



The Conflict Within

A Guide to Personal and Classroom Management
By Michael Edgar Myers

Wavelength Inc.
4753 N. Broadway, #808
Chicago, Il. 60640
Local: 773-784-1012
Toll-free: (87) LAUGHS2
www.wavelengthinc.com



It's All in Your Mind

Dr. Robert Marzano lists four components essential in effective classroom management: 1) rules and procedures, 2) disciplinary interventions, 3) teacher-student relationships, 4) mental set. Of the four, mental set has the largest effect in decreasing classroom disruptions, he says, and is often the most unusual component.

Marzano defines “mental set” saying “effective managers approach the classroom with a specific frame of mind — a specific mental set.”

This workshop, “**The Conflict Within**,” is designed with this mental set in mind, building on Ellen Langer’s ideal of “mindfulness” in psychology. Marzano notes that Langer’s explanation that mindfulness “involves a heightened awareness and conscious control over one’s thoughts and behavior relative to that situation.”

The perspective in this workshop is that truly the only “conscious control” anyone has over thoughts and behaviors is our own. Our contention is that no one can force anybody to change any behavior, and we create much anxiety within ourselves when we can’t force people to go along with our program.

However:

We can influence people to change by how we respond to them or within ourselves in difficult situations.

Critical to influencing others is recognizing those things over which we have “conscious control” — mainly, own our reactions and interactions. And that will be our journey — to discover within us our mental set in various situations, in and out of the classroom; to recognize our ability to change regardless of age or background; and to exercise skills to influence change in others. This all depends on our willingness to look at the conflicts within ourselves to allow us to face the conflicts among others.

With this in mind, we ask you to do a quick self-evaluation that will provide some background for some of our work today. The impetus comes from this sign hanging in a guidance counselor’s office:

“You know how I am, don’t start with me.”

How well do others know who “you am.”

How well do you?

Please fashion your seat belt and turn the page, and thanks for riding with me.

Michael Edgar Myers



Check Yourself

A person with whom I've had a long-standing conflict is:

This conflict is about:

My contribution to the conflict is.

How is the time of conflict different from the time when things went well?

If I could resolve the conflict today, I would seek to change:

Something that chaps my cheeks (a pet peeve I get angry about) is:

This bothers me because:

People who know this bothers me are:

They know this because I (circle one):

- A. Have told them. B. Have shown them. C. Have yelled at them.
D. All of the above. E. They don't know

Thinking of my own interactions, are there phrases I use, even playfully, that may be considered harmful? What habits do I have that may irritate others?

When in conflict my general response is (circle one)

- A. "I'll get out." B. "I'll get even." C. "I'll give in." D. "I'll meet you half way."
E. "I care enough to confront the other person."

Background and Definitions

What is Conflict?

- A **sharp disagreement** over interests, ideas, etc.
- A battle between satisfying _____ and maintaining _____.
- Perhaps a _____
- A source of all good _____.
- A fact of _____.

Conflict influenced by

_____ Circumstances

_____ Challenges

Conflict occurs when

- When there is **uncertainty** about circumstances.
- When we **make assumptions** about others.
- When we don't want to **get to know** others.
- When we are _____ others.
- When we are _____ of ourselves.

What is Resolution?

- Settling a dispute, disagreement or misunderstanding by open and direct _____ that results in changed _____ **or** _____.
- Shaped by our influences by **beliefs, needs, attitudes, feelings** and **behavior**.
- Affected by our _____.
- Resolution is not necessarily _____.

