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AUTHOR   Zaharis, James K.; And Others
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ABSTRACT
        This skill laboratory provides a technique for
problem definition and alternative methods to gather pertinent data
that surrounds a given situation. Seven skills are discussed
including Kaufman's tri-level needs assessment model, intergroup
building, organizational slice, force field analysis, brainstorming,
problem definition, and conflict resolution. Alternate modes of
behavior for strategizing conflict resolution are listed, and skill
practice exercises and an opinionnaire are included. (MJM)

MESA PUBLIC SCHOOLS

ED108924

PERFORMANCE CONTRACTING: PROBLEM DEFINITION

and PROBLEM RESOLUTION

by

James K. Zaharis, Director
Center for Educational Advancement

In cooperation with:

George N. Smith
Superintendent, Mesa Public Schools

Phelps Wilkins, Team Leader
Holmes School

Fenwick English
Director, Arizona-Mesa Differentiated Staffing Consortium

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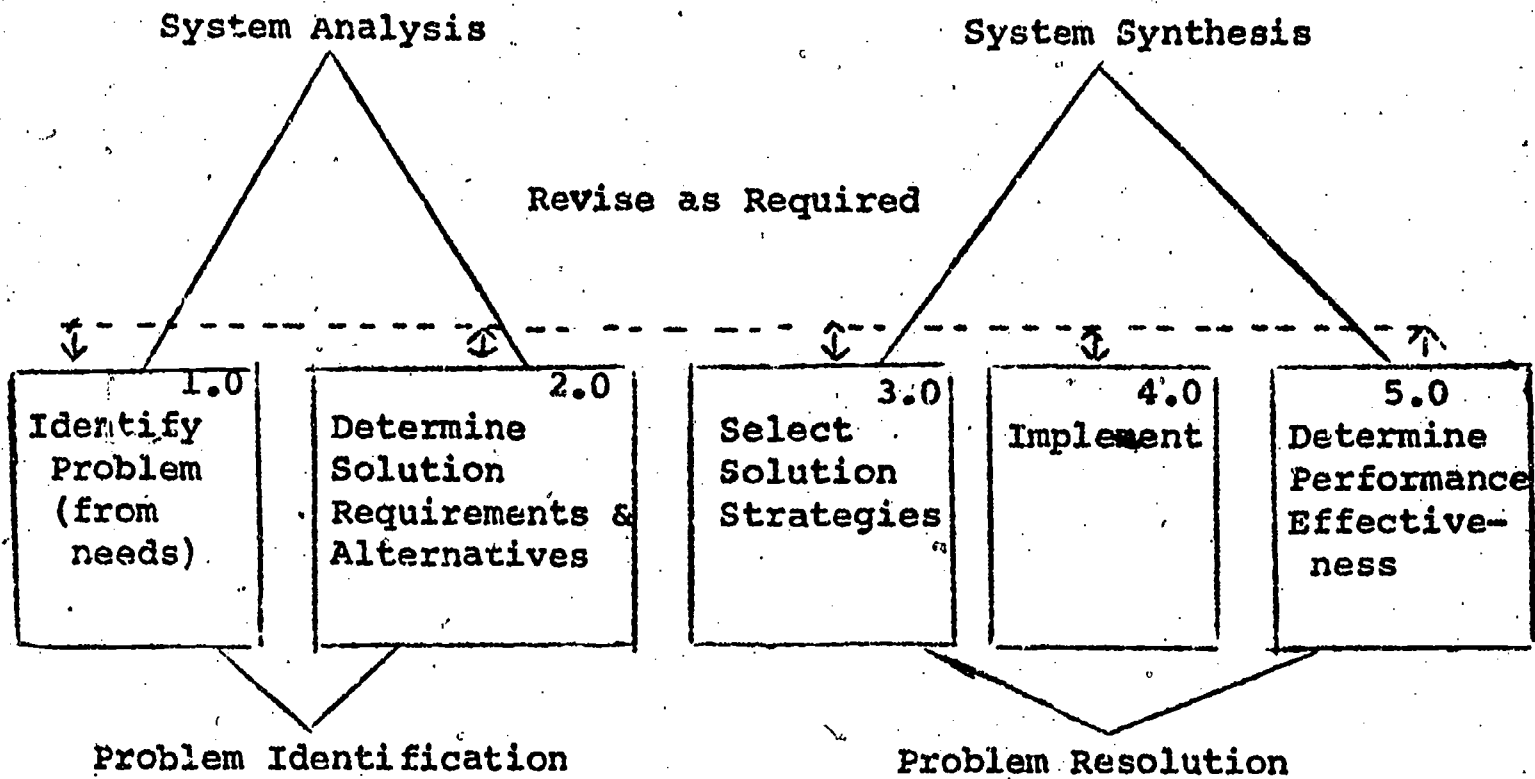SKILL LABOPATORY II

Table of Contents

Many of the difficulties that surround the solution of problems center around the inability of educators to adequately define the problem. Too often we seem to jump right to solutions before we even know what the solution will solve. The purpose of this skill laboratory is t provide techniques for problem definition and seek alternative methods to gather the pertinent data that surrounds a given situation. The following are paragraph definitions of each of the skills to be discussed.

I. <u>Kaufman's tri-level needs assessment model.</u>

Problem solving must start with an assessment of needs. A need is defined as "a measurable discrepancy between what is" and "what should be." Needs have to be viewed from many perspectives. It is for this reason there are three dimensions to be surveyed as we look at educational needs: (a) the needs of the student, (b) needs of the educator, (c) needs of society. If one of these dimensions is missing the result is a biased view. Needs assessment helps prevent us from jumping from unwarranted assumptions to foregone conclusions. After an adequate problem definition based on needs is determined, then alternative solutions can be sought. In order for a linkage to be made between problem identification and problem resolution, we must have a systematic way to proceed. The definition of "system" is "the sum total of separate parts working independently

and together to achieve a required outcome." There are two parts
to the system model. Blocks 1 and 2 are system analysis or problem
identification. These report what is to be done. Blocks 3 through
[5] report system synthesis or problem resolution. This reports how
to get the "what's" done. Experience has shown that too many of our
innovations start off at step 4 and, therefore, usually become
another passing fancy because they never solve an actual problem.

