



The Conflict Within

A Guide to Personal and Classroom Management
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Conflicting Views

WHAT IS CONFLICT — PERSONAL?

- A battle between satisfying _____ and maintaining _____.
- Perhaps a _____ of _____

WHAT IS CONFLICT — EDUCATIONAL?

- _____ in school improvement.
- _____ to any successful change effort

WHAT INFLUENCES CONFLICT?

External Circumstances <i>(what happens to us)</i>	Internal Response <i>(how we're wired)</i>
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WHY ARE YOU HERE? (personally or educationally)

- I want
- I need
- I believe
- I feel

You Say You've Got a Resolution

WHAT IS RESOLUTION?

- Settling a dispute, disagreement or misunderstanding by open and direct _____ that results in changed _____ or _____.
- Resolution is not necessarily _____.
- Resolution is shaped by our influences, beliefs, _____, _____ and _____.

WHAT WE HAVE HERE IS FAILURE TO _____

- Sharing _____ verbally and non-verbally so others _____ and _____ what you're sharing.
 - 55 percent nonverbal • 37 percent intonation • 8 percent actual words

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?

WHY IS THIS NECESSARY?

"Effective teaching and learning cannot take place in a poorly managed classroom."

— Robert Marzano, Marzano Research Laboratory

COMPONENTS OF AN EFFECTIVE CLASSROOM

1. Rules and _____.
2. Disciplinary i _____.
3. Teacher-student _____
4. _____ set

Emotional Rescue

"I am convinced that life is 10 percent what happens to me and 90 percent how I react to it." — **Chuck Swindoll**

EMOTIONAL QUOTIENT

An ability, capacity of skill to perceive, assess and _____ the _____ one's _____, of _____, and of _____."

— Daniel Goleman, "Emotional Intelligence."

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, ie., managing the emotions of others.

HOW I RESPOND

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.

Atmospheric Pressure

“Practically anything can be discussed with the right attitude, the right approach and the right environment.” – *James Fairchild*

WITHITNESS

“An awareness of what is happening in all parts of the classroom at all times.”
— **Jacob Kounin, classroom management theorist**

1. Identifying troublemakers
2. Being alert to all sights and sounds in the room
3. Smooth transitioning between subjects
4. Group alerting — signals.
5. Overlapping — working with a group without neglecting others.

AT RISK TEACHING

Willingness to be vulnerable, and to change techniques and natural response in order to effectively address the needs of others and obtain yours.

Behavior Affecting Actions

- **Give-and-Take:** Remain calm, provide information. Allow the others to speak.
- **Broken Record:** Repeat your feelings. Repeat your feelings. Repeat....
- **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. Demonstrate.
- **Speak Directly to the Other Person:** Don't assume they know. Don't hint.
- **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.**
- **Be quick to listen, slow to speak, slow to anger, quick to forgive and ask forgiveness.**

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 Create Conflict			"You always..."
Words or Phrases that Diffuse Conflict		"That's possible"	
Behaviors or Actions that Cause Conflict	Blaming		
Behaviors or Actions that Diffuse Conflict		Humor	
Phrases Used to Encourage Change in Behavior	"I like it when you..."		
Phrases Used to Express Your Feelings		"When that happens I feel..."	
Words to Get Clarity in a Discussion	"What I believe I hear you saying is..."		

Bonus: Something humorous I've done to end a disruption:



Be Quick to Listen

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.)

How Do We Listen?

- 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
 - Instead of demanding that you be heard, listen carefully to the other person.
1. Consider the other's feelings and _____.
 2. Listen to _____ and _____.
 3. Listen for ____ minutes without interrupting.

A Listening Mirror

1. Paraphrase back what the speaker has said to clarify.
2. _____ when unclear:
"What I hear you saying is... Is that correct?"
"What I understand you to say is... Is that correct?"

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

Be Slow to Speak

Behavior Affecting Language

Make requests rather than demand: “I’d like it if you would ...”

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...”

Avoid: “I know it’s all my fault.”

Because: It’s the martyr syndrome.

Try:

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

Because: You don’t need permission.

Try:

Avoid: “You’re absolutely right.”

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

Try:

Avoid: You made me...

Because: You blame or pass the responsibility

Try:

The Basics of Bullying

Conflict: Equal Power – different wants

Bullying: Unequal power – one wants

- Recognize
- Refuse
- Report



Be Slow to Anger

Anger vs. Rage

- Anger rises **to preserve** _____, essential **needs**, basic **convictions**.
- Anger is _____, essential, healthy, controllable.
- Rage is _____, uncontrollable, life-threatening.

“What Makes Us Angry”

- Violation of Rights
- Disappointment with Station in Life.
- Blocked Goals
- Irritations
- Feeling Misunderstood
- Unrealistic Expectations
- Pathological/Psychological

Managing Anger in the Moment

- Let the person vent without interrupting.
- Give yourself a time out (*withdrawal style can be helpful*)
- Get clarification:
 - Ask: **“Why am I angry?”** (*See below.*)
 - Ask, **“Did I do something to make you angry?”**
- Accept some responsibility
 - Avoid: **“You made me...”**
- 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.

Make ‘em Laugh

Sense of Humor: the non-serious moment in the serious situation.

- Make light of yourself
- Laugh with not at people
- Sarcasm only fuels conflict
- Avoid demeaning, sexist, racist, belittling humor — listening to or encouraging.

Final Words

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**

You Must Remember This:

- Not every conflict can be or needs to be resolved.
- Knowing when to withdraw is wise, but do not run from conflict because conflict can be positive by providing an opportunity for growth.

Final Words & Resources

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"Ways to Listen More Effectively to Your Kids," by Steven E. Landfreid, © 1989

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

About the Presenter

Michael Edgar 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.