THE HANDBOOK OF CONFLICT RESOLUTION

THEORY AND PRACTICE

THIRD EDITION

BY PETER T. COLEMAN, MORTON DEUTSCH, AND ERIC C. MARCUS

Contents

Table 4.1 Process of Controversy and Concurrence Seeking

Controversy	Concurrence Seeking
Organizing what is known into an initial conclusion	Organizing what is known into an initial conclusion
Presenting, advocating, elaborating at least two positions and rationale	Presenting, advocating, elaborating dominant position and rationale
Being challenged by opposing views, which results in conceptual conflict and uncertainty about the correctness of one's own views	Majority pressures dissenting group members to conform to majority position and perspective, creating a conflict between public compliance and private belief
Conceptual conflict, uncertainty, disequilibrium result	Conflict between public and private position
Epistemic curiosity motivates active search for new information and perspectives	Seeking confirming information that strengthens and supports the dominant position and perspective
Reconceptualization, synthesis, integration resulting in consensus consisting of best joint reasoned judgment reflecting all points of view	Consensus on majority position—often false consensus due to members' publicly agreeing while privately disagreeing

Structuring Disagreement		
⇓		
Constructive Controversy	Competitive/Debate	Concurrence Seeking
⇓	⇓	⇓
	Resulting Interaction Patterns	
	⇓	
1. Presenting, advocating, elaborating position and rationale 2. Being challenged by opposing views	1. Presenting, advocating, elaborating position and rationale 2. Being challenged by opposing views	1. Presenting, advocating, elaborating position and rationale 2. Majority pressures dissenters to conform to majority position
	⇓	
	Internal Reactions	
	⇓	
1. Uncertainty, cognitive conflict about correctness of own views; disequilibrium 2. Epistemic curiosity, information search	1. Uncertainty, cognitive conflict about correctness of own views; disequilibrium 2. Closed-minded rejection of opposing positions	1. Conflict between public compliance and private belief 2. Ignore, avoid opposing information
	⇓	
	Resulting Behavior	
⇓	⇓	⇓
Adaptation to diverse perspectives; reconceptualization, synthesis, integration resulting in consensus consisting of best joint reasoned judgment reflecting all points of view	Rigid adherence to original position; rejection of opposing positions	Quick compromise to end conflict; conformity to majority position, often false consensus due to members' publicly agreeing while privately disagreeing

Figure 4.1 Theory of Controversy

Source: Johnson, D. W., & Johnson, R. T. (2007) *Creative Controversy: Intellectual Challenge in the Classroom.* Edina, MN: Interaction Book Company. Reprinted by permission.
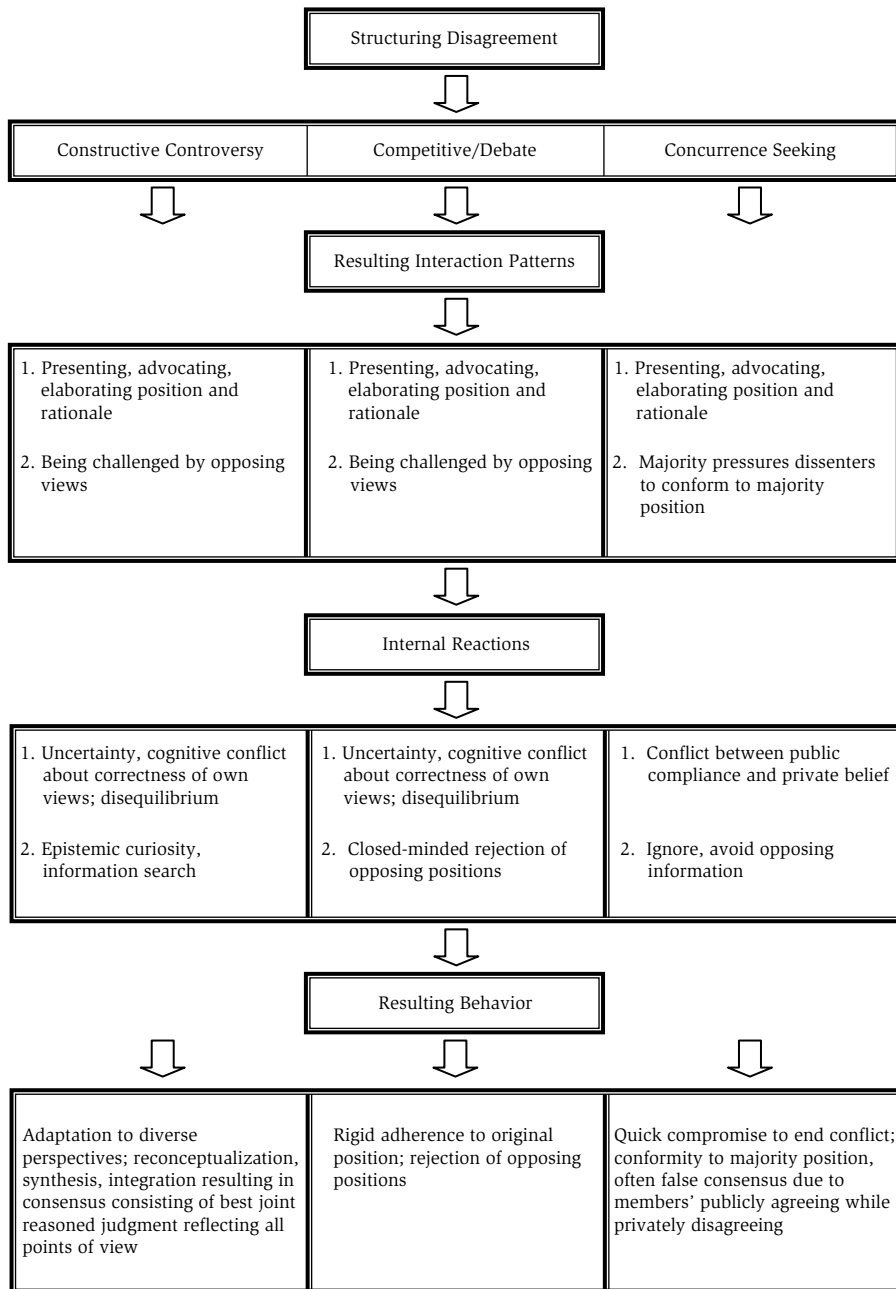
Table 4.2 Meta-Analysis of Academic Controversy Studies: Weighted Effect Sizes

Dependent Variable	Controversy/ Concurrence Seeking	Controversy/ Debate	Controversy/ Individualistic Efforts
Achievement	0.68	0.40	0.87
Cognitive Reasoning	0.62	1.35	0.90
Perspective Taking	0.91	0.22	0.86
Motivation	0.75	0.45	0.71
Attitudes toward Task	0.58	0.81	0.64
Interpersonal Attraction	0.24	0.72	0.81
Social Support	0.32	0.92	1.52
Self-Esteem	0.39	0.51	0.85

Table 5.1   Sixteen Relationship Types Based on Dominant Trust and Distrust Elements

Type	CBT	CBD	IBT	IBD	Brief Description of the Relationship
1	Low	Low	Low	Low	Arm's-length relationship
2	High	Low	Low	Low	High CBT; good working relationship
3	Low	High	Low	Low	High CBD; working relationship characterized by cautiousness
4	Low	Low	High	Low	Instant good chemistry with the other based on strong perceived value compatibility but limited experience with the other
5	Low	Low	Low	High	Instant bad chemistry with the other based on strong perceived value incompatibility but limited experience with the other
6	High	Low	High	Low	Classic high-trust relationship, based on strong elements of CBT and IBT
7	Low	High	Low	High	Classic high-distrust relationship, based on strong elements of CBD and IBD
8	High	High	Low	Low	Complex professional relationship; strong number of CBT and CBD elements, limited experience on identification-based elements
9	Low	Low	High	High	Love-hate relationships; high passion and ambivalence, characterized by strong positive and strong negative attraction to the other; limited experience on calculus-based elements
10	High	Low	Low	High	A necessary service provider; strong CBT but also strong IBD; maintain an arm's-length relationship to benefit from the CBT aspects but minimize the IBD elements
11	Low	High	High	Low	"I love you, but you are erratic and unpredictable"; strong CBD (which makes us cautious) but also strong IBT (which attracts us to the other)
12	Low	High	High	High	Dominant love-hate relationship, with additional elements of CBD and few elements of CBT
13	High	Low	High	High	Dominant love-hate relationship, with additional elements of CBT and few elements of CBD
14	High	High	Low	High	Dominant high-distrust relationship, although with some elements of CBT possible; "very distrusting, but bounded trusting transactions are possible"

Type	CBT	CBD	IBT	IBD	Brief Description of the Relationship
15	High	High	High	Low	Dominant high-trust relationship, although there are some elements of CBD; "very trusting but takes precautions"
16	High	High	High	High	Rich, complex, highly ambivalent relationship; lots of trust and distrust along all dimensions of the relationship