Six Step System Problem Solving Model

```
      System Analysis                    System Synthesis

                    Revise as Required

   1.0          2.0          3.0       4.0         5.0
Identify     Determine     Select    Implement   Determine
Problem      Solution      Solution              Performance
(from        Requirements &Strategies            Effective-
needs)       Alternatives                        ness

     Problem Identification          Problem Resolution
```

System analysis is a technique that gives us the right to
fail but the obligation to succeed.

II.
Intergroup Building

Background

Intergroup building is a useful technique by which two groups experiencing some difficulties in communication or working relation-ships bring out problems and initiate procedures by which they may be resolved. It consists of two parts: (1) problem identification and (2) problem resolution. It is a fact of life in organizations that everyone is part of the problem. There is a tendency for people to want to place the blame for their problems on the other party, the ambiguous "they". Intergroup building makes both groups realize that all are part of the problem.

What to do with the Data

Problem identification

Matches

A "match" is where both groups have identified the same problems in relatively the same intensity, and have placed them in nearly the same order of importance.

Mis-matches

"Gaps" refer to the phenomenon that perceptions of the two groups are not congruent over all the agenda items, that is, one group is oblivious to the concerns of the other. This means that one group does not even recognize the problem of the other. The presence of a large number of "gaps" may in itself be the cause of misunderstanding.

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"Intensity Differentials"

While both groups may envision the same problem or manifest-ation of a problem, one group may feel considerably more agitated about it than the other. One group may be deeply disturbed, the other merely "aware". Both groups need to understand how the intensity differs over the agenda items.

Mistaking Symptoms for Causes

A mis-match may also occur when people are not fully aware of the dimensions of a problem. They may identify its symptoms and talk all around it, earnestly seeking a way to identify it. The best way to ascertain if the agenda items are causes or symptoms is to examine each one to determine if "like" responses occurred elsewhere and if the responses were somehow ameliorated (removed), whether there would be no more problems. If the answer is "yes," (the problem wouldn't go away) only the symptoms have been dealt with and the cause remains.

> EXAMPLE: A staff complains of "fatigue" and "pressure";
> the "cause" of the fatigue may not be a
> longer working day, or extra duties, but anxiety
> due to lack of clarity of some roles which
> places a strain on existing role relationships.
> Anxiety may manifest itself in many ways.
> Dealing with only the symptoms means that it
> will surface again in another form.

Be wary of jumping on symptoms too soon. Search for deeper meanings and clues.

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STEPS TO USE IN ANALYZING THE DATA

STEP 1: <u>Identify the Matches</u>

The groups should proceed over the two agendas identifying the items which both agree upon. These should then be prioritized.

STEP 2: <u>Identify the Gaps</u>

Incongruity of the two lists should be identified. Where don't they overlap? Gaps should be filled in, in face-to-face interchange so that the one group may receive a first hand accounting of the feelings of the other.

STEP 3: <u>Identify Intensity Differentials</u>

The groups should identify where they think the other group does not realize the deep and pervasive feelings of the other. This too should be communicated in face-to-face settings. Meetings should continue until the one side feels it has reached a point where it understands intuitively and emotionally what the other side is saying.

STEP 4: <u>Draw up a Composite List of Problems</u>

A consensus should be reached regarding which problems are most important and which are the least. This is prioritizing.

STEP 5: <u>Symptom/Cause Analysis</u>

Each agenda item should now be subjected to scrutiny. Deeper questions should be asked. Is that really the problem? If it is solved will we be happier? Will the underlying bad feelings go away? If not, have we identified the problem?

STEP 6: <u>Consideration of Problem Solving Strategies</u>

Problem identification is one thing, problem solving another.

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Merely identifying problems does not mean that they will be solved at midnight by the Good Fairy. People must sit down and seek solutions. Usually, problems are complex and must be solved by the combination of several solutions. Sometimes combinations may be different. Before leaping to the problem solving stage, all strategies available should be considered.

STEP 7: <u>Selecting a Problem Solving Strategy</u>

Various strategies should be selected. When they are selected, the strategy should be specific.

EXAMPLE: Problem - Lack of involvement

Solutions - Joe Doaks will form a list by Tuesday of those wishing to be involved in curriculum development to be presented on Thursday to the faculty meeting.

Strategies must contain WHO, WHAT, WHEN and WHERE to be acceptable, otherwise problems are only identified, not solved.

STEP 8: <u>The Action Agenda</u>

The final step is the preparation of an action agenda. This agenda contains the specific steps, people, and work requirements to solve the identified problems.

STEP 9: <u>Evaluation</u>

Did the problems become ameliorated? If so, you were successful. If not, what went wrong? Was it incorrect diagnosis? Were enough solution strategies considered? Was the problem identified correctly but a bum solution picked? Are new problems arising?

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III.
Organizational Slice

This method samples personnel in an organization from top to bottom. This section comprizes a vertical slice of the organization as viewed from the position of a principal, tenure teacher, new teacher, secretary, custodian, student, parent. The data is usually collected by interview and compiled into a format that can be discussed by the group. At this point the group being sampled begins to seek a clear definition of the problem and separates symptoms from causes, seeks alternative solution strategies and develops an action agenda. This technique allows for good "hot data" to be fed back to the main body to get a better feel for the psychological climate and perception of problems held by personnel.

IV. Force Field Analysis

The force field is illustrated in Diagram #1. The force field is comprized of DRIVING FORCES, or those forces or factors which are "pushing" in a particular direction. The others are RESTRAINING FORCES, which may be seen as walls or barriers. They prevent or retard movement toward them.