Steps to Resolve Conflict



External

Factors



Internal

- | | | |
|---|-----------------------------|--|
| 1. Be aware of your style. | Your Attitude. | |
| 2. Pick appropriate time and place to talk. | Now, or Later. | |
| 3. Define the problem or issue. | Criticism | Be quick to listen. |
| 4. Define areas where you agree and disagree. | Issues v Personality | Be slow to speak |
| 5. Identify your own contribution to the problem. | Unity of Purpose | |
| 6. Brainstorm alternatives. | Anger | |
| 7. Negotiate: Discuss details and issues. | Emotional Maturity | Be slow to anger. |
| 8. Resolve and Implement the decision. | Honesty | |
| 9. Evaluate the decision. | Removing Judgment | |
| | Behavioral Change | |
| | Collaboration | |
| | Give-and-Take | |
| | Willing to Risk | |
| | Mutual Accountability | |
| 10. Express appreciation to the other party for working collaboratively | Words, deeds of affirmation | Be able to forgive, and ask forgiveness. |

Give Thanks

Write down three colleagues or students with whom you rarely interact, and send them or give them a note of praise. (Think especially of a person with whom you've had a long-standing disagreement.)

Give One, Get One

1. Fill in one square in each row.
2. Go to different individuals in the room to get an answer to fill in an empty square.
3. Give them an answer you have to fill in another square.
4. Continue getting answers from different people until sheet is full. Only one answer per square.

Words or Phrases that Build Confidence			
Words or Phrases that Undermine Confidence			
Behaviors or Actions that Cause Conflict			
Behaviors or Actions that Diffuse Conflict			
Phrases Used to Encourage Change in Behavior			
Phrases Used to Express Your Feelings			
Something You Do To Show Appreciation			

What We Have Here Is Failure to...

Communication is **sharing yourself** verbally and non-verbally so others accept and understand what you're sharing.

- 55 percent nonverbal • 37 percent intonation • 8 percent actual words

THE FIVE LEVELS OF COMMUNICATION & CATEGORIES OF CONFLICT

1. **CLICHÉS:** Very safe. No personal sharing. "Fine. How Are You."
 2. **FACTS:** Safe. Reporter talk. Repeat Data. No personal sharing. "Just give me the facts."
 3. **IDEA; JUDGMENTS:** First Step toward revealing communication. Cautious risk-taking. "Do you know what I think?"
 4. **FEELINGS; EMOTION:** Sharing feelings about facts, ideas or judgments. Underneath feelings revealed. Essential to share self. "Let me tell you how I feel."
 5. **OPEN, TRUTHFUL:** Most difficult for fear of rejection. Essential for relationship to grow. Physically, emotionally satisfying when achieved. "Let's be honest..."
1. **IDEAS:** Rooted in **beliefs**, e.g. religion, politics. Philosophical.
 - Can be fun; Difficult to resolve.
 - **Solution:** *Agree to disagree.*
 2. **ISSUES:** A **problem** that comes up.
 - Can be instructive, not destructive.
 - **Solution:** *Clarify the goal.*
 3. **PERSONAL:** A **habit of response** to an action or attitude, often occurring during another discussion.
 - Can result in behavioral change.
 - **Solution:** *Attack the issue, not the individual.*
 4. **RELATIONSHIP:** Confusion of the role with the person.
 - Relationship can grow stronger.
 - **Solution:** *Understand the issue...it's not personal.*

It's About Me, or What's My EQ?

FOUR THOUGHTS WHILE COMMUNICATING

1. Will they really care about me?
2. Will they really listen?
3. Will they still love me when they "know" me?
4. Will they value me as a person?"

TO SURVIVE THE RELATIONSHIP, ASK:

- To what degree must I be involved with this person?
- To what degree do I need to be involved with this person?
- To what degree do I want to be involved with this person?

"Communications at Work" — H. Norman Wright

Emotional Quotient: An ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. — Daniel Goleman

EMOTIONAL INTELLIGENCE - TWO ASPECTS

- Understanding yourself, your goals, intentions, responses, behavior and all.
- Understanding others, and their feelings.

EMOTIONAL INTELLIGENCE - FIVE DOMAINS

1. Knowing your emotions.
2. Managing your own emotions.
3. Motivating yourself.
4. Recognizing and understanding other people's emotions.
5. Managing relationships, i.e., managing the emotions of others.