Note: CBT = calculus-based trust; CBD = calculus-based distrust; IBT = identification-based trust; IBD = identification-based distrust. Relationships 15 and 16 are high in CBT, CBD, and IBT, and low or high, respectively, in IBD. These relationships are characterized by a high degree of ambivalence. The parties find that there are contexts in which they can work together successfully, but they also have to regulate and limit those interactions to minimize the distrust. In addition, the parties have some strong positive commonalities in values, goals, and interests, but they may (or may not) have strong dissimilarities in the same areas. The parties learn to manage their relationship by maximizing interaction around those areas where they have strong CBT and IBT, while regulating, controlling, or minimizing interaction in those areas with strong CBD (and perhaps IBD). However, ongoing uncertainty, coupled with the potential for strong emotional reactions to one another in a variety of circumstances, may make it difficult for the parties to sustain a stable relationship over time (Jones and Burdette, 1994).
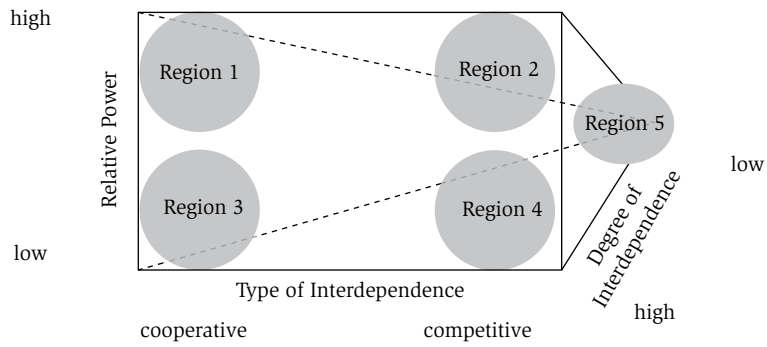
Figure 6.1 The Situated Model of Power and Conflict

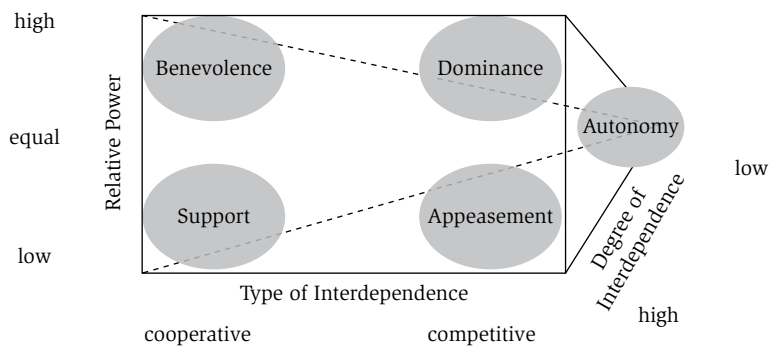**Figure 6.2** Psychological Orientations in the Basic Conflict Stimulus Field
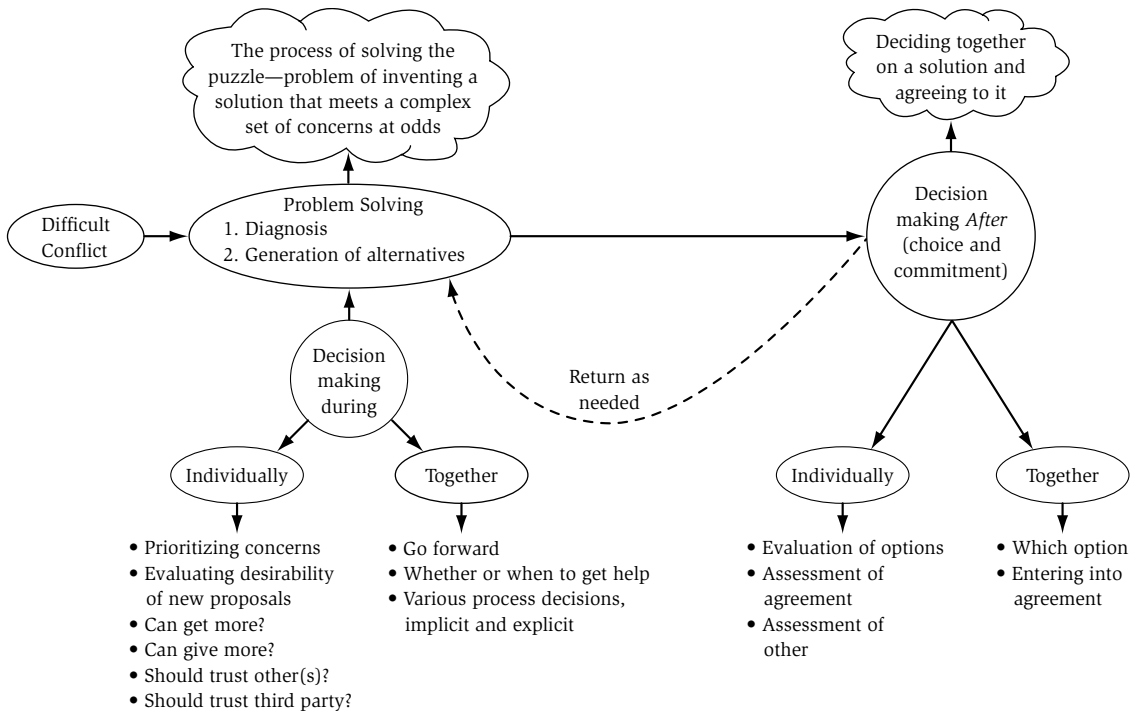
Figure 9.1 An Integrated Model of Problem Solving and Decision Making in Conflict Resolution

GREATER CONFORMITY ⟵ ⟶ *GREATER DISUNITY*

GROUPTHINK   **BALANCED CON-DIV**   **POLYTHINK**
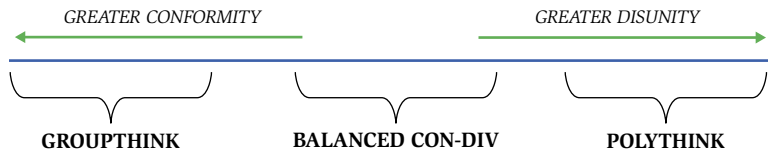
Figure 14.1 The Groupthink-Polythink Continuum
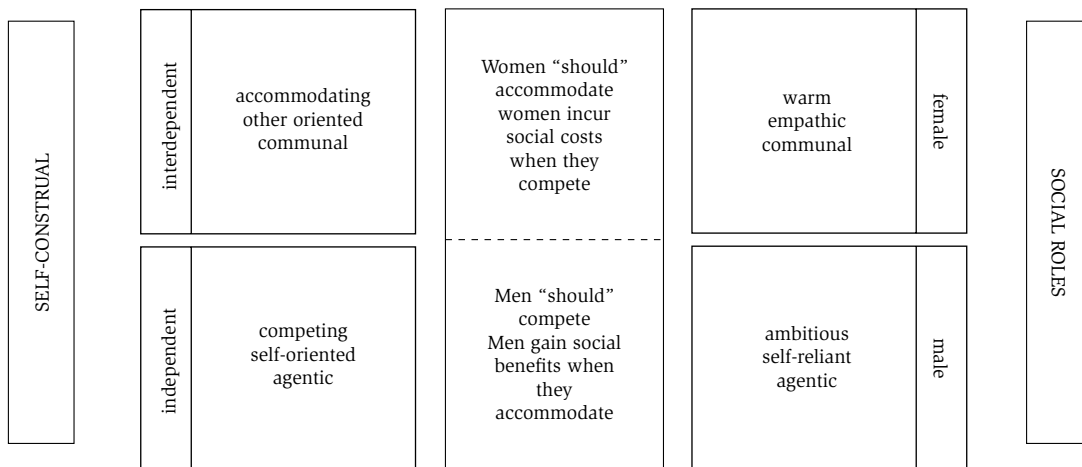
Figure 15.1 Gender-Based Differences in Self-Construal and Social Role Expectations

| Implicit Theories about Malleability of Groups | → | Attitudes toward Specific Out-Group

1. Judgment dimension
2. Emotional dimension | → | Conciliatory Political Action Tendencies |

Figure 16.1 The Influence of Implicit Theories about Groups on Support for Conciliatory Political Actions Tendencies

Table 17.1 Normal Frustrations, Typical Defense Mechanisms, Developmental Crises, Psychopathology, and Adult Character Traits with Several Early Stages of Psychosexual Development