Diagram #1

Present Condition

Force 1   Force 2   Force 3

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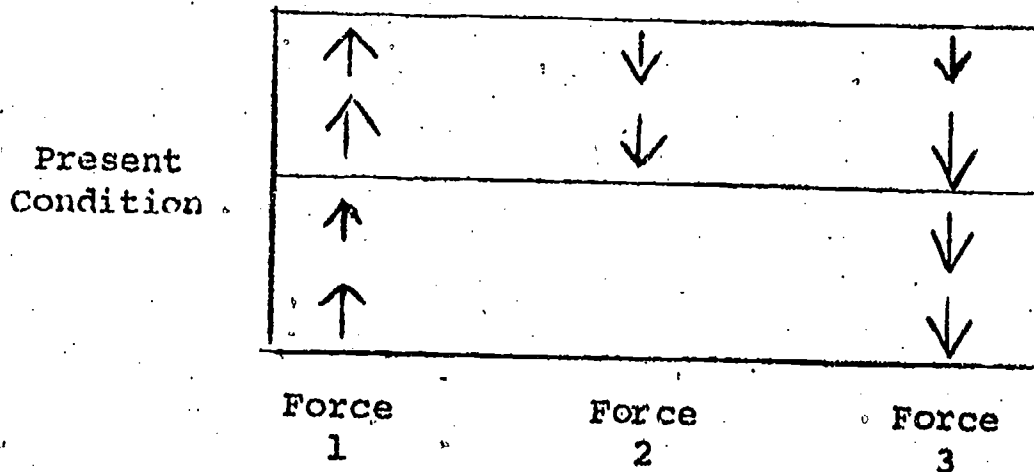
The arrows pointing downward represent the restraining forces. The arrows pointing upward represent restraining forces. The length of each arrow represents the relative strength of the force at that particular point--the longer the arrow the stronger the force. As you ascertain, the force field is made up of several forces or varying strengths which oppose each other. The strength of a particular force may itself vary at different levels.

The present conditions at that level where the sum of all the downward forces and the sum of all the upward forces are equal. It is represented by the line near the center.

Change occurs only as the forces are modified so that the level where the forces are equal is change.

Forces can be changed in the following ways:

1. reduce or remove forces,

2. strengthen or add forces,

3. change the direction of the forces.

The criteria upon which to decide to alter the force field are suggested as follows:

1. determine what forces, if any, must be dealt with before a change can occur.

2. which opposing forces can be reduced with the least effort?

3. which augmenting or upward forces can be increased?

Finally, after a change has been brought about by altering the force field, the new condition must be stabilized, since there is

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always the danger of reverting to the status quo.

Group Activity

Simulate a force field analysis of moving your school to an Internal Performance Contracting basis by September, 1972.

V. Brainstorming

Brainstorming is an often discussed simple technique of generating ideas for problem resolution. All too regularly ideas are not allowed to flow because the group is always criticizing and saying "why it can't be done." This technique must be done in a positive psychological climate.

The purpose of brainstorming is to generate a great number of ideas in a short time. The following suggestions will facilitate this operation:

1. Let your imagination run wild.
2. Think up as many ideas as possible.
3. Build on ideas of others.
4. Do not evaluate or judge any ideas.
5. Do not elaborate on any ideas.
6. Be specific and to the point.
7. Record every idea that is suggested.

Evaluation

The purpose of evaluation is to consider ideas in terms of practical action. Evaluation may include consideration of the following questions:

1. Can the idea be used as it is?
2. Can the idea be used if adapted in any way?
3. Is the idea practical in terms of time?
4. Is the main idea feasible in terms of cost?
5. Is the idea acceptable to all parties concerned?

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6. Which ideas cannot be put into practice here and now?
7. Which ideas will best achieve the purpose set forth by
   the goal?
8. In what order are the ideas most applicable?
9. How many of the ideas can realistically be put into action?

VI. Problem Definition

Many problems are not solved because they fail to be defined
in such a manner as to indicate when they are solved. Therefore, in
order to provide more concrete insights into the statement of the
problem a technique called "problem definition" is utilized. It
indicates difficulties, then elaborates on the conditions present
that make the situation a problem. After the problem conditions have
been defined the statements must be made as to what conditions would
be present if the problem had been solved. From these first two
steps a change strategy must be formulated in order to seek a solution
to the original problem.

Sequential steps

What is the Problem?

1. Administrator states problem and problem indicators,

2. Assessment of personnel involved is taken and individual,
   team, or school, profiles are noted.

How will we know when the problem is solved?

1. A list of conditions are made which would state that when
   this situation was present the problems would be solved.

2. A formalized change strategy is built with specific assign-
   ments made.

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Data for Problem #6

1. Problem: Principal observes, "Our teaching teams are not working well."

   a. The teaching teams are not planning well enough,
   b. There is a lack of complete trust and openness between members of teams,
   c. There is not close enough correlation within the teams on such items as student grouping,
   d. The teams have not adequately assessed pupil needs,
   e. If the teams have assessed pupil needs, there is not much evidence of a change in teacher behavior,
   f. There is still a very uneven level of total staff commitment towards the school,
   g. In some cases we have self-contained classrooms function-ing within the "open space" concept which is an anachronism, and
   h. The students are manifesting staff frustration with the above problem.

Problem Indicator I: The teaching teams are not planning well enough. Characteristics or conditions which would indicate that good team planning was going on or that this manifestation of the problem was solved:

1. Teachers would know what each of the members were doing in large group, small group, tutorial, etc. There would be no surprises from day to day as for example one teacher being surprised that the other was showing a film when he had planned to use the same room for another activity.

2. There would be total team input in contrast to the dom-ination of the input by one or two teachers on a team. Teachers would not complain that their feelings were not accepted or that they were reluctant to express themselves during planning when responsibilities were divided up.

3. There would be greater awareness by teachers of the need for more teacher/teacher and teacher/pupil dialogue. There would be more meaningful verbal interaction at both levels than is now occurring.

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4. There would be more staff cohesiveness within the discipline teams. By cohesiveness I mean a more _articulated_ curriculum for children in the area involved.

Problem Indicator II: There is a lack of trust between team members.

Characteristics or conditions which would indicate that there was

sufficient openness and trust between team members:

1. Team members would openly display a feeling of confidence in the ability of the team and everybody's ideas would really be considered in the team decision-making process. There would be no "hidden" agendas and a diminishing amount of non-verbal behavior in meetings which indicated a lack of commitment, disinterest or hostility towards each other.

2. There would not be feedback by teachers to one another of unhappiness over assignments, lack of credentials and qualifications in accepting assignments, or that their real feelings were not expressed or not accepted by others.

3. Teachers would not be unduly suspicious of pupil motives and behavior which acts as a reinforcer for bad pupil behavior because teachers don't essentially trust each other.

