SKILLS FOR RESOLVING CONFLICT

A negotiation between a teacher and a parent

A Supplementary Guide

MULTIMEDIA
PRODUCTION UNIT
C.O.M.E.T

LA TROBE
UNIVERSITY

Skills for Resolving Conflict
A Negotiation Between a Parent and a Teacher

Supplementary Guide

Eleanor H. Wertheim

This booklet accompanies the DVD, ***Skills for Resolving Conflict:*** *A Negotiation Between a Teacher and a Parent*, which describes and demonstrates a cooperative problem-solving approach to handling interpersonal difficulties and conflict.

The booklet describes the aims of the DVD and ways that workshop leaders and viewers can use it, offering discussion questions and important issues in processing the material, ideas for exercises, and supplementary materials, including, worksheets which can be used to analyse conflicts that arise.

Copyright © La Trobe University 2006

ISBN: 19209 48287

Table of Contents

Overview 2
Aims of the DVD 2
How to use the DVD 3
Overview of the scenario in the DVD 4
Guidelines for managing conflict 5
Discussion questions and points 6
- Scene One 6
- Normalising Maria's reactions 7
- Delaying full discussions until later 7
- Scenes Two and Three 8-9
- Discussion about saying "I'm sorry" 10
- Exercise: Sorry, Glad, Sure 10

Discussions at the conclusion of the DVD 12
- Preliminary pair (or trio) discussions 12
- Subsequent group discussion 12
- Other specific prompts and potential discussion points 12

Useful final questions 14
Model for resolving conflict 15-16
Issues, parties, interests and options preparation sheet 17-18
Role play as an adjunct to the DVD 18
Role play negotiation exercise 19
References and suggested readings 20
Credits and Acknowledgements 21

Overview

This booklet accompanies the DVD, ***Skills for Resolving Conflict:*** *A Negotiation Between a Teacher and a Parent*, which describes and demonstrates a cooperative problem-solving approach to handling interpersonal difficulties and conflict. The ideas described are based on the text, *Skills for Resolving Conflict: Creating Effective Solutions Through Cooperative Problem Solving* (Wertheim, Love, Peck & Littlefield, 1998; 2006). This booklet discusses the aims of the DVD and ways to use it, offering discussion questions, ideas for exercises, and supplementary materials.

Aims of the DVD

The program on this DVD depicts a series of steps for resolving conflict. The steps are applicable in a wide variety of situations, including when dealing with upset clients, co-workers, staff or friends and family. The method can also be used as a general problem-solving approach when difficulties arise with other people. The particular demonstration on this DVD depicts a teacher who is suddenly confronted by an angry parent. The program first portrays how many people handle it when they are confronted by angry accusations and are not aware of cooperative negotiating principles. The program then goes on to show how the situation could be handled better using principles from a cooperative problem-solving approach. The DVD is useful as a tool for initiating discussions about negotiation and conflict resolution processes in general or as a focus for discussions about parent-teacher interactions or staff-client interactions in particular. The DVD can be used as a resource for workshop leaders and trainers, as well as for individuals or groups interested in learning more about handling conflict and interpersonal problems.

How to Use the DVD

Two versions of the program are supplied:

- **Demonstration Only**. This version is a 20 minute demonstration of a series of discussions between a teacher and parent. Each scene is preceded by a title describing the main theme of the scene. There is no narration in this version.
- **Complete version (narration plus demonstration)**. In this version (26 minutes), a narrator introduces each scene, and describes the guidelines or processes that apply to what will take place in the subsequent scene. At certain points the narrator also points out key aspects of what has happened in the previous scene or where the teacher will next take the negotiations.

The **Demonstration Only** version of the program can be useful when viewers are already familiar with the concepts from *Skills for Resolving Conflict* or a similar cooperative problem-solving approach. The concepts include building a cooperative relationship, identifying issues, exploring interests, generating options, and developing a win-win solution. The Demonstration Only program can also be useful if a workshop leader wishes to use the DVD as basic stimulus material so that the members of the group develop and suggest guidelines themselves. Used in this manner, the program can be paused at key points and the group can then process what they have seen. It is generally a good idea to pause after the very first scene and ask the group to discuss what they thought of how the teacher handled the situation.