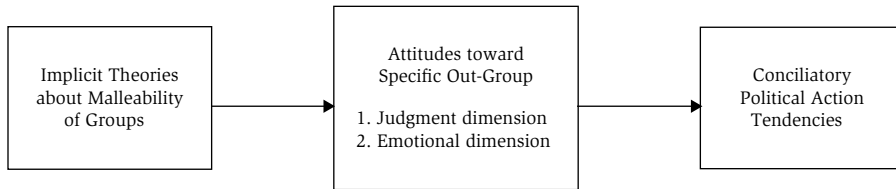| Stages of Development	Normal Frustrations	Developmental Crisis	Defense Mechanisms	Psychopathology	Adult Character Traits
I. Oral (0 to 18 months)					
A. Oral erotic period (from birth to about 6 months)	Lack of continuous availability of caretaker to satisfy infant's needs	Trust versus mistrust	Apathy, withdrawal, denial, introjection, hallucinatory gratification	Schizophrenia, manic-depression, depressive states, schizoid personality	Passivity, dependence, restlessness, receptivity, curiosity, generosity, compliance, optimism
B. Oral sadistic (from about 6 to 18 months)	Teething, weaning, and the birth of a new sibling		Withdrawal, denial, introjection, projection		Demandingness, clingingness, explorativeness, ambivalence, cynicism, pessimism, sarcasm
II. Anal (8 to 48 months)					
A. Anal-erotic (from about 8 to 24 months)	Onset of toilet training and other demands for self-control	Autonomy versus shame and guilt	Projection	Paranoia, psychopathy, sadomasochism, obsessive-compulsive disorders	Bossiness, hostility, disorderliness, irresponsibility, dirtiness, assertiveness
B. Anal-sadistic (from about 12 to 48 months)	Toilet training and other demands for self-control		Reaction-formation, undoing, intellectualization, rationalization		Stubbornness, parsimony, punctuality, cautiousness, pedantry, righteousness, indecision
III. Phallic (2 to 6 years)	Transformation of the pregenital child into a "boy" or "girl" with internalization of key values concerning future adult and sex roles, with renunciation of the opposite-sex parent as an object of sexual strivings	Initiative versus guilt	Repression, displacement, conversion, histrionics	Histrionic personality, amnesia, anxiety states, phobias	Impulsiveness, naiveté, fickleness, conformity, shallowness, opportunism, haughtiness, assertiveness, arrogance

Table 18.1 Piaget's Social Cognitive Approach to Children's Development

Stage	Description
Sensorimotor (birth to age 2)	Centration describes this stage. Children focus on the most salient aspect of an event. It is most evident in their egocentrism, seeing the world in terms of their own point of view.
Preoperational (2 to 6)	Children can now use symbols, words, and gestures to represent reality; objects no longer have to be present to be thought about. However, they have difficulty differentiating their perspective from another's point of view and are unsure about causal relations.
	Emotions: Four-year-olds can usually distinguish between real and displayed feelings but are unable to provide justifications for their judgments.
Concrete operational (6 to 12)	Operational thought enables children to combine, separate, order, and transform objects. However, these operations must be carried out in the presence of the objects and events.
Formal operational (12 to 19)	Adolescents become capable of systematic thought. They are interested in abstract ideas and the process of thought itself.

Source: Adapted from Piaget and Inhelder (1969).

Note: One of the major critiques of Piaget is that researchers are finding evidence that children are actually more competent in a number of ways than Piaget thought. Neo-Piagetians retain Piaget's theories of stage but criticize the postulation of an invariant sequence in stages. On the basis of information-processing theory and cognitive science perspectives, many developmentalists agree that cognition develops in varying domains over a period of time rather than in separate stages.

Table 18.2 Comparison of Social Cognitive Approaches to Development

Kohlberg: Moral Stages	Damon: Justice in Dividing Resources	Selman: Perspective Taking
Level 1: Preconventional Early childhood (heteronomous morality) Stage 1 (end of early childhood to beginning of middle childhood)	Level 0-A (4 and under)	Egocentric impulsive level (0) (ages 3 to 6)[a]
The morality of obedience: adherence to rules backed by punishment	Justice is getting what one wishes: "I should go because I want to."	Negotiation through unreflective physical means (fight or flight); shared experience through unreflective imitation
	Level 0-B (ages 4 to 5) Justifications are based on external factors such as size and gender: "I should get more because I'm bigger."	
Middle childhood (instrumental morality) Stage 2 (ages 7 to 10 or 11)	Level 1-A (ages 5 to 7)	Unilateral one-way level (ages 5 to 9)
Justice is seen as an exchange system: you give as much as others give you.	Justice is always strict equality: everyone gets the same.	Negotiations through one-way commands or orders or through automatic obedience
	Level 1-B (ages 6 to 9) A notion of reciprocity develops: people should be paid back in kind for doing good or bad things.	Shared experience through expressive enthusiasm without concern for reciprocity.
Level II: Conventional Stage 3 (10 or 11 to beginning of adolescence) Social-relational morality	Level 2-A (ages 8 to 10)	Reciprocal reflective level (ages 7 to 12)

(*Continued*)

Table 18.2 Comparison of Social Cognitive Approaches to Development (*continued*)

Kohlberg: Moral Stages	Damon: Justice in Dividing Resources	Selman: Perspective Taking
Children believe that shared feelings and agreements are more important than self-interest.	Moral relativity—learning how different persons can have different yet equally valid claims for justice.	Negotiation through cooperation using persuasion or deference; shared experience through mutual reflection on similar perceptions and experiences.
Adolescence Stage 4 Law and order	Level 2-B (ages 10 and up)	Mutual third-person level (3) (beginning in adolescence)
Laws govern what is right.	Choices take account of two or more people's (as well as situational) demands. There is feeling that all persons should be given their due (does not necessarily mean equality in treatment).	Negotiation through strategies integrating needs of self and other: shared experience through empathic reflective process.
Level III: Principled Stages 5 and 6 (Adolescence to adulthood) Principled, postconventional understanding		Societal perspective taking level (4) (late adolescence to adulthood) Individuals are capable of taking a generalized perspective of morality.

Sources: Adapted from Kohlberg (1976), Damon (1980), and Selman (1980). Damon contests the idea of stages as an invariant sequence because children regress in level and show inconsistent levels of performance from one testing time to the next.

[a]Recent research suggests that preschoolers may know more than they can tell us, and so this level may need revision.

Table 18.3 Kegan's Cognitive Orders of Consciousness

Orders of Consciousness	Appropriate Audience	Cognitive Operation
First order: Socially egocentric	Early childhood: Roughly two to six years	Fantasy
Second order: Durable categories	Middle childhood: Grades 1–3 (a stretch), grades 4–6 (elaborating an emerging capacity)	Data
Third order: Cross-categorical structures	Adolescents: Middle school students (a stretch), high school students (elaborating an emerging capacity)	Inference
Fourth order: Complex systems	Adults: Any higher education setting (a stretch for many)	Formulation
Fifth order: Transsystem structures	Any higher education setting (a stretch for most); graduate programs and practicing within the field itself (a stretch for many)	Reflection on formulation

Source: Adapted from Kegan (1994).

Table 18.4 Erikson's Psychosocial Stages in Development

Stage	Development Themes and Challenges
First year	"Trust versus mistrust": Infants learn to trust or mistrust others to care for their basic needs.
Second year	"Autonomy versus shame and doubt": Two-year-olds learn to exercise their will and to control themselves. Otherwise, they become unsure of themselves, doubting that they can do things for themselves.
Third to sixth year	"Initiative versus guilt": Children learn to initiate their own activities, become purposeful, and enjoy their accomplishments. When they are frustrated by adults in their attempts to initiate activities, they feel guilty for their attempts to become independent.
Seventh year through puberty	"Industry versus inferiority": Children are learning to be competent at activities that adults and peers value; when they are not, they feel inferior.
Adolescence	"Identity versus role confusion": The primary task of adolescence is to establish a sense of personal identity as part of a social group. Failure to do this results in confusion about who they are and what they want to do in life.
Young adult	"Intimacy versus isolation": The young adult develops the ability to give and receive love and make long-term commitments to relationships.
Middle adulthood	"Generativity versus stagnation": At this stage of life, the adult takes an interest in guiding the development of the next generation.
Older adulthood	"Ego integrity versus despair": The older adult develops a sense of acceptance toward life as it was lived and the importance of the relationships that were part of the individual's life.

Source: Adapted from Erikson (1950).
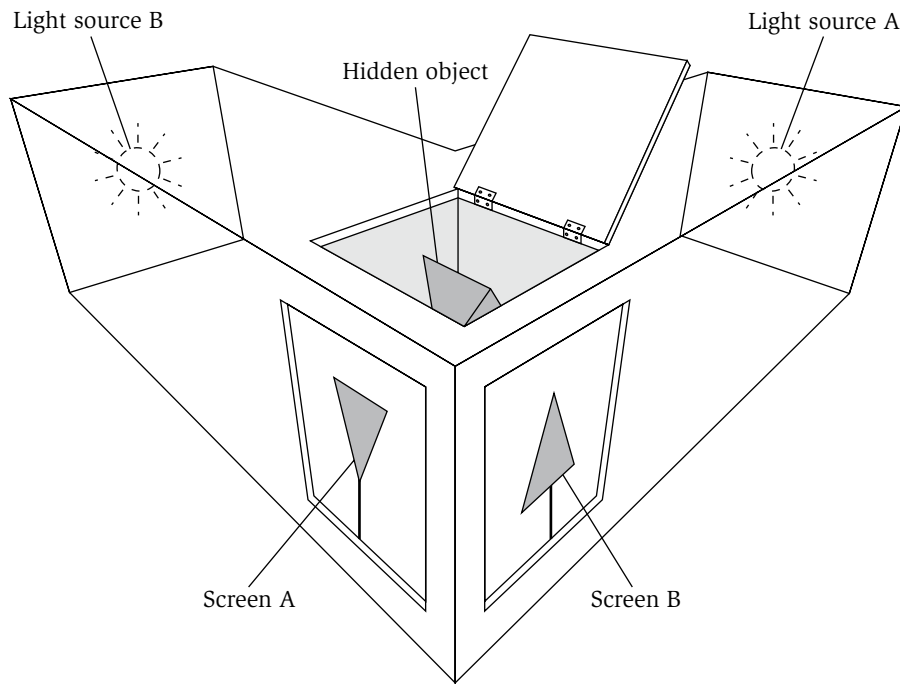
Figure 19.1 The Shadow Box

Source: Gruber, H. E. "The Cooperative Synthesis of Disparate Points of View." In I. Rock (ed.), *The Legacy of Solomon Asch: Essays in Cognition and Social Psychology*. Mahwah, N.J.: Erlbaum, 1990. Reprinted with permission.