Problem Indicator III: There is not close enough correlation within

the teams on such items as student grouping. Characteristics or

conditions which would indicate that there was good intra-team

correlation as it relates to student grouping:

1. Pupils who have been grouped on some criteria into like groups would still be functioning under an overall, articulated curriculum umbrella. Thus, there would not be the problem of pupils or teachers with low groups feeling isolated from the rest of the pupils and teachers.

Problem Indicator IV: The teams have not adequately assessed pupil

needs. Characteristics or conditions which would indicate that there

had been an adequate assessment of pupil needs:

1. The instructional program in a discipline area would not be
   designed prior to assessing pupil needs; the program would
   fit the student and not the other way around.

2. A lack of artificial routine on the part of the way teachers
   design and implement an instructional program; that is, too
   much emphasis on following a logical presentation via text-
   book chapters or topics, rather than in assessing pupil
   needs and constructing learning experiences based upon those
   needs, not using pupil needs as the central focus for
   determining instructional sequencing and pacing.

Problem Indicator V: If the teams have assessed pupil needs, there

is not much evidence of a change in teacher behavior. Character-

istics or conditions which would indicate that there had been a

change in teacher behavior as a result of needs assessment.

1. The program would follow the assessment and there would be
   a design for systematically sampling pupil attitudes and using
   it as a major input in determining teaching.

2. A variety of instructional modes would be present and obvious.

3. Groups would not be of a permanent nature; they would be
   continually grouped and re-grouped on the basis of reach
   achievement.

4. Pupils would have a direct say in much of what they learned.

5. More pupil diversity of response and participation would
   be encouraged.

6. There would be more utilization of various types of
   instructional resources.

7. There would be more chances provided for students to exploit
   learning resources, including the teacher as a resource.

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8. Pupil success would be emphasized more on a regular, planned basis. Teaching would begin where students actually were, and not where they were presumed to be.

9. Teacher behavior would not be so much aimed at producing convergent thinking as divergence and creative responses on the part of students.

10. Assessment of pupil growth in all areas would occur regularly and periodically on a planned basis by the team. This then forms the data base for the next unit planning.

Problem Indicator VI: There is a very uneven level of total staff commitment towards the school. Characteristics or conditions which would indicate that the staff was totally committed.

1. Placing the good of the school and its beliefs, ideas, and directions above personal agenda items.

2. A majority of the staff can agree and move as a total body on most things.

3. There is not a lot of faculty cliques, splinter groups, or isolates.

4. There is good evidence of faculty esprit de corps.

5. There is a lack of petty complaints regarding each other.

6. There is exhibited a good ability to share and cooperate with each other and between teams and departments when limited resources are involved.

7. There is the presentation of a "unified front" when the school as a totality is involved in activities.

8. There is a high degree of teacher sharing and intra-staff feedback.

9. There is an "even load" commitment within teams, a few don't always get stuck with most of the work most of the time.

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<u>Problem Indicator VII:</u> There is open space but self-contained class-rooms are functioning within it. Characteristics or conditions which would indicate that there was good utilization of the open space.

1. There would be no permanent single-teacher-per-class organization on a permanent basis over an extended period of time within the open space.

2. There would be group flexibility and teacher assignment flexibility within the open space.

3. There would be stress by teachers on group fluidity with purpose, many varied experiences for students.

4. The role of the teacher is that of facilitator and guide rather than full-time director or lecturer.

5. The role of pupils in open space is active, involved and direct. The role of teacher is that of guide and shaper of activities and resources towards pupil needs.

<u>Problem Indicator VIII:</u> Students are mirroring staff frustration with the aforementioned indicators. Characteristics or conditions which would indicate that school's students were productive and learning:

1. Students exhibit a high degree of motivation for learning.

2. Staff/student conflict rates are very low.

3. There is a low degree of pupil vandalism and disrespect for staff.

4. There is a low degree of pupil intolerance towards each other.

5. There is a high degree of students' perception of self-worth.

6. There is generally a low amount of pupil absenteeism and class-cutting.

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7. There is a low amount of non-productive student behavior.

8. Generally, pupils express the feeling that teachers are not "up tight" and are fair in dealing with them.

A POSSIBLE MODEL FOR TEAMWORK
THE TEAM TUTORIAL APPROACH

Situational Givens

1. It is assumed that "team" means a collection of individuals' who work together; work defined as planning, implementing, and evaluating together.

2. The team tutorial approach is ultimately aimed at individual students, through the resources of the team.

3. The team has complete confidence in each other and in the collective ability of the team to carry off their responsibilities.

4. An open climate where trust between people is marked by an honest and frank interchange of ideas, where personalities and the emotional feeling are not buried, but recognized and dealt with above the table.

Operational Procedures

1. A leader is elected, appointed, selected or emerges.

2. The leader sets out the responsibilities of the group.

3. The leader delineates the objectives of the group and secures consensus on the objectives.

4. The leader develops objectives for meetings which are aimed at making closure on the major activities necessary for the group to realize its total objectives.

5. A division of responsibility is established whereby each member can participate to his maximum potential and charged with completing a number of activities. Responsibilities are fixed on a definite time table.

6. The group meets daily to check progress and share problems; once a week the meeting is extended.

7. The team utilizes many modes of evaluation to assess their effectiveness; regular meetings scrutinize their successes and/or failures. Every effort is made to provide for the most immediate type of feedback possible. For example student evaluative data, administrative evaluation, parent feedback, peers, etc. Each mode is considered legitimate, though offered from varying points of view and background.

8. Students are the ends of the team, not a means to an end. The team begins with students where they are and reinforces positive student behavior, however small or seemingly insignificant. Success rather than failure is reinforced.

9. Constant and genuine concern for pupil progress which is visible to pupils, not as anxiety, but as caring behavior on the part of the teachers involved - the CQ (caring quotient).

ANALYZING YOUR TEAM'S EFFECTIVENESS
INDIVIDUAL PROFILE OF TEAM

	TEAM

DIRECTIONS: On each of the criteria below, rate your team as to its current effectiveness. Make one mark for each characteristic.