DO I HAVE WITHITNESS?

"An awareness of what is happening in all parts of the classroom at all times."

— Jacob Kounin

Be Quick To Listen

Active vs. Passive Listening

Active listening is not about injecting opinion.

It's about understanding the other person so you can express your opinion.

ACTIVE LISTENERS	PASSIVE LISTENERS
Establish <u>good eye contact</u> .	Do hear <u>most</u> of the words.
Give <u>verbal</u> and <u>nonverbal cues</u> they are following conversation.	<u>Occasionally</u> look at the person speaking to them.
Occasionally <u>check</u> their <u>understanding</u> of what they've heard.	Sometimes acknowledge what's said, but <u>nonverbal behavior</u> indicates <u>disinterest</u> .
Reports what was said and how the speaker felt.	Repeatedly asks, "What was that again?"

From "Ways to Listen More Effectively to Your Kids," by Steven E. Landfreid, (c) 1989

How Do We Listen?

- Consider the **other's feelings** and **emotional maturity**.
- Listen to **facts and feelings**.
- **Five minutes** without interrupting, or mirror.
- **Ask questions** when unclear:
 "What I hear you saying is... Is that correct?"
 "What I understand you to say is... Is that correct?"
- Instead of demanding that you be heard, listen carefully to the other person.
- Other people have something to say they feel is important, and they won't be ready to listen to you until they have said it.
- People feel honored, willing to speak when they feel you're open to listen.

"Listening is not sacrificing who we are, but stretching to hear the other person and what they're feeling and saying." — **Steve Brody, PhD; Cathy Brody,**



Breathe Before You Speak

0 = never; 5 = sometimes; 10 = most of the time.

1. Are you uncomfortable with pauses in conversations?
2. Are you impatient with people who are slow to get to the point?
3. Do you listen with half a brain while the other half plans what you're going to say?
4. Do you anxiously wait for an opening (any opening) to express your point of view?
5. Do you interrupt others or finish their sentences?
6. Do you say, "Yeah, Yeah" or "I know" very rapidly to urge others to hurry up so you can have your turn?
7. Do you criticize points of view or form opinions before others have finished speaking?
8. Do you ever get the sense that you annoy, bother, or irritate your fellow communicators?
9. When people pause to contemplate their answers, do you perceive great time gaps in the conversation?
10. When people pause to take a breath before speaking, do you perceive an uncomfortable time gap in the conversation?

(from "The Don't Sweat the Small Stuff" Workbook by Richard Carlson, Ph. D.)

SCORES:

CHECK YOURSELF

A listening challenge I have is:

A step I will take to address this challenge is:

Be Quick to Listen

Factors that Influence Listening



Time of Day

Setting

Nonverbal Behavior

Stage of Life

Social Roles

Comfort With Feelings

Improving Listening Skills

1. Tune out all distractions; focus on person speaking.
2. Don't jump to conclusions.
3. Get clarification.
4. Be aware of the tone and voice inflection.
5. Be aware of physical mannerisms.
6. Occasionally repeat what the speaker has said.
7. Control your emotions.
8. Don't be too eager to offer opinion. Be patient.
9. "Yes-And" the speaker, don't "Yeah-But" them.



Mirror, Mirror

- Pick a topic (A Pet Peeve)
- Face each other.

Player A offers a point of view. Player B listens **without interrupting or interjecting**.

PLAYER A

What chaps my cheeks is _____. I feel this way because _____. That's all I've got to say about that.

PLAYER B

What I hear you saying is what chaps your cheeks is _____. You feel this way because _____. That's what I heard you saying. Did I misunderstand anything?

PLAYER A

No, you didn't misunderstand. You understood me clearly. Thanks for listening.

OR

Yes. We're not clear about _____. What I'm saying is _____. That's why I feel _____. Is that clearer?

PLAYER B

First, forgive me for misunderstanding before. What I hear you saying now is _____? Am correct?

PLAYER A

Yes. You understood me clearly. Thanks for listening.