The **Complete Version** of the DVD includes a narrator introducing the program and commenting on scenes. This version is particularly useful to show when introducing new concepts or when a more 'polished' version is preferred. This version gives additional guidelines on the first phase of the interaction between teacher and parent that are not shown in titles in the Demonstration Only version of the program. The additional material covers responding to an upset person when it is more appropriate to discuss the issue in depth later. Workshop leaders can pause the DVD at various points in this version too and process what has just occurred – right after the first scene between teacher and parent is a useful point to process material.

Overview of the Scenario

The negotiation depicted in this program starts with a teacher being confronted by an angry parent, and the program then takes the viewer through the steps of the *initial phases of dealing with the immediate problem* and the *later phases of conducting a thorough discussion and negotiation about the issues*.

Scene One. A primary school teacher, Maria, is preparing for her class, when she is suddenly confronted by a parent, Sandy, whose child (Pete) has been refusing to come to school. Sandy is very upset and angry and becomes even more so when she hears that Maria is unaware that Pete has been unhappy. In Scene One Maria responds to Sandy by defending herself to which Sandy counters that she will talk to the principal instead and Sandy leaves.

Scene Two is a re-enactment of the first interaction in which Sandy confronts Maria with her concern that Pete has been refusing to come to school. This time Maria puts into practice some guidelines for dealing with others when they are upset, and when it is not possible or preferable to deal with the issue immediately. Maria listens, expresses concern over the problem, apologises that she cannot talk at the moment and promises to phone that morning to make a proper appointment to talk. She also agrees to keep an eye on Pete during the day.

Scene Three is a follow-up phone call later in the morning, where Maria keeps Sandy informed about how Pete is doing and makes an appointment for that afternoon to discuss the issue.

Scene Four to the end of program. The rest of the demonstration is of Maria putting into place a cooperative problem-solving approach to conflict in her discussions with Sandy. Each of the steps of this process is depicted and at each point the DVD makes clear which step Maria is engaging in. The negotiation ends with a mutually agreed solution, and plans for follow-up.

Guidelines for Managing Conflict

Responding to an upset person when it is more appropriate to discuss the issue in depth later.

The first scene shows Maria preparing for a class when she is interrupted by an upset parent, Sandy, who actively expresses her anger and makes accusations at the teacher. Maria reponds by attempting to defend herself from the accusations, instead of listening and empathising with Sandy. A set of guidelines are presented that are useful for dealing with another party in these situations and then the scene is re-enacted with Maria attempting to use these guidelines. The guidelines include:

- stay calm and listen well
- empathise with their [i.e., the upset party's] situation and let them know their concerns are important to you
- apologise and explain that you cannot talk at the moment
- give hope that the problem can be solved
- make a time to discuss the issues soon
- research the problem and plan for the upcoming negotiation

A cooperative problem-solving approach to handling conflict and interpersonal problems

At the end of the day, Sandy and Maria meet to discuss the substance of the issue and negotiate a way forward. The ideas from this section of the program are taken from the model in *Skills for Resolving Conflict* (Wertheim, Love, Peck & Littlefield, 2006), which is depicted on page 16 of this booklet. In the DVD, some key features of the model are depicted. They include:

- building a cooperative relationship
- identifying and exploring issues
- exploring the other party's interests
- describing your own interests
- generating options
- evaluating the options
- combining the options into a win-win solution
- reality testing the proposed solution
- summarising and acknowledging the agreement

Discussion Questions and Points

Pausing the DVD at key points is very useful to promote more interactive learning. Workshop leaders can choose to focus on the aspects of the DVD most likely to lead to discussion about topics they want to cover and can pause the program at those points. Three good places to pause the DVD are described below – after the first scene, after Scene Three and at the end of the program.

(**Note**: When 'Stop' is pressed, most DVDs will resume from the same place where the DVD was interrupted, however, on some DVDs you will need to press the 'Pause' button to ensure that the program recommences where it was interrupted.)

