional information – Seeking additional information is a good way to keep from overreacting to misinformation. Misinformation and rumors are everywhere. Many individuals have become angry or upset over something that they thought was said or done. When the truth was known, the perceived event never occurred or occurred under conditions that were acceptable. Many individual conflicts can be resolved through this strategy. When individuals encounter the “He said, she said” conflict, they should immediately seek the facts.

Using conciliatory gestures – Often two conflicting students or student groups will come to an impasse. When communication ceases, conflict cannot be resolved. At this point in the conflict, a conciliatory gesture can be of tremendous value. A conciliatory gesture can be as simple as a smile or kind word, or it can be as complex as a concession. Conciliation is the process whereby one side of the conflict initiates a gesture of good faith in the hope that the other party will reciprocate with a similar type of gesture. The intent is to move both conflicting parties toward decreased tension and increased communication and, eventually, cooperation and conflict resolution.
What are some negative methods to resolve conflict?

Ask the students this question and discuss their answers.
When differences arise between people, negative reactions can damage or destroy relationships. The following list is a sample of some destructive behaviors that are often used in resolving conflicts.

Attempting to prove who is right makes the conflict worse. Personal feelings get involved and parties are unable to focus on resolving the issue.

Bagging occurs when a person saves up irritations, hurts and anger instead of confronting issues as they develop. Bagging causes anger and resentment to build. Individuals with “baggage” find it hard to focus on the immediate issue, which makes it hard to resolve.

Blowing up or getting angry damages the relationship. Blowing up may involve crying, screaming, shouting, stomping feet or other exhibitions of anger. Angry outbursts can result in hurt feelings and grudges. Often, thoughtless words are said that are not meant but are hard for the other person to forget.

Deceiving is much like lying. The person practicing deception tries to gain an advantage by misrepresenting the truth in his or her favor. Eventually, others begin to doubt that person’s honesty and the accuracy of any information.

Lying damages trust and causes relationships to suffer greatly. Lying sometimes seems like a quick way to get out of a conflict but conflicts can never really be resolved without honesty. Lying will eventually weaken and destroy the very foundation of relationships.

Personal attacking is another behavior that damages relationships. When a person ridicules or belittles someone else, the real issue is not addressed. Problem solving becomes difficult, and trust is destroyed.
Peer Mediation, Problem Solving, and Negotiation

Peer mediation is a process to resolve disputes between two people or small groups of people by a person or people of the same age group to facilitate the resolution. This process has proven effective for years in all age groups, particularly in younger groups. Benefits of using peer mediation among the young have been used throughout the United States. Changes include improved self-esteem and the building of listening and critical thinking skills. Peer mediators do not place blame but rather they look for solutions for all those involved. This type of problem-solving method uses many skills to bring parties “to the table” in a calm, voluntary and cooperative manner. Negotiations are a common method used in mediation and decision-making.

Have you ever been part of a mediation process? If so, what happened?
In the Mix: Peer Mediation -- A Process of Respect (Excerpt)
We visit a diverse small city school that has a variety of pro-active student centered programs in place. When a fight breaks out in the cafeteria, two boys choose to participate in peer mediation rather than face the administration.
http://youtu.be/4gQ0ZLdHIHM
Questions?
Can’t We All Just Get Along? Conflict Resolution Strategies
Counseling and Mental Health

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We visit a diverse small city school that has a variety of proactive student centered programs in place. When a fight breaks out in the cafeteria, two boys choose to participate in peer mediation rather than face the administration.

http://youtu.be/4gQ0ZLdHlHM

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10 Hot Leadership Tips Series – Managing Conflict
http://youtu.be/mqkm788-Jk8