AREA

RATING

	STRONG	ABOVE AVG	AVG	BELOW AVG	WEAK

1. The "team" works together in all phases of planning, implementing and evaluating their program.

| | ___ | ___ | ___ | ___ | |

2. The efforts of the "team" can be seen in pupil growth and motivation.

| | ___ | ___ | ___ | ___ | ___ |

3. The team has complete confidence in each other and in their collective ability to carry off their work assignments.

| | ___ | ___ | ___ | ___ | ___ |

4. An open climate prevails marked by an open and frank dialogue, there is a lack of "hidden" agendas.

| | ___ | ___ | ___ | ___ | ___ |

5. The team has a strong leader who is recognized by others on the team.

| | ___ | ___ | ___ | ___ | ___ |

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| AREA	RATING				
	STRONG	ABOVE AVG	AVG	BELOW AVG	WEAK
6. The leader sets out clearly the responsibilities of the group.	___	___	___	___	___
7. The leader secures consensus of the group on their objectives.	___	___	___	___	___
8. The team leader develops meeting objectives which are clearly understood by all members.	___	___	___	___	___
9. A clear division of responsibility has been established where duties are fixed on a time table.	___	___	___	___	___
10. The group meets daily to check on progress.	___	___	___	___	___
11. The team utilizes many modes to evaluate their effectiveness. All data sources are utilized.	___	___	___	___	___
12. The team reinforces positive student behavior.	___	___	___	___	___
13. Teacher caring for pupils is genuine and visible.	___	___	___	___	___
TOTALS	___	___	___	___	___

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PROFILING YOUR TEAM'S EFFECTIVENESS

TEAM HISTOGRAM

DIRECTIONS: Compute on the profile the average score for each item corresponding to the individual item, then dividing by the number of responses. This will provide an overall team profile computed on the basis of individual responses.

sample profile

ITEMS FOR INDIVIDUAL PROFILE OF TEAM

average scores on items
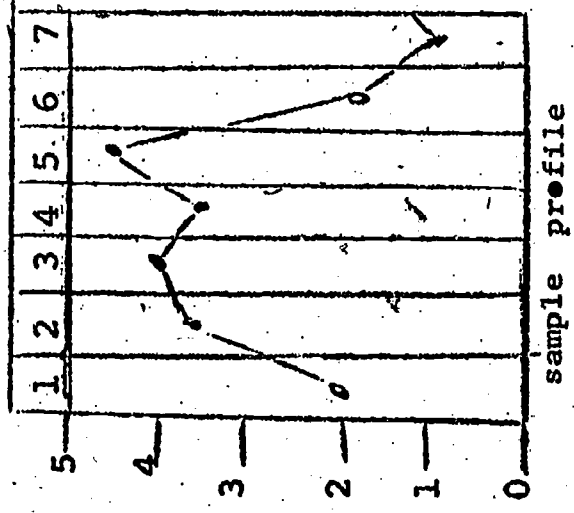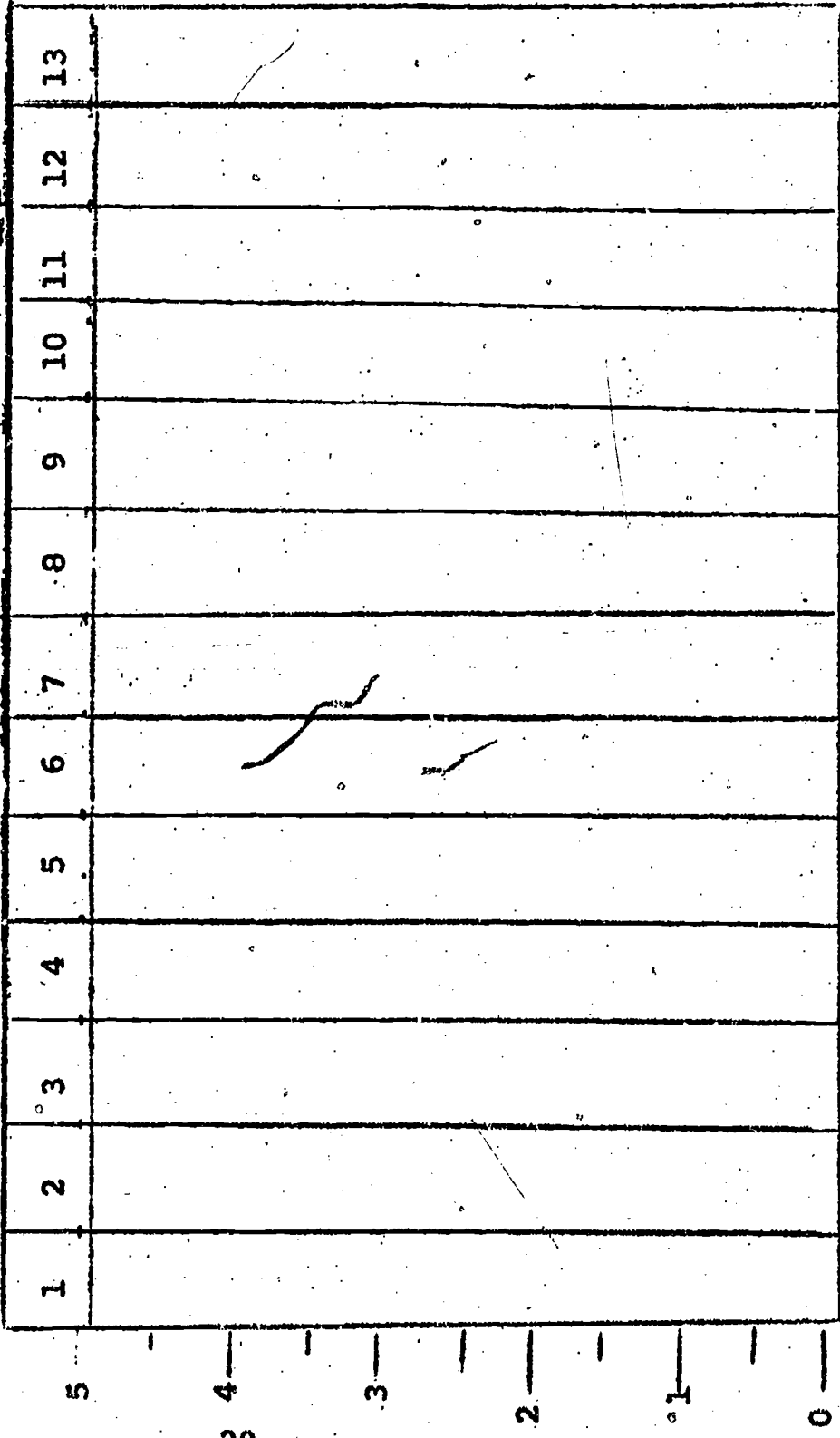
Related issues, skills,
processes.