Discussions Following Scene One

(Maria is confronted by Sandy and becomes defensive)

It is very useful to stop after Scene One (before the narration) to process the initial scene. Discussion questions and related points can include the following:

"How do you think Maria (the teacher) handled the situation?"

Usually the group will laugh or respond 'badly.'

"Does this seem like a familiar situation?"

The question helps to highlight that parents or other sorts of clients often act in the way Sandy did, and also to normalise how natural it is to respond as Maria did.

"What makes this sort of situation so difficult?" or

[if participants have mentioned that Maria got defensive or responded badly]

"What was it that triggered Maria's responses?"

Participants answer things like: being attacked, being yelled at, being told "you should be doing ...", or when one's professionalism is questioned.

"How long did that interaction take?" (typical answer: 1-2 minutes) "What is your prediction of the fall-out? How long will it take to deal with an upset parent after this?"

The relationship with the upset person is damaged and will be hard to rebuild. The issue is likely to snowball and other people will become involved. For example, the parent will complain to the principal (or supervisor) and to others (other parents, clients). Lots of time will be spent on the issue.

"What do you think Maria did that caused the discussions to not go well?"

Issues can be discussed, such as:

- how easy it is to fall into the trap of defending oneself when attacked
- the idea that defending oneself leads to counter-defence on the part of the other party (and thus escalation of the conflict)
- the advantages and disadvantages of defending oneself
- the usefulness of simply listening and empathising
- if one thinks it is appropriate to defend oneself, how one could best do it to avoid escalating the problem (e.g., timing would be important)
- the importance of body language

Normalising Maria's Reactions and Suggesting an Alternative Approach

The point can be made that these situations do come up and that it is absolutely natural for Maria to react as she did. It is what one does with these reactions that determines if the situation will be handled productively or destructively.

"What would you recommend that Maria could do that would have made the process go better?"

Help the group generate ideas about what Maria could do better. The following guidelines will often emerge:

- stay calm and listen well (including using good nonverbal behaviour)
- empathise with their situation and let them know their concerns are important to you
- apologise and explain that you cannot talk at the moment
- give hope that the problem can be solved
- make a time to discuss the issues soon
- research the problem and plan for the upcoming negotiation

Delaying Full Discussions Until Later

One of the issues arising out of the first scene is how to help another upset party feel listened to and heard and at the same time explain that now is not a good time to talk. This issue can be discussed at this point or later (after the next scene is shown). Discussion starters and points for this issue are addressed in the next section.

Discussions After Having Shown Scenes Two and Three Together

(Scene Two shows a re-enactment of Scene One but this time the teacher does a better job, while Scene Three shows the phone call)

The program can be stopped immediately after Scene Two (where Scene One is re-enacted in a somewhat better manner), or after both Scenes Two and Three are shown. Questions for the group can include the following:

"How do you think Maria handled her response to Sandy this time?" or

"What did you notice about what Maria did this time?"

"What do you think Maria did well?"

"What might she have improved upon?"

"If you were the observer of Maria and Sandy during a role play in this workshop (or class), and you were giving feedback to Maria, what would you say? What positive things did she do that you could point out?"

- If you are a workshop leader planning to use this DVD as a prelude to a role play, or if participants are going to be giving others feedback in the future, then it is important to point out that feedback to another person needs to be balanced.
- Sometimes group members' critical comments at the start of the discussion makes viewers more critical all the way through. If a few negative comments come out first, point out that when we observe some negative characteristics of what someone did (or what one observes in the DVD), it is easy to then only notice and point out negative things. However, when dealing with another person, it is always important to notice positive aspects and what was done well to reinforce those elements.
- The ***Sandwich Principle*** involves starting with positive feedback, inserting some areas for improvement and growth and again ending with positive feedback. This principle can be introduced here.

"Did Maria spend a long enough time listening at the very start?"

- Viewers will sometimes say that in reality Sandy (the parent or client) would not calm down that fast. The following questions can follow up on this issue.

"What are the pros and cons of going into the issue in depth immediately when Sandy confronted Maria?"