(REVERSE)

Something to Talk About

- What do you notice about the language chosen to start, end, or correct conversation?
- How does Player A feel when Player B gives complete attention?
- How does Player B feel when listening without interjecting?
- How does Player A feel when Player B provides no responses during the talk?



The Mirror Has Two Phases

- Pick a topic
- Face each other.
- Player A offers a point of view. Player B listens but interjects with nods or sounds to indicate understanding. When Player B is unclear on a point, Player B interrupts by saying,
 - **“Excuse me. I not sure I understand.”**
 - or
 - **“I’m confused.”**
 - or
 - **“Would you mind repeating that?”**
 - or
 - **“What I hear you saying is... Am I correct?”**
- Player A clarifies as necessary, and Player B follows suit, until Player A ends with, **You understood me clearly. Thank you for listening and talking with me.”**
- Switch roles.

Something to Talk About

- How does this exercise differ from the first?
- How does Player A feel when Player B gives responses?
- How does Player B feel when interjecting?
- What is the role of two parties when conversing?

Be Slow to Speak

Guiding Your Tongue

- **Write** out your concerns.
- **Two compliments** to one criticism.
- Avoid blaming, accusing, finding fault.
- Use **encouraging, present tense** words.
- When addressing your feelings about the effect of another's actions, say **"I feel..."** rather than **"You made me feel."**
- Acknowledge your deeds or words, no matter how inadvertent. **"What can I do to help resolve this?"**
- Don't Assume: Did the other parties know of my feelings? Share peeves, feelings.

A Gentle Answer Turns Away Wrath

- Carefront the party in **appropriate time frame**.
- **Carefront directly**, or with mediator.
- **Don't bring up past** events others thought resolved.
- Acknowledge your anger, rather than venting.
- **Remove negative phrases** from vocabulary.
- Encourage. Use Words of Affirmation.
- Compliment. Criticize. Confront. Correct.
- Apologize.

Gary Chapman's Language of Love and Apology

We each speak a "language" that expresses **our needs and desires**. Conflicts occur because we primarily speak *our* language rather than the language of those around us. We can improve our relationships with spouses, families and work colleagues, by understanding our love language and learning to speak others'. — Gary Chapman,

LOVE LANGUAGES

1. Gifts.
2. Quality Time.
3. Physical Touch.
4. Acts of Service.
5. Words of Affirmation

LANGUAGE OF APOLOGY

1. Express Regret;
2. Accept Responsibility;
3. Make Restitution;
4. Genuinely Repent;
5. Request Forgiveness.

Roscoe P. Love's 17 Words of Reconciliation:

"I was wrong. You may be right. I'm sorry. Forgive me. _____"



The Art of Criticism

Everybody's a Critic

- Choose the setting.
- Not during a meal, on the phone, in front of the class.
- Private place.
- Don't attack.
- Your first words represent your overall reaction. If your overall reaction is positive, communicate that, then express the negative. (People handle negativity better when they've heard something positive.)
- Expression appreciation for extra effort, even if the effort fails.
- Avoid excessive praise.
- Avoid negative comparisons.
- Avoid cynicism, sarcasm, snide humor.
- Remove negative phrases from vocabulary.
- Say What? Phrases to build confidence.

Responding to Criticism

1. Don't be so quick to defend yourself.
2. When criticized, ask, "Is any of this true?"
3. Be patient.
4. What can I learn from criticism?

Language of Critical Response

Avoid: "I know it's all my fault."

Because: It's the martyr syndrome.

Try: "I do think I'm to blame. I'm sorry for what I said, and that I hurt you. What can I do to help make up for that?"

Avoid: "Can I take a minute to think about this?"

Because: You don't need permission.

Try: "I'm going to take a few minutes to think this over."

Avoid: "You're absolutely right."

Because: It may not be accurate. It gives away control.

Try: "That's an interesting point." Or, "That's a possibility." Or, "I hadn't seen it that way."