Note: The task is to use the two shadows to work out the shape of the hidden object.

Geometric object 1
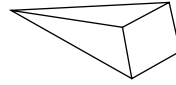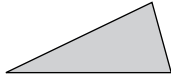
Geometric object 2
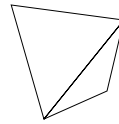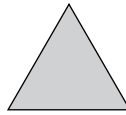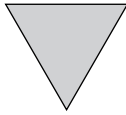
Lego object 1
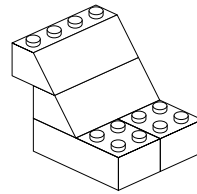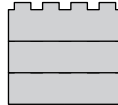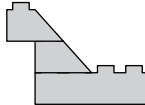
Lego object 2
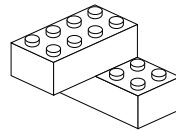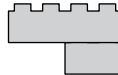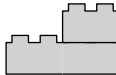
Figure 19.2 Objects and Shadows in Experiment One: Geometrical Objects and Lego Objects

Source: Gruber, H. E. "The Cooperative Synthesis of Disparate Points of View." In I. Rock (ed.), *The Legacy of Solomon Asch: Essays in Cognition and Social Psychology*. Mahwah, N.J.: Erlbaum, 1990. Reprinted with permission.
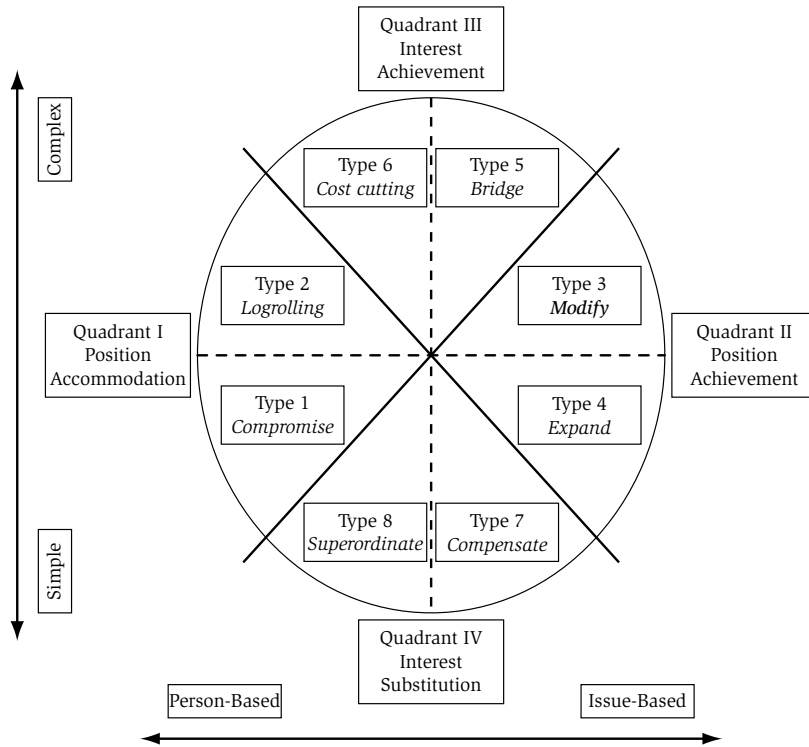
Figure 21.1 The Agreement Circumplex
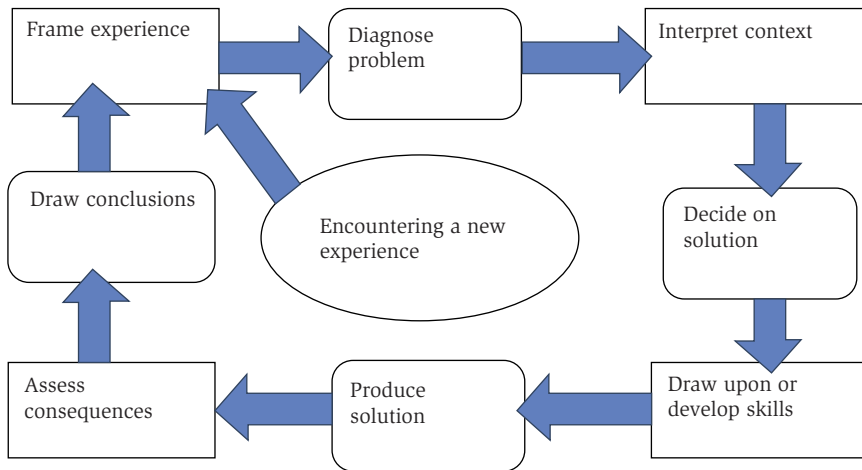
Figure 24.1 Marsick and Watkins' Informal and Incidental Learning Model

Source: Adapted from Marsick and Watkins (1990).

Note: The arrows denote reflection.

Exhibit 24.1 Sue's Dialogue with Her Teammates

What Sue Felt or Thought But Did Not Say	*What Sue and Teammates Said*
These guys! We've been chewing on this question ever since we began meeting. Someone must know something about this situation that I don't know.	Sue: So, that summarizes what we have agreed to. I think we disagree about whether we think that the people we want to reach actually shop in the kind of convenience store we have targeted. I suggest that we hire ThinkRight consultants to do focus groups to check out our assumptions on this one.
What's Bob up to now! This is coming from left field.	Bob: You have been pushing those people from the moment we met. What's in it for you to use these guys?
Here we go again. These guys are trying to make me look like I don't know what I am doing.	Sue: Huh? I am just trying to move us forward. We have been circling around this question ever since we began meeting. I want us to move forward.
What do I do with this one . . . he's made it look like, if I confront him, he's right. The jerk! He's not really joking.	Bob: Yeah, yeah. I know how you women work. Give you an inch and you take a mile [as if in humor; laughter all around from others]. You are just trying to railroad your decision through. [Others nod in agreement; no one else speaks up.]

Exhibit 24.2 Mapping One Possible Set of Causal Links in Sue's Case

Sue's Intention	Sue's Assumption	Sue's Action	Sue's Outcome
To be taken seriously as a professional	Bob is trying to make me look bad.	I'll stick to my guns and push to hire ThinkRight.	Sue's teammates thinks she is too wedded to her own solution and thus not professional.

Table 24.1 Action Science Map around Sexual Harassment in the Workplace

Contextual Cues	Action Strategies	Consequences	System Consequences
Individual level			
When sexually harassing behavior occurs	I make a joke of it, pretend it didn't happen, and say nothing . . .	. . . which guarantees that the behavior will escalate . . .	. . . and neither I nor the others affected by the behavior [perpetrators, managers, and by-standers] learn how to define limits of acceptable behavior in the workplace.
System level			
When sexually harassing behavior occurs	Managers and others ask victims to "just handle it," tease and make light of it, and expect victims to confront it alone without upsetting the system . . .	. . . which guarantees that the behavior will escalate . . .	. . . and a sexually harassing culture will be tolerated or encouraged, and victims are doubly victimized.
The learning alternative			
When sexually harassing behavior occurs	Recognize that others and I are affected and ask that all concerned become involved in remedying the situation . . .	. . . which guarantees that the behavior that is acceptable will be publicly discussed and consensus may emerge about what is and is not acceptable . . .	. . . and the system will either publicly admit that it tolerates this behavior or begin to engage in explicit conversations to help both victims and perpetrators make meaning of "sexually harassing behavior."