- Viewers often have opinions on whether Maria cut Sandy off too soon, and prevented Sandy from discussing her concerns and feeling heard. They may say that parents or clients will often continue to be angry if one tries to shut the conversation down too soon.
- This can be a useful discussion, pointing out that it is a fine line between allowing the parent or client to feel heard, and allowing them to vent in an unproductive manner at a bad time.

"What are alternative approaches to what Maria did and what are their pros and cons?"

- Maria could find a colleague and ask them to help out with the immediate task (in this case starting the class) so Maria can focus attention on Sandy.

  Pros – This shows that the parent or client that Maria is willing to deal with it now and helps the person calm down.

  Cons – A colleague may not be available; and it sets a precedent in which the parent or client thinks that if they yell everything will stop for them.
- Spend a little more time listening to the problem before saying "now is not a good time to speak about it in depth".
- Say convincingly, "we are going to deal with it. When I say I am going to get back to you, I really mean it".
- Some viewers will say they will 'let the parent know that their behaviour is not acceptable in the school'.

  Pros – Show you aren't willing to get walked over.

  Cons – It may just get the parent (or client) more upset; does not model good professional listening and problem-solving.

  Alternatives – Listen, empathise and problem solve first and show a professional approach to the problem, then later suggest alternative ways the parent or client can approach a future problem (without attacking) if other problems arise.

"Maria did not have time to talk because a class was about to start, but might there be advantages to postponing the discussion with the parent in any case?"

- Some practitioners advise that it is best to postpone full conversations with an angry party so that they have time to calm down before discussions continue. However, if the angry party feels not listened to in the first conversation she or he may simply become angrier on a subsequent meeting. **So the key is getting the balance right.**

Discussion About Saying "I'm Sorry"

- Sometimes viewers do not like the idea of apologising or saying 'I'm sorry'.
- Sorry has two different meanings. The first is "I apologise for what I did wrong." The second meaning is "I empathise with you and feel bad that this has happened." In the latter case, the speaker is not taking responsibility, but is simply empathising.
- When Maria says, "I am sorry to hear that Pete has been so upset" this is an empathy statement.
- Apology can also be used in the context of explaining that the speaker cannot talk about the problem thoroughly at the moment. This can also simply mean "I feel bad that I cannot do that now."

Additional Principle and Exercise for Postponing Discussions

Sorry, Glad, Sure

Three elements of a response can be particularly helpful and take the form of ***Sorry, Glad, Sure*** as in the following statement sequence:

> *I am **sorry** that I don't have time to talk right now.*
>
> *I am very **glad** that you brought this to my attention [this statement shows the issue is important to you].*
>
> *I'm **sure** we will be able to find a solution to this problem [gives hope]. Let's make a time to sort it out...*

A supplementary exercise can be to ask participants to each come up with ***Sorry, Glad, Sure*** statements that Maria could have said. Participants can first write down a statement and then share it with others in small groups and/or with the full workshop or class.

"Is there anything else you think Maria should do prior to the meeting at the end of the day with Sandy, to prepare for it?"

- Maria could do more research into the problem itself – discuss it with other school staff or with Pete, etc., so she has more information about the problem, the interests of the parties and possible solutions prior to the meeting with Sandy.
- Maria can plan the process of discussions at the end of the day (e.g., decide on how to start the meeting with Sandy and how she wants to structure the meeting).

Phone call scene

"What did you think about Maria asking Sandy if it would be alright to talk to Pete?"

- Ethics of confidentiality can be discussed. This involves whether information from one party (e.g., parent or the child) should be told to the other party and under what circumstances.

Pauses After Scenes Four Onwards

Workshop leaders can pause the program for discussion at various places during the negotiation if key points seem important to re-enforce.

Discussions at the Conclusion of the DVD

Preliminary Pair (or Trio) Discussions

"I am going to ask two questions for you to think about. Turn to a person next to you and discuss: ***What were the most impressive things you noticed during the video?*** *And then discuss:* ***What were some of the things that you think Maria could have done differently or were issues to consider.****"*

Subsequent Group Discussion

After pair/trio discussions, assemble and say,

"I would like to start with your thoughts on the most impressive things you noticed in the video."