"Communications @ Work," by H. Norman Wright,



Be Slow to Anger

THE IMPORTANCE OF EARNEST ANGER

- Anger rises to **preserve personal worth**, essential **needs** and basic **convictions**.
- Anger is **natural**, essential, healthy, controllable. It is controlled by venting or clamming up.
- Rage is **irrational**, uncontrollable, life-threatening.
- Don't let the sun go down on your anger.
- Give yourself a time out: Ask: **"Why am I angry?"** List peeves.
- **Ask**, "Did I do something to make you angry?"
- It is possible to express anger without being violent?

"WHAT MAKES US ANGRY THAT SHOULDN'T"

Or Seven Reasons for Anger

Violation of Rights

Disappointment with Station in Life.

Blocked Goals

Irritations

Feeling Misunderstood

Unrealistic Expectations

Pathological/Psychological

(from "The Man in the Mirror," by Patrick Morley.)

MANAGING ANGER IN THE MOMENT

- Let the person vent without interrupting.
- Give yourself a time out (withdrawal style can be helpful)
- Ask what you did to make someone angry.
- Accept some responsibility
- Don't get physical.
- Take a deep breath and count to 10.
- Be solution oriented rather than problem oriented.
- Ask whose rights are being violated.
- Use non-sarcastic humor.



Practice, Practice, Practice

Behavior Affecting Actions

Give-and-Take: Remain calm, provide information. Allow the others to speak.

Broken Record: Repeat your feelings. Repeat your feelings. Repeat your feelings.

Disconnect: Spend less time with them. Don't chase them when they sulk.

Leveling: Speak the truth. Share what you think and feel about suggestions. Don't criticize, condemn, or try to change.

Behavior Requests: Inform what you dislike. Inform what you like. Share what you prefer in the future.

Speak Directly to the Other Person: Don't assume they know. Don't use a mediator.

Ask Questions: Gather information about facts and feelings.

Focus on desired or positive changes: Don't mention faults, defects or what you hope to avoid.

Don't apologize for your feelings or needs.

Behavior Affecting Language

Make requests rather than demand: "Would you please..."

Express your feelings to contain emotion: "It would be helpful if..."

Offer consideration and praise: "I'd really appreciate..."

State your behavior request: "I'd prefer..."

"If you're wrong, you don't have a defense, if you're right, you don't need a defense." – Neil T. Anderson



...Find Out What It Means to Me!

“Respect is not a feeling. It is how we treat another person.” — **Peter Scazzero.**

Maintaining order in a classroom, home or workplace — or nation — involves mutual understanding and respect of the rights of each individual. Creating a classroom Bill of Rights early in a semester could be an interesting exercise in government participation, empowering students to exercise their voices, and educating instructors about the changing needs of each individual. The following example is a family list by **Peter Scazzero** in his book, “Emotionally Healthy Spirituality.”

The next page is a brainstorming exercise to help you create your own.

Bill of Rights

- **Respect means I give myself and others the right to:**
- **Space and privacy** (e.g. knocking on doors before entering, not opening one another’s mail; respecting each other’s needs for quiet and space);
- **Be different** (allowing for differences for food, movies, volume of music, and how we spend our time)
- **Disagree** (making room for each person to think and see life differently)
- **Be heard** (listening to each other’s desires, opinions, thoughts, feelings, etc.)
- **Be taken seriously (*listening and being present to one another*)**
- **Be given the benefit of the doubt** (checking out assumptions rather than judging one another when misunderstandings arise)
- **Be told the truth** (counting on the truth when asking each other information — from “Did you study for the test that you failed?” to “Why were you late coming home?”)
- **Be consulted** (checking and asking when decisions will affect others)
- **Be imperfect and make mistakes** (leaving “room” for breaking things, forgetting things, letting each other down unintentionally, failing tests when we have studied, etc.)
- **Courteous and honorable treatment** (using words that don’t hurt, asking before using, consulting when appropriate)
- **Be respected** (taking one another’s feelings into account)

Brainstorming

Do this in groups of six; or make it collective.