VII.

Title: <u>RESOLVING CONFLICT</u>

Function: Given an opinionnaire, a document of criteria, a role play
situation, observational guides and criteria, delegates
will be able to identify and evaluate leader skills
needed for conflict resolution.

Approximate
Time: 2 hours

Resources
Needed: Sufficient copies of all instruments and documents for
each delegate.

INSTRUCTIONAL STRATEGY

1. Introduce the exercise, including function and overview of the
   sequence.

2. Distribute "Checklist for the Conflict Resolver" (SPE 28.1a)
   and ask delegates to follow the printed instructions.

3. As quickly as they finish the checklist tell delegates to go to
   newsprint scoresheet you have prepared in advance and posted
   (See SPE-28.1b) and record their answers. Tell them to do this by
   placing a tally in the square which corresponds to their answer.

DEMONSTRATE:

	+5						0					-5
1		///							///				
2				/		/	//					/	
3				/							/	///	

4. Identify the statements in the checklist which are checked
   <u>+5 to +3</u> the most times. Place a check mark beside each one.
   Do the same process with statements checked <u>-5 to -3</u> most
   frequently and place an X next to these. Read the checked
   statements, then read the X'd statements.

5. Announce the role play. Form groups of eight and ask them to role
   play, the other to observe. Tell them that each group will have
   a chance to do both activities.

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6. Announce to the group that the statements just read may be viewed as the present positive and negative attitude of the group toward a list of opinions about conflict resolution.

7. Distribute copies of the " Situation" (SPE-28.2) to everyone. Ask them to read it.

8. Give one of the briefing sheets (SPE-28.3) to each of the four role players. Tell them to read their briefing and think about how they are going to function in the meeting.

9. Distribute Observers Sheets (SPE-28.4) to the observers. Tell them to prepare to observe, keeping the orientation checklist in mind and watching for clues as to what <u>skills</u> the leader uses.

10. Start the role play and let it continue until a solution is reached, but not longer than fifteen minutes.

11. Stop the role play. Tell the observers to make their report. Announce they will have five minutes for this.

12. Distribute "Criteria for Conflict Resolution" (Document SPE-28.5) and ask the groups of eight to do the following:

    a. Scan the document and underline key words and phrases.
    b. Discuss what just happened during the role play in the light of the point of view of the document.

13. Tell the groups of eight to switch functions. Distribute the briefing sheets SPE-28.3 to the new role players and sheets SPE-28.4 to the new observers.

14. Start the role play and let it continue to a solution but no longer than 15 minutes.

15. Stop the role play and give the observers five minutes to make their report.

16. Ask the members of the group to survey their own observer's sheet and check skills and behaviors observers reported as used by the leaders during both rounds. Tell them to try to identify and write down the most effective conflict resolution skill in both sessions, using the criteria document as reference. Tell them to be ready to share their lists.

17. Conduct a general session during which skills needed by a leader in order to assist in conflict resolution are listed on newsprint.

18. Close the session with any remarks you see as being appropriate.

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AN OPINIONNAIRE RESOLVING CONFLICT

Instructions

Place a check after each item indicating the extent to which you agree or disagree with the statement. Please answer each item. Remember there are no right or wrong answers. The checklist is intended to bring out differences in the assumptions and points of view brought by different individuals and groups to interpersonal and intergroup conflicts.

1. The only genuine basis for the resolution of a conflict is the restoration of trust between those involved.

Strongly agree +5	Completely Undecided 0	Strongly Disagree -5

2. The roots of such social conflicts as race and religion basically are economic in nature.

Strongly agree +5	Completely Undecided 0	Strongly Disagree -5

3. A major tool of the conflict resolver is his ability to bring rational arguments to bear when feelings run high.

Strongly agree +5	Completely Undecided 0	Strongly Disagree -5

4. Any conflict can be resolved given adequate time and interest.

Strongly agree +5	Completely Undecided 0	Strongly Disagree -5

5. The loyalty one feels to one's own group usually predisposes one to conflicts with certain other groups.

| Strongly agree +5	Completely Undecided 0	Strongly Disagree -5

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6. A conflict resolver has to be ready to bang heads together when necessary.

| Strongly agree +5	Completely Undecided 0	Strongly disagree -5
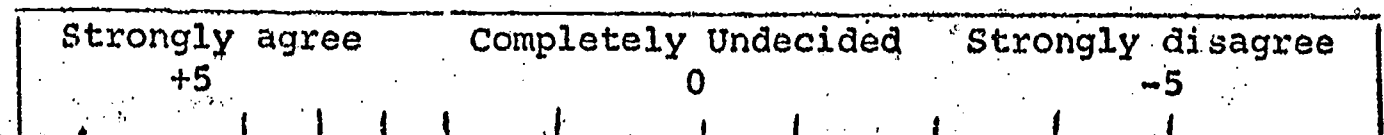
7. Creative leadership in organizations or communities should try to encourage conflict to ensure individuals' involvement in problem solving.

| Strongly agree +5	Completely Undecided 0	Strongly disagree -5
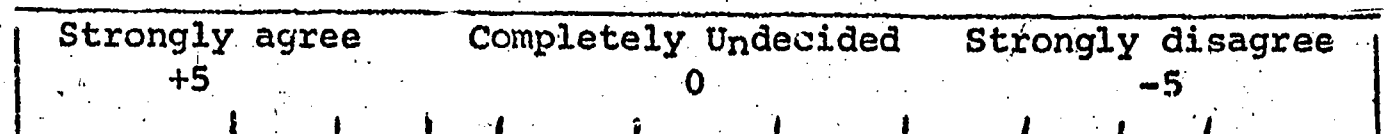
8. A major barrier to integration is people's tendencies to cling to groups of their own kind.