Table 27.1 I-AM-Inducing Strategies and Interventions at the Individual and Organizational Levels

Strategies and Interventions	Awareness		Accuracy		Adaptivity		Accountability	
	Individual	Organizational	Individual	Organizational	Individual	Org.	Individual	Org.
Readings, courses, and trainings on culture and (multiple) identity	x		x		x		x	
Readings, courses, and trainings on intergroup relations and processes	x		x		x		x	
Readings, courses, and training on cognitive processes (e.g., implicit bias, stereotypes) as related to culture	x		x		x		x	
Readings, courses, and training on conflict management strategies	x		x		x		x	
Cultural, personality, and conflict style assessments	x		x		x		x	
Cross-cultural interactions	x	x	x	x	x	x	x	x
Cultural immersion programs	x		x		x		x	
Structured intergroup dialogues	x		x		x		x	
Demographic indicators and tracking		x		x				x
Conflict resolution strategy with multicultural contingencies				x		x		
Conflict resolution impact evaluation measures						x		x
Multicultural SWOT (strengths, weaknesses, opportunities, threats) analysis		x		x				x
Organization culture audit		x		x				
Diversity scorecards (e.g., Hubbard, 2004)		x		x				x
Race, culture, and diversity climate measures		x		x		x		x
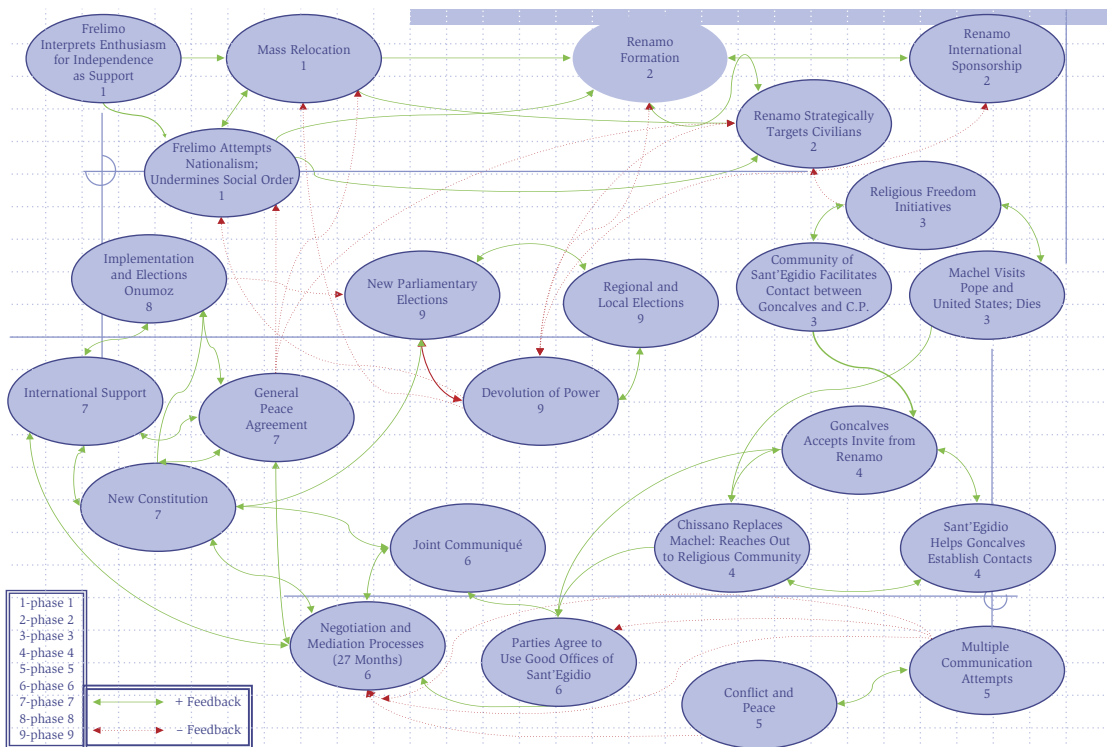
Figure 30.1 Feedback Loop Analysis of Mozambique Conflict and Peace

Source: Coleman, P. T., Vallacher, R., Nowak, A., Bui-Wrzosinska, L., and Bartoli, A. (2011). Navigating the landscape of conflict: Applications of dynamical systems theory to protracted social conflict. In N. Ropers (Ed.), *Systemic thinking and conflict transformation*. Berlin: Berghof Foundation for Peace Support.

Table 31.1 Key Differences between Human Rights and Mediation

Issue	Human Rights	Mediation
Treatment of norms violators	Naming and shaming; set no precedent for rewarding bad behavior; change behavior with "sticks" approach	Include violators in discussion to learn their interests and change their behavior with "carrots" as well as "sticks." Change attitudes as well as behavior
Conception of justice	Individual accountability; punishment/retributive justice	Fairness in the eyes of the parties; restorative as well as retributive justice, to maintain relationships if possible
Theories of social change	Define the ends; design means to reach those ends	Define means; ends that emerge will be fair if the process is designed well and is impartial

Source: Babbitt, Eileen F. (2008). "Conflict Resolution and Human Rights: Pushing the Boundaries." In I. W. Zartman et al. (eds.), *The Handbook of Conflict Resolution* (613–629). San Francisco: Sage Publications.