Ask your students:

“What phrases do you hear – from parents, teachers, or other students – that make you feel bad about yourself, or your ideas?”

Ask your staff:

“What phrases do you hear – from colleagues, spouses, employers – that you feel intimidate you, disrespected or lose respect for that person?”

If you are a leader:

During a staff meeting, use this technique. Compile the list. Discuss the phrases and ramifications. Remove any phrases that may not be as bad as they seem. Save the ones that are just not tolerated. Make a pact that these phrases will not be used, in the classroom, among the staff...and empower other colleagues or students to hold each one accountable for misusing the agreed on negative phrases.

Give One, Get One

1. *Fill in one square in each row.*
2. *Go to different individuals in the room to get an answer to fill in an empty square.*
3. *Give them an answer you have to fill in another square.*
4. *Continue getting answers from different people until sheet is full. Only one answer per square.*

Attitude Adjustment

Attitude is everything. Your attitude is something other people can actually see. They can hear it in your voice, see it in the way you move. Feel it when they are with you. Your attitude expresses itself in everything you do all the time, wherever you are.

Positive attitudes always invite positive results. Negative attitudes always invite negative results.

Attitude makes a difference every hour. Every day. In everything you do for your entire life. What you get out of each thing you do will equal the attitude you have when you do it.

Anything you do with a positive attitude will work for you. Anything you do with a negative attitude will work against you.

If you have a positive attitude, you are looking for ways to solve the problems that you can solve, and you are letting go of things over which you have no control.

You can develop a positive attitude by emphasizing the good, by being tough-minded, and by refusing defeat.

CHUCK SWINDOLL

Today I discovered:

A skill I wish to practice is:

This is important because

Final Words & Resources

"Anger Workbook," Les Carter and Frank Minirth, Thomas Nelson Publishers.

"Before You Say, 'I Do' " by Wes Roberts & H. Norman Wright. 1978 Harvest House Publishers.

"Communication @ Work," H. Norman Wright, Regal Books. A Division of Gospel Light. Ventura, Ca.

"The Five Love Languages," Dr. Gary Chapman, Moody Press, Chicago, 1996.

"How to Avoid Conflict With Integrity," John W. Smith, Scripture Press, Downers Grove, IL.

"Hot Buttons: How to Resolve Conflict and Cool Everyone Down," from Sybil Evans, "Skills for Managing Anger, SERA Learning.

"Joining Together: Group Theory and Group Skills," sixth edition by David W. Johnson and Frank P. Johnson;

"Teaching TSRs, The Art of Listening," by Adrian Miller, Adrian Miller Direct Marketing; Human Resources Development, March 1996.

"The Don't Sweat the Small Stuff Workbook (Simple Ways to Keep the Little Things from Taking Over Your Life," Richard Carlson, Ph.D., Hyperion, New York, 1998.

"The Heart of the Artist," Rory Noland, Zondervan Publishing House, 1999.

"The Man in The Mirror," Patrick Morley, Zondervan Publishing House, 1989, 1992, 1997.

"Toward a Growing Marriage," Gary Chapman, Moody Press, Chicago, 1996.

"Ways to Listen More Effectively to Your Kids," by Steven E. Landfreid, (c) 1989

"When You Don't Agree," James Fairchild, Herald Press.

About the Presenter

Michael E. Myers joined Wavelength in 1988. He has appeared in approximately half of the company's 1,000 presentations to educational organizations throughout the U.S. and overseas. When not performing with Wavelength, Michael is a playwright and stage director in Chicago. He appears in commercials, television, feature motion pictures, training films for corporations; serves as an artist-in-residence in high schools in Wisconsin and Illinois; is a member of the artistic team of Stories on Stage, Chicago's live dramatic short story reading series; is an ensemble actor with "Unshackled," the nation's longest running radio drama series.