If a participant starts to say something critical or negative at that point, then say,

"That is a good point and I would like to address that later. If it is alright with you, ***right now*** *I am interested in hearing about some of the positive or impressive things that people noted in the video. We will get back to other issues shortly."*

The reason to focus on positives first is that if a few people in the group start saying negative things about the program, then it can influence the rest of the group and people with a positive viewpoint will feel silly defending the program.

After discussing positive elements of the video, ask,

"What were some of the things that you think Maria could have done differently or were issues to consider."

Other Specific Prompts and Potential Discussion Points

"What were key issues that arose for you when watching the video?"

The following points often arise spontaneously during the discussions. However, each point is phrased as a question in case it does not arise and the presenter would like to highlight it.

"What did you think of how Maria handled it when Sandy became upset and started verbally attacking Maria or suggested that Maria be more positive with Pete?"

- A good discussion can take place about how easy it is to start defending oneself, and of ways to avoid falling into that trap.
- A helpful pointer is to keep one's focus on the overall goal of the discussions and of building a good working relationship, instead of getting caught up in whether the other party is 'right' or not.

"What do you think about the length of time the negotiation took?"

- The issue of how long to spend on discussions of this sort is important. Some participants (e.g. teachers) will think it all took too long and they doubt they would ever have this much time to devote to such an issue.
- It can be pointed out that an investment of 30-40 minutes face-to-face and 10 minutes on the phone can potentially save at least 3-4 hours of time for more than one staff member if the issue escalates.
- Viewers sometimes point out that this kind of work is usually done quickly in corridors or as they rush to meetings and so the issues are handled at a fairly superficial level. Issues tend to recur when handled superficially.
- It might be possible to condense the process. Ask for ideas on what the key elements would be if one tried to reduce the length of the discussions.
- The question of whether this issue was 'deserving' of all the time spent on it may come up. Some viewers see the issue as the student being worried about not drawing a horse well and see it as trivial.
- One point that can be made is that a small issue for one person may be a big issue for another. For Pete and his mother, this issue was a big one; with Pete refusing to come to school.
- The issue of prevention can also be addressed. This discussion was an investment in relationship building and may well prevent problems in the future.

"Maria and the Sandy chose to have this discussion without Pete present. What are the pros and cons of that choice?"

Pros

- It provides an relationship-building opportunity for Maria and Sandy.
- Sandy requested (in the phone conversation) that the first conversation take place with Maria only and so Maria was respecting Sandy's request.
- It can be useful to deal with Sandy being upset without Pete being there to observe and potentially be affected by it.

Cons

- Pete's interests may be forgotten or not addressed appropriately if he is not included in the process.
- Pete would be more empowered if he contributed to the solution.

"At what point and in what ways would it be good to involve Pete in the discussions?"

The importance of the child being part of the negotiations at some point can be addressed.

"What do you think about dividing the process into first discussing interests and then devising options, rather than going back and forth between them?"

- Advantages include not rushing into solutions on the basis of incomplete information.
- Some people see this as unrealistic or not always feasible. The presenter can point out that this process is not a set of rigid rules but instead a model that can help one to know where one is at any point in time in a negotiation. The negotiator can decide whether being at that place (i.e., discussing interests versus options) is helpful or not and make choices to move elsewhere in the model.

"What *do you think about separating option generating from evaluating the options? Do you normally do that?"*

"How do you think it worked to write down the interests, options and the final agreements? Under what circumstances would it be useful to write down what is discussed and why is that useful?"

Useful Final Questions

"What did you think about the final agreement? Would it be workable in the contexts that you are familiar with?" (A question for teachers particularly)

- Agreements need to be implementable and will differ depending on the context, as well as the people involved, their roles and other demands.
- There is sometimes debate about whether the teacher was offering to do 'too much' for parent and child. Discussion can move towards how to solve the problem in a workable way.
- The importance of building in reviews can be discussed.

"How would you see this approach to negotiations and problem-solving working in the context of your work or home life? How would you make it work there? How might you modify it?"

- The guidelines and model described in this program are just one way to put into practice the ideas from *Skills for Resolving Conflict*. The manner in which the ideas are best used will vary depending on the circumstances and context.
- So each negotiation needs an individualised plan for how best to proceed.