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┌─────────────────────────────────────────────────────┐
│ Stage 1: Establishing relationship with the disputing parties │
│ • Make initial contacts with the parties              │
│ • Build credibility                                   │───────────────┐
│ • Promote rapport                                     │               │
│ • Educate the parties about the process               │               ▼
│ • Increase commitment to the procedure                │
└─────────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────────┐
│ Stage 2: Selecting a strategy to guide mediation      │
│ • Assist the parties to assess various approaches     │
│    to conflict management and resolution              │
│ • Assist the parties in selecting an approach         │
│ • Coordinate the approaches of the parties            │
└─────────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────────┐
│ Stage 3: Collecting and analyzing background information │
│ • Collect and analyze relevant data about the people, │
│    dynamics, and substance of a conflict              │
│ • Verify accuracy of data                             │
│ • Minimize the impact of inaccurate or unavailable data │
└─────────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────────┐
│ Stage 4: Designing a detailed plan for mediation      │
│ • Identify strategies and consequent noncontingent moves that │
│    enable the parties to move toward agreement        │
│ • Identify contingent moves to respond to situations peculiar │
│    to the specific conflict                           │
└─────────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────────┐
│ Stage 5: Building trust and cooperation               │
│ • Prepare disputants psychologically to participate in │
│    negotiations on substantive issues                 │
│ • Handle strong emotions                              │
│ • Check perceptions and minimize effects of stereotypes │
│ • Build recognition of the legitimacy of the parties and issues │
│ • Build trust                                         │
│ • Clarify communications                              │
└─────────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────────┐
│ Stage 6: Beginning the mediation session              │
│ • Open negotiation between the parties                │
│ • Establish an open and positive tone                 │
│ • Establish ground rules and behavioral guidelines    │───────────────┘
│ • Assist the parties in venting emotions              │
│ • Delimit topic areas and issues for discussion       │
│ • Assist the parties in exploring commitments, salience, │
│    and influence                                      │
└─────────────────────────────────────────────────────┘
```

Figure 34.1 Twelve Stages of Mediator Moves

Source: C. W. Moore, *The Mediation Process*, 2nd ed. San Francisco: Jossey-Bass, 1996, pp. 66–67.
Reprinted by permission.

Stage 7: Defining issues and setting an agenda
- Identify broad topic areas of concern to the parties
- Obtain agreement on the issues to be discussed
- Determine the sequence for handling the issues

Stage 8: Uncovering hidden interests of the disputing parties
- Identify the substantive, procedural, and psychological interests of the parties
- Educate the parties about each other's interests

Stage 9: Generating options for settlement
- Develop an awareness among the parties of the need for multiple options
- Lower commitment to positions or sole alternatives
- Generate options using either positional or interest-based bargaining

Stage 10: Assessing options for settlement
- Review the interests of the parties
- Assess how interests can be met by available options
- Assess the costs and benefits of selecting options

Stage 11: Final bargaining
- Reach agreement through incremental convergence of positions, final leaps to package settlements, development of a consensual approach, or establishment of procedural means to reach substantive agreement

Stage 12: Achieving formal settlement
- Identify procedural steps to operationalize the agreement
- Establish an evaluation-and-monitoring procedure
- Formalize the settlement and create an enforcement-and-commitment mechanism

Figure 34.1 Continued

Exhibit 34.1 A Mediation Outline for Parents

I. Introduction
   1. Get the quarreling children's or adolescents' attention.
   2. Ask them if they want help in solving their problem.
   3. If they do, move to a "quiet area" to talk.
   4. Explain and get their agreement to four rules:
      - Agree to solve the problem.
      - Do not use name-calling.
      - Do not interrupt.
      - Be as honest as possible.

II. Listening
   5. Decide which child will speak first.
   6. Ask Child #1 what happened, how he or she feels, and his or her reasons.
   7. Repeat what Child #1 said so that Child #2 can understand.
   8. Ask Child #2 what happened, how he or she feels, and his or her reasons.
   9. Repeat what Child #2 said so that Child #1 can understand.

III. Solution
   10. Ask Child #1 what he or she can do here and now.
   11. Ask Child #2 what he or she can do here and now.
   12. Ask Child #1 what he or she can do differently in the future if the same problem arises.
   13. Ask Child #2 what he or she can do differently in the future if the same problem arises.
   14. Help the children agree on a solution they both think is fair.

IV. Wrap-up
   15. Put the agreement in writing, read agreement out loud if necessary, and have both sign it.
   16. Congratulate them both.

If your general strategy is . . .

Avoidance Assertion Aggression

. . . then the method you will choose will be to . . .

(1) (2) (3) (4) (5) (6)
Avoid the Negotiate Mediate Arbitrate or Litigate Fight or
conflict pursue grievance wage war

. . . and your focus will be on . . .

Denial or Needs and Rights Power
escape interests
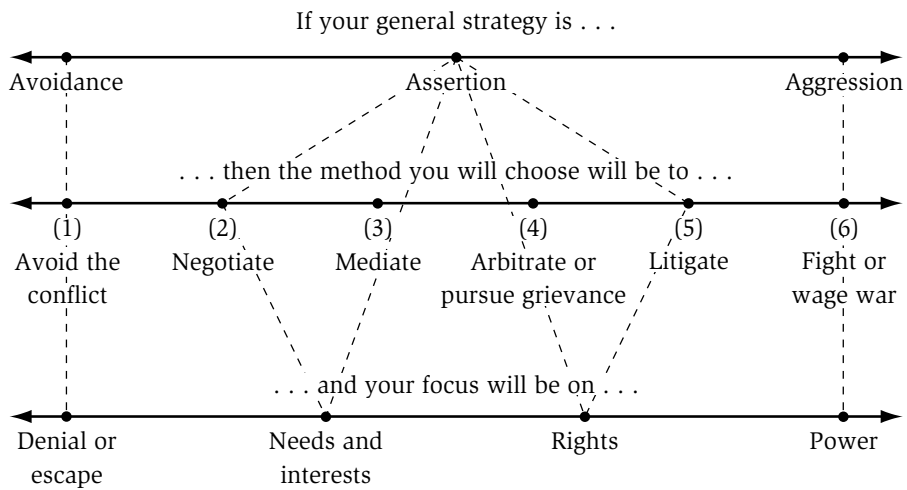
Figure 35.1 Coleman Raider Resolution Continuum

Figure 35.2 Coleman Raider Reframing Formula

Source: Copyright © 1992, 1995 E. Raider and S. Coleman. Permission has been given for use in *The Handbook of Conflict Resolution*. Other use is prohibited without written permission of the copyright holder.
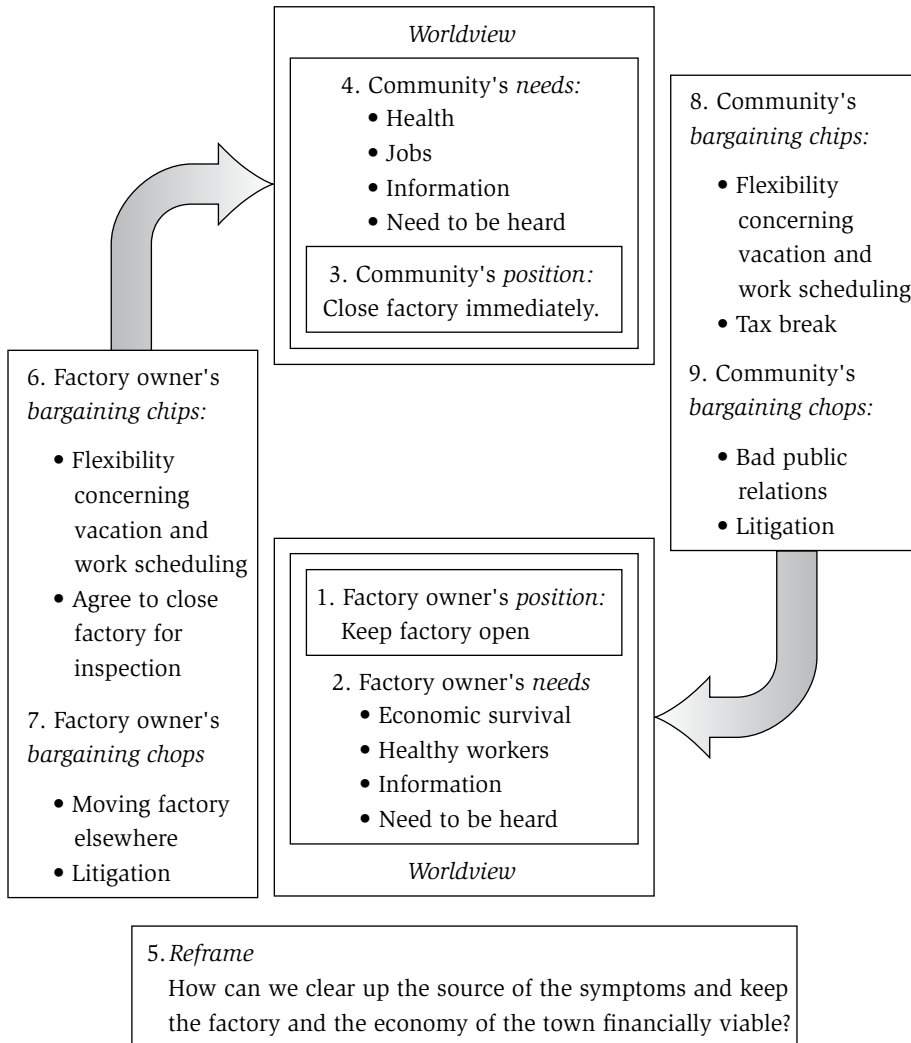
Figure 35.3 Coleman Raider Negotiation Planning Form: A Community Dialogue

Table 35.1 Coleman Raider AEIOU Coding Sheet (Abridged)

Negotiating Styles

Attack: threats, hostile tones or gestures, insults, criticizing, patronizing, stereotyping, blaming, challenging, discounting, interrupting, defending

Evade: ignore, change subject, withdraw, postpone, table issue, caucus

Inform: reasons, justifications, positions, requests, needs, underlying positions, feelings

Open: listen quietly, probe, ask questions nonjudgmentally, listen actively, paraphrase, summarize understanding

Unite: ritual sharing, rapport building, establish common ground, reframe, propose solutions, dialogue or brainstorming

Source: Copyright © 1992, 1997 E. Raider and S. Coleman. Permission has been given for use in *The Handbook of Conflict Resolution*. Other use is prohibited without written permission of the copyright holder.

Stage 1	Ritual sharing 1. Both A and B engage in *uniting* behavior.	

Stage 2	Position
	2. A states his position
	   flexibly (*informing*).
		Position
		4. B states his position
		   flexibly (*informing*).

	Underlying needs
	3. B probes for and
	   paraphrases A's
	   underlying needs
	   (*opening*).
		Underlying needs
		5. A probes for and
		   paraphrases B's
		   underlying needs
		   (*opening*).

Stage 3	Reframe 6. Either A or B asks, "How can we satisfy the priority needs of sides A and B (*uniting*)?"

Stage 4	Problem solving 7. A and B brainstorm a number of possible alternative ways (*chips*) to satisfy their needs (*uniting*).

	Reaching agreement 8. A and B evaluate the alternatives, pick the best combination for both sides, and summarize their agreement.

Figure 35.4 Colman Raider "Bare-Bones" Model

Figure 35.5 Coleman Raider Filter Check Model

Stage 1:

Set up the mediation.

    1. Set up the room.

    2. Deliver an opening statement.
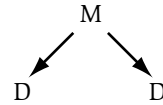
Stage 2:

Identify the issues.

    1. Listen to each side, one at a time; probe
       for their priority underlying needs (*opening*).

    2. Reframe (*uniting*).

    3. Prioritize the issues.
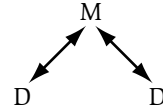
Stage 3:

Facilitate IOU and problem solving.

    1. Help them negotiate directly (*informing, opening,*
       and *uniting*).

    2. Keep reframing (*uniting*).

    3. Clear up assumptions (*cultural issues*).

    4. Brainstorm alternative solutions (*uniting*).
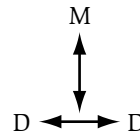
Stage 4:

Reach agreement.

    1. Have disputants confirm their understanding
       of their future commitments to each other.

    2. Write the agreement, if appropriate.

    3. Close the mediation.
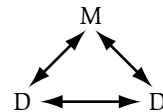
Figure 35.6 Coleman Raider Meditation Model
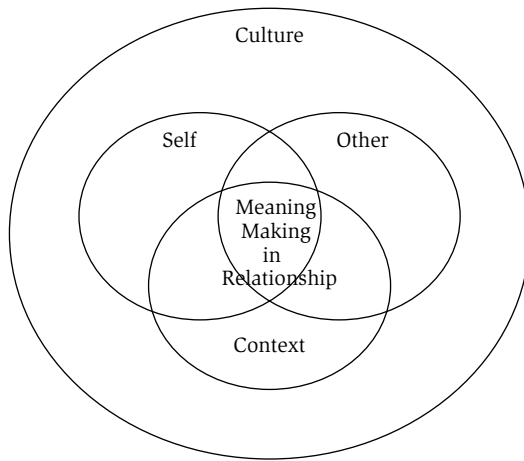
Figure 36.1 Elements of Communication Process

Figure 37.1 The Sound Relationship House Theory

THE SEARCH CONFERENCE
Purpose: To create a future vision
Merrelyn and Fred Emery

- Set format: Environmental scan, history, present, future
- Criteria for participants: Within system boundary
- Theory: Participative democracy
- Search for common ground
- Rationalize conflict
- No experts
- Total community discussion
- Two-and-a-half-day minimum
- Thirty-five to forty or more participants
- Larger groups = Multisearch Conferences
- One-third total time is action planning

FUTURE SEARCH
Purpose: To create a future vision
Marvin Weisbord and Sandra Janoff

- Set format: Past, present, future, action planning
- Stakeholder participation (no experts)
- Minimize differences
- Search for common ground
- Self-managed small groups
- Eighteen hours over three days
- Forty to eighty participants
- Larger groups = Multisearch Conferences

WHOLE-SCALE CHANGE
Purpose: To create a preferred future with systemwide action planning
Kathie Dannemiller and Robert Jacobs

- Format custom-designed to issue
- Highly structured and organized
- Theory: Beckhard change model
- Common database
- Two to three days plus follow-up events
- Use of outside experts as appropriate
- Use of small groups and total community
- Self-managed small groups
- One hundred to twenty-four hundred participants
- Logistics competence critical
- Daily participant feedback
- Planning committee and consultants design events

ICA STRATEGIC PLANNING PROCESS
Purpose: Strategic planning

Focus Question → Practical Vision → Underlying Contradictions → Strategic Directions → Strategic Actions → Implementation Timeline → Focus Question

- Stakeholder participation
- Two to seven days
- Fifty to two hundred participants
- Planning committee and consultants design events

Figure 38.1 Large-Group Methods for Creating the Future

Source: Adapted from B. B. Bunker and B. T. Alban, *The Handbook of Large Group Methods: Creating Systematic Change in Organizations and Communities*. San Francisco: Jossey-Bass, 2006. Reprinted by permission.

AMERICA*SPEAKS*

Purpose: To engage community/citizen groups in a process of learning and discussion around important issues affecting these groups

Carolyn J. Lukensmeyer

- Format designed to engage the issues
- Participative democracy
- Full spectrum of stakeholders a basic requirement
- Laptop computers at each table to record discussion themes
- Keypads for voting for every participant
- Table facilitators structure discussion
- Overhead screens to display discussion themes and voting tallies
- Subject matter experts on call to discussion tables
- Several hundred to five thousand participants
- Usually one day
- Extensive preparation and setup work

APPRECIATIVE INQUIRY SUMMIT MEETING

Purpose: To build the future on recognizing and expanding existing strengths

David Cooperrider

- Format similar to Future Search
- Participation not limited by number; includes stakeholders
- May be done over several days
- Four phases:
  - Discovery: Interviews and storytelling surface positive strengths.
  - Dream: Based on stories and interview data; group builds a desired future.
  - Design: Group addresses the system changes needed to support the desired future.
  - Delivery: Group plans for implementing and sustaining the change.

Figure 38.1 (*Continued*)

<table>
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LARGE GROUP WORK DESIGN
The Conference Model: Whole-Scale
Work Design, Fast Cycle, Full
Participation Work Design

- Integrated series of large group meetings
- One- to two-day sessions
- Topics:
  - Create the vision.
  - Conduct environmental analysis.
  - Conduct work systems analysis.
  - Conduct social system analysis.
  - Develop a blueprint for the new organization and process.
  - Plan for implementation.
- Whole system communication strategy is followed between meetings.
- Small task force work adds detail to large group meeting results.

</td>
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PARTICIPATIVE DESIGN
Fred and Merrelyn Emery

- The process is bottom up.
- Organizationwide education is first step.
- Management sets minimum critical specifications.
- Each level coordinates and controls its own work.
- Each unit designs its own work.
- Six design principles are used to redesign work.
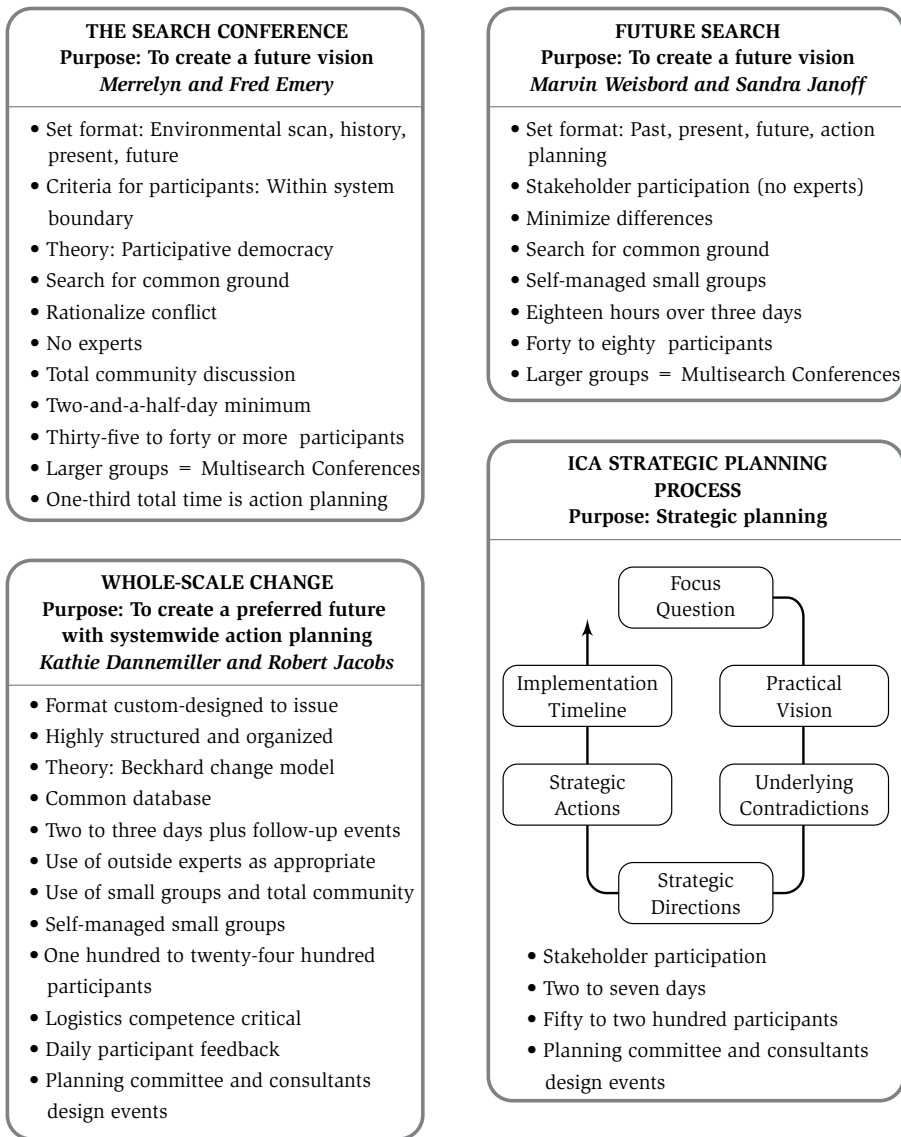- Multiskilling is the norm.

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Figure 38.2 Large-Group Methods for Work Design

Source: Adapted from B. B. Bunker and B. T. Alban, *The Handbook of Large Group Methods: Creating Systematic Change in Organizations and Communities*. San Francisco: Jossey-Bass, 2006. Reprinted by permission.

SIMU-REAL	WORK-OUT
Purpose: Do real-time work on current issues, test future designs, learn about system *Donald Klein and Alan Klein*	**Purpose: Problem identification and process improvement** *General Electric*

SIMU-REAL

Purpose: Do real-time work on current issues, test future designs, learn about system
