COMMUNICATION AND POWER IN ENDURING CONFLICT

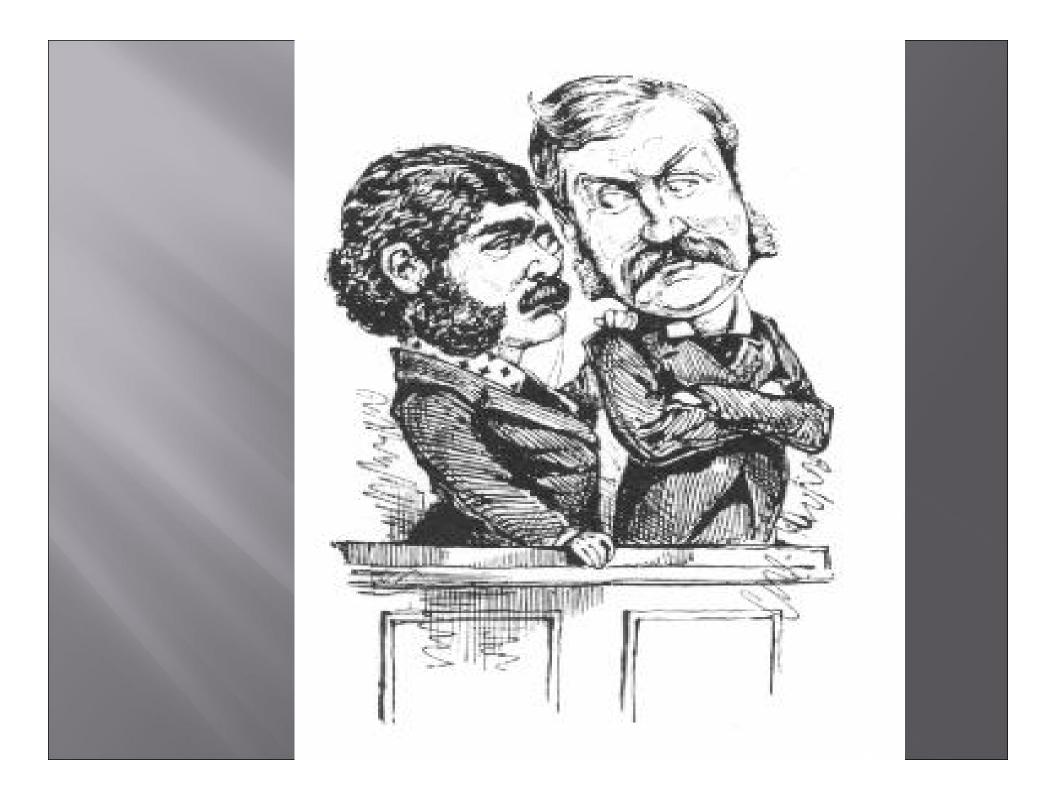
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Enduring Communication Requires

- Perseverance
- Maintaining communication in some form, even when direct communication was ineffective.
- Using multiple channels of communication
- Speaking one's truth
- Attending to the communication loop

- Using third parties, coaches, advocates
- Taking time out
- Responding to conciliatory gestures
- Affirming each other
- Choosing one's battles

Overall Power Goal

Encouraging a

- Constructive
- Reciprocal
- Sustainable

Pattern of Power

Using Power Over Time

- Power will be Used
- Disputants Need to Learn Their Power Effectively
 - Asserting Power
 - Responding to Other's Power
 - Constructive Escalation
 - Effective De-escalation
 - Changing the Power Pattern

Characteristics of Effective Use of Power

- intentional,
- realistic,
- focused,
- incremental,
- proportional,

Further Constructive Power Characteristics

- congruent,
- non-violent,
- flexible,
- sustainable, and
- transparent

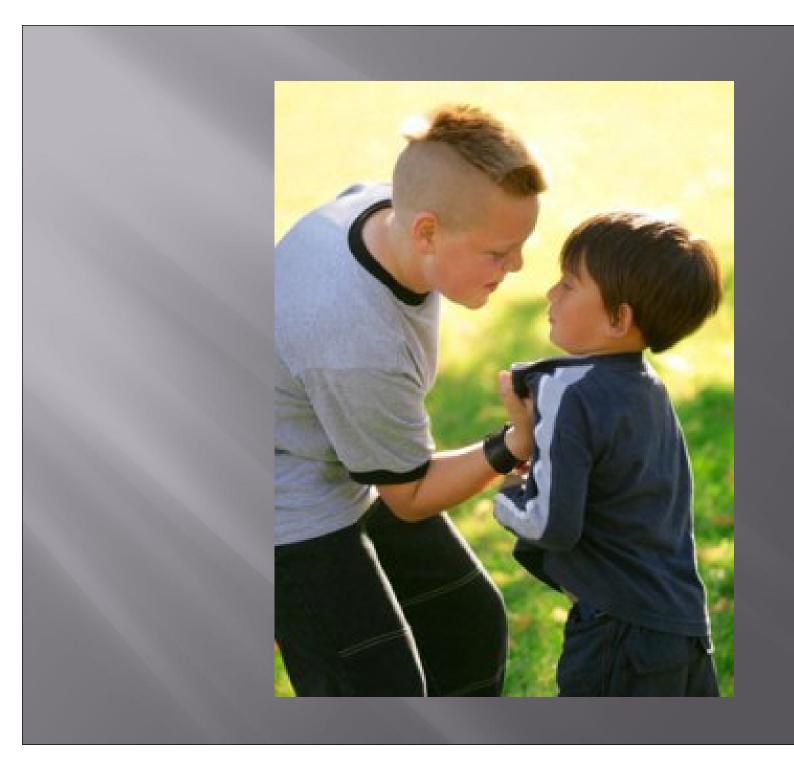
Constructive Escalation

- Four Principles from Prisoner's Dilemma
 - "Niceness"
 - "Provocability"
 - Forgiveness
 - Simplicity
- A Key Fifth Principle: Proportionality
- And One More: Uncertainty
- The Negotiator's Dilemma

WHEN ESCALATION IS NECESSARY











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False Choices

- Confront or Compromise
- Stand Firm or Seek Accommodation
- Deliver a Clear Message or Deliver a Conciliatory Message
- Be Tough or Be Nice

Exercise: An Educational Dispute

- Lynn --27 year old special education teacher in a primary school (idealistic, energetic, inexperienced)
- Eve-- a regular classroom teacher for over 20 years (no nonsense, disciplinarian, skeptical about special ed)
- Lynn was warned about Eve before starting at this school a year ago

The Issue

- Three 10 year olds in Eve's class are supposed to be in Lynn's resource room for an hour per day
- Eve resists this and engages them in activities that are very hard to leave in the middle of (games, movies, trips, drama, etc.)
- Eve complains about the resource room to the families
- Lynn is unable to have any consistent time with them

Lynn's efforts to resolve

- Lynn has tried to talk to Eve but Lynn refuses to engage — talking only about the importance of routine
- The principal, while trying to be encouraging of Lynn has refused to intervene
- Lynn feels like parents, teachers, and even students are beginning to view her as ineffectual

Exercise

- You are to coaches/advisors to Lynn
- Discuss how to frame the problem
- Consider durable systems of communication
- What kind of power should Lynn resort to?
- Should this conflict be escalated and if so how?
- What is your major advice to Lynn?