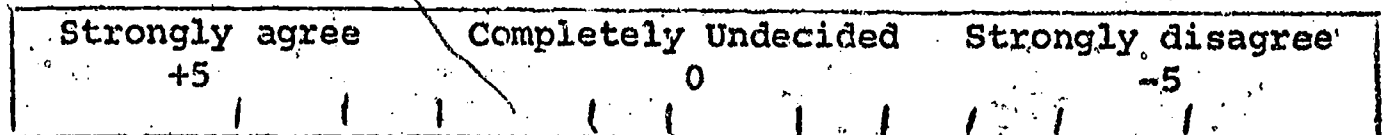| Strongly agree +5	Completely Undecided 0	Strongly disagree -5
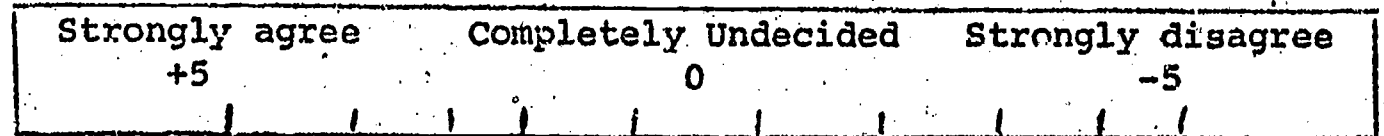
9. The success of an individual in an organization to a signficant degree depends on the ability to ignore conflicts and concentrate on getting the job done.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5
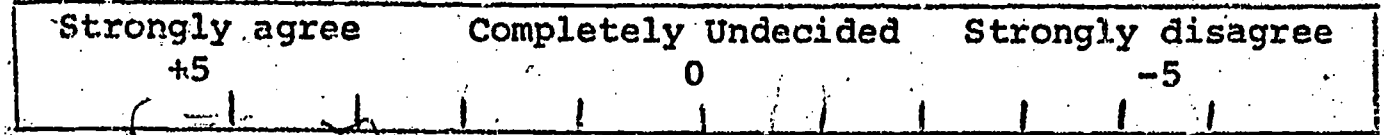
10. It is impossible to be a conflict resolver when one is personally involved as a party to the conflict.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5
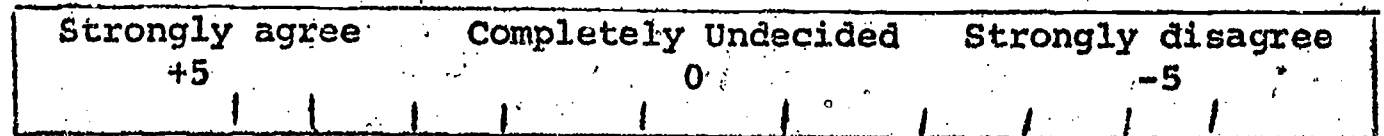
11. Most conflicts cannot be resolved unless one side or the other is prepared to accept defeat.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

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12. In the resolution of conflict it is important for the conflict resolver to bring out and help those involved face up to the issues and feelings.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

13. Conflict is the spice of life. Everyone needs it.

Strongly agree 5	Completely Undecided 0	Strongly disagree -5

14. In major interracial conflicts the most effective range solution is complete assimilation by intermarriage and other means.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

15. The success of an individual in almost any undertaking will depend to a significant degree on his ability to avoid conflict.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

16. To be effective a conflict resolver should not take sides in a conflict.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

17. The best way for a conflict resolver to deal with most inter-personal conflicts is to smooth them over whenever possible.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

18. The seeds of most conflicts are found in the extent to which people see themselves or are seen as different from others.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

19. Basic ingredients of the effective conflict resolver are good will and determination to be helpful.

Strongly agree +5	Completely Undecided 0	Strongly disagree -5

20. Conflict arises when we ascribe to other people characteristics of ourselves that are unacceptable to us.

Strongly agree +5	Completely Undecided 0 -	Strongly disagree -5

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SCORE SHEET

HOW THIS GROUP VIEWS CONFLICT RESOLUTION

NUMBER	STRONG AGREE +5	+4	+2	+1	COMPLETELY UNDECIDED 0	-1	-2	-3	-4	STRONG DISAGREE -5
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

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THE SITUATION

"You are all members of a PTA. The High School principal has
reported the following at the last meeting:

a. The school personnel responsible for running school
social activities has informed him that attendance
is falling off, and that they are finding it
difficult to finance bands, etc. at these events.

b. The school counselor has picked up from an increasing
number of students that they feel rejected about
being left out of home parties.

c. Some parents have complained about the poor
chaperonage which exists at one home which is a
popular party place.

After some discussion at the PTA meeting, the president appointed a

committee of four to recommend policy on this problem to the PTA and

the school administration. Two of the persons on the committee are

known to be in favor of strengthening the school party system. One

of the latter is chairman of the committee.

BRIEFING SHEETS

(to be cut apart)

Briefing Sheet for Role Player 1

-You have been appointed chairman.

-You tend personally to favor the greater freedom of the home party idea, but you are very anxious to be a good chairman by getting everybody's thinking into the recommendations of the committee.

-As chairman you start the meeting by saying, "Our president asked me to chair this committee.

Briefing sheet for Role Player 2

-You are the parent of a 16-year-old girl who has some feelings of inferiority about her looks. You feel she needs your support in trying to win friends.

-You feel quite strongly that the school should not interfere with home parties for the high school set.

-You are certain the children prefer this to large school parties — small parties are really more fun, better social experience.

-Children have right to choose own friends to be with. (You feel there's too much regimentation of individuals nowadays anyway.)

-As a parent you feel that it's your responsibility to be concerned about whom your child mixes with. (You're particularly concerned about a certain rowdy element which comes to school parties.)

-In addition, school facilities are so drab and inadequate for parties as compared with the facilities of nice homes.

Briefing Sheet for Role Player 3

-You are the parent of a 17-year-old girl who is extremely popular and continually being invited to parties at various houses.

-You feel an increasing pressure among families for bigger and better parties. It is a real economic burden for you.

-This is also leading to more frequent parties, which concerns you because of lowering interest in scholarship and more serious aspects of school life.

-You are concerned about the problems being created by lax standards of chaperonage and time of getting home. Your daughter is caught between the looser standards of some of her friends and your own feelings about what is best for her.

-You believe that this could be taken care of by the common standards set by professionally trained educators at school parties.

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-You are the parent of a 16-year-old boy who is being left out of
 the very active social life of his age mates.
-You feel that this is because of the snobbishness of the home party
 system with its inequality of opportunity for children from families
 of lesser means.
-You feel he is being left out because of the lack of physical
 facilities at your home for parties.
-School parties would do away with this inequality.
-You believe the children would prefer to mix on the basis of equality
 and non-discrimination. It is the parents, however, who are encourag-
 ing them to become snobs.

OBSERVATION GUIDE

Observation of Skills in Resolving Conflict

Skills used by leader in trying to resolve conflict	Evaluation of success (see Criteria Document)	Why successful or unsuccessful (Your own opinion)

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CRITERIA FOR CONFLICT RESOLUTION

Alternate Modes of Behavior for Strategizing Conflict Resolution

Let us identify two familiar, but opposite modes of behavior, which we may designate Approach A and Approach B.

APPROACH A	APPROACH B
1. Behavior is purposeful in pursuing own goals	1. Behavior is purposeful in pursuing goals held in common
2. Secrecy	2. Openness
3. Accurate personal understanding of own needs, but publicly disguised or misrepresented - don't let them know what you really want most so that they won't know how much you are really willing to give up to get it	3. Accurate personal understanding of own needs; and accurate representation of them.
4. Unpredictable, mixed strategies, utilizing the element of surprise.	4. Predictable; while flexible behavior is appropriate, it is not designed to take other party by surprise.
5. Threats and bluffs	5. Threats or bluffs are not used
6. Search behavior is devoted to findings ways of appearing to become committed to a position; logical, non-rational and irrational arguments alike may serve this purpose	6. Search behavior is devoted to finding solutions to problems, utilizing logical and innovative processes
7. Success is often enhanced (where teams, committees, or organizations are involved on each side) by forming bad stereotype of the other, by ignoring the other's logic, by increasing the level of hostility. These tend to strengthen in-group loyalty and convince others that you mean business.	7. Success demands that stereotypes be dropped, that ideas be given consideration on their merit regardless of sources and that hostility not be induced deliberately. In fact, positive feelings about others are both a cause and an effect of other aspects of Approach B.

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8. Pathological extreme is when one assumes that everything that prevents other from reaching other's goal also must facilitate one's own movement toward his goal; Thus, one would state his own goals, as being to negate goal achievement of others.

8. Pathological extreme is when one will assume that whatever is good for others and group is necessarily good for self. Cannot distinguish own identity from group or other person's identity. Will not take responsibility for own self.

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What forms do strategies for <u>denying and/or eliminating conflict</u> from human situations take? Most of these have already been suggested. Perhaps renaming them here will be useful.

a. <u>Segregation of conflicting elements in a situation:</u> Segregation seldom works well because of the actual interdependence within the system which it thwarts.

b. <u>Melodramatic externalization of the conflict:</u> The conflict is all out there between the evil its and the holy I's. The conflict is actually within the I and within the Thou as well as between the I and Thou. Externalization thus beclouds reality.

c. <u>Making a virtue of submission to established power relations:</u> To maintain an existing order against all internal attack is to assume that whatever is is right, and since in human affairs this is never true, reality is falsified again.

d. <u>Myth that we are all alike essentially:</u> This is false as well as suicidal - I am I and Thou art Thou. But even if it were accepted as true, it would not eliminate conflicts which grow out of similar needs and values in the presence of scarce and undistributable goods.

e. <u>Undermining "partial" identifications in the name of devotion to the whole world.</u> I am responsible not alone to maintain the whole of whatever systems I belong to but also to change them where I believe they need changing. My "partial" identifications within the whole are my leverage for changing the whole over time. To deprive me of these levers is, in effect, to crush me into passivity.

f. <u>Legalistic punishment of aggressive acts without consideration of the merits of the context in which aggression and counter-aggression occur:</u> We frequently assess the merits of the parties to a conflict by trying to answer the question "Who started it," rather than "What are the rights in the situations?" This is to substitute chronology for ethics and theology.

And what of the conditions and <u>strategies for facing and creatively</u> <u>and rationally resolving conflicts</u> in human affairs?

a. <u>Facing and accepting the complexity of the motivations of myself</u> <u>and of my own party and of those in opposition within the conflict</u> <u>situation:</u> To oversimplify a complex situation is to falsify it, however flatteringly to the ego, and out of falsification further falsifications grow.

b. <u>Humanizing and rehumanizing my party and the opposition party in</u> <u>the conflict situation:</u> This is related to the previous point, but humanization involves more than a fair assessment of faults and virtues. It involves acceptance of the dignity and potentiality for growth and learning of self and of others. It is to see the drama of human conflict as essentially tragic rather than melodramatic.

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c. <u>Internalization of the conflict:</u> Objectivity toward a conflict
situation can be achieved only if the claims of my opponents upon
the situation can be internalized and entertained along with my
own. What is at stake in the conflict is felt as well as
cognized.

d. <u>Envisioning values inherent in the situation as changed.</u> Conflicts
generated in situations as they now are cannot be resolved without
altering the situation, including the parties within it.
Rejuggling the situation as now perceived and enacted can lead
only to compromise resolutions. Creative resolutions require
changes all around.

e. <u>Acceptance of conflict as inherent in human life:</u> This does not
mean passive drift in the presence of conflict or joyous exultation
in the destruction of values which is wlways potential in conflict
situations. It means rather an attitude of not being so threatened
by conflict as to resort consistently to strategies of evasion
or denial.

f. <u>Maintaining and building in each person and other human systems
a methodological character tuned to devising and enacting growth-
releasing resolutions of conflicts whenever they may appear:</u>
To rely on commonly acceptable methodologies to carry us through
situations where our own values are under challenge and review
is not to forsake. It is rather to accept the premise of contin-
uing creation of new values through conflicts jointly, imagin-
atively and rationally faced and resolved. It is to remember
John Dewey's wisdom - "He who would think of ends seriously
must think of means reverently."