Donald Klein and Alan Klein

- Organization selects issue for work.
- Room arrangement reflects organization's structure.
- People act their organizational roles.
- There are periods of stop action and reflection.
- Decision process is agreed to in advance.
- One day
- Fifty to 150 people
- Facilitator needs expertise in process consultation.

WORK-OUT

Purpose: Problem identification and process improvement
General Electric

- Improvement target selected
- Employee cross-functional meeting held
- One to two days
- Process: Discuss and recommend
- Senior management responds immediately.
- Champions and sponsors follow through to implementation.
- Thirty-, sixty-, ninety-day follow-up

OPEN SPACE TECHNOLOGY

Purpose: Discussion and exploration of system issues
Harrison Owen

- Is least structured of large group methods
- Uses divergent process
- Large group creates agenda topics.
- Interest groups form around topics.
- Newsroom printouts allow for sharing information across interest groups.
- One facilitator lays out format and ground rules, "holds the space."
- Facilitator needs an understanding of large group dynamics.
- One to three days

WHOLE-SCALE INTERACTIVE EVENTS

Purpose: Problem solving
Kathie Dannemiller and Robert Jacobs

Uses same methodology as Whole-Scale Change in figure 38.1.

- Flexible method with many different uses.

Figure 38.3 Large-Group Methods for Discussion and Decision Making

THE WORLD CAFÉ
**Purpose: A conversational process
that helps a group explore an
important issue**
Juanita Brown

- Overarching theme or question to be explored
- May be done in a half-day to two to three days, depending on issue
- Large space set with café tables that seat four people, a café environment
- Tables covered with butcher paper with markers and crayons available
- No limitation in numbers of people; more is better than too few
- Consists of a number of rounds lasting twenty to thirty minutes
- After each round, three people move to another table; one person remains to host the arrivals from another table.
- New groups share previous insights and continue exploration.
- Periodic community reporting of ideas and insights
- Listening to diverse viewpoints and suspending premature judgment encouraged
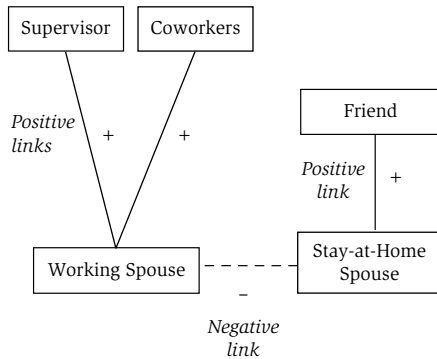
Figure 38.3 (*Continued*)

Table 40.1 Reconciliation and the Prevention of New Violence

Inhibitors	Promoters
Lack of understanding of the roots of violence	Understanding and actions guided by it
Lack of understanding of the impact of violence	Understanding its impact on survivors, perpetrators, bystanders
Devaluing the other	Humanizing the other and developing positive attitude toward the other through words, deep contact, working on shared goals, education
Unhealed psychological wounds of survivors, perpetrators, bystanders	Healing the wounds by all parties
Lack of Truth	Truth (complex: shared)
Conflicting collective memories—histories	Working both toward a shared history and toward accepting that the other group has a different view of history
"Chosen" traumas	Addressing the impact of the past
Lack of Justice	Justice: punitive, restorative, procedural, economic
Lack of forgiveness	Moving toward forgiveness (with mutuality)
Lack of acknowledgment of their responsibility by perpetrators and their group	Acknowledgment, apology, regret, empathy
Lack of acceptance of the past	Increasing acceptance of the past: "This is what happened, this is part of who we are."
Destructive ideologies	Constructive ideologies
Undemocratic systems and practices	Developing pluralistic, democratic, values and institutions
Raising children as obedient followers	Raising inclusively caring children with moral courage (positive socialization)

Source: Developed from tables and materials in Staub (2011).

(A) Traditional Social Network Diagram   **(B) Dynamic Network Chart**

KEY: G = goal striving   P = goal preventing
S = system supporting V = supportive resisting
R = system reacting   N = system negating

Supervisor   Coworkers

Positive links   +   +

Friend

Positive link   +

Working Spouse   - - - -   Stay-at-Home Spouse

_

Negative link

- Density = links/potential links (4/10)   = **.40**
- Positive valence ratio (3/4)   = **.75**
Note the difference with the dynamic network chart →

Supervisor   Coworkers

Both are supporting the working spouse's overtime goal   **S**   **S**

Friend

Negative reactions   **V**   *Supporting the prevention*

Working Spouse   **N** ● ● **R**   Stay-at-Home Spouse

Wanting overtime   **G**   **P**   *Trying to prevent the overtime*

Goal Issue: Long overtime
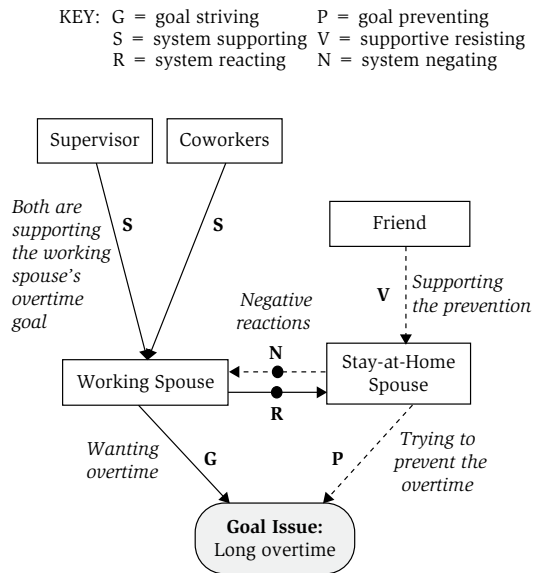
- Network affirmation links for goal[black lines]   = 4
- Network deaffirmation links against goal[dashes]   = 3
- Network affirmation ratio (4 / (4 + 3)), which represents the overall positivity toward the goal   = **.57**

Figure 41.1 Network Chart Comparisons

Directions: Please start answering or discussing questions at the top of the page and work your way down. Feel free to insert yourself into relevant boxes. Boxes should be left blank, only if no one serves that role. In some rare cases, an entity may be in more than one box, because some people may have multiple motives on different sides at various times. (See figure 41.1 for a key about the meaning of path signals).

1. What's the conflict about?

_____

_____

CONFLICT INVOLVEMENT — Deep ↑ / Peripheral ↓

SIDE 1

Primary Actors

2. Who's directly promoting or defending side 1?

_____

_____

_____

Supporters

4. Who's indirectly supporting the people on side 1?

_____

_____

_____

SIDE 2

Primary Actors

3. Who's directly promoting or defending side 2?

_____

_____

_____

Supporters

5. Who's indirectly supporting the people on side 2?

_____

_____

_____

Network Reactors

Joint Reactors

6. Who's upset with both sides of this conflict?

_____

_____

_____

Resolution Supporters

7. Who's trying to support both sides to resolve the conflict?

_____

_____

_____

Cooperative Force

Observers

8. Who else is just observing the conflict (or neutral in the system), but not involved?

_____

_____

Interactants

9. Who is not aware of the conflict, yet is important in the system?

_____

_____

Final Questions

10a. Place a check (✓) by entities who are very upset about this conflict (i.e., the network reactors).
10b. Place a question mark (?) by entities if you are uncertain about their placement.
10c. In your opinion, who may be more influential in this conflict? ☐ Side 1 ☐ Side 2 ☐ Both ☐ Neither

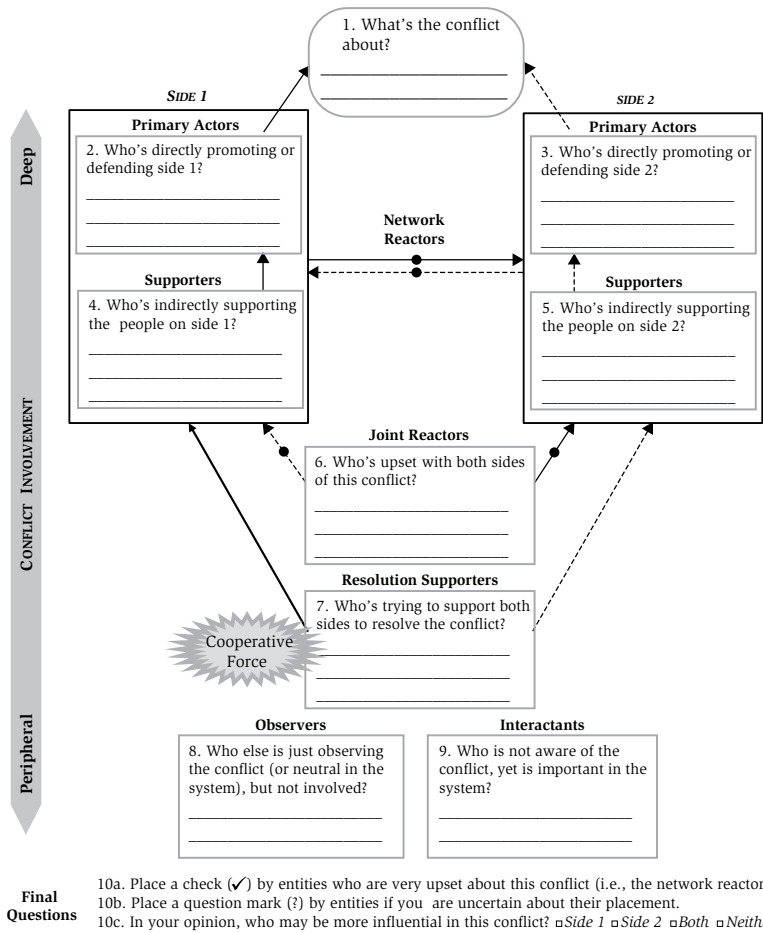**Figure 41.2** Network Conflict Worksheet

Table 42.1 Examples of Methodologies in Four Research Traditions

	Emic	*Etic*
Qualitative	Ethnography, single case study	Focused comparison (small number of cases)
	?	
Quantitative	Case time series	Experiments, surveys, aggregate case comparisons (large number of cases)

Note: The question mark indicates that the challenge of integrating findings from the different approaches is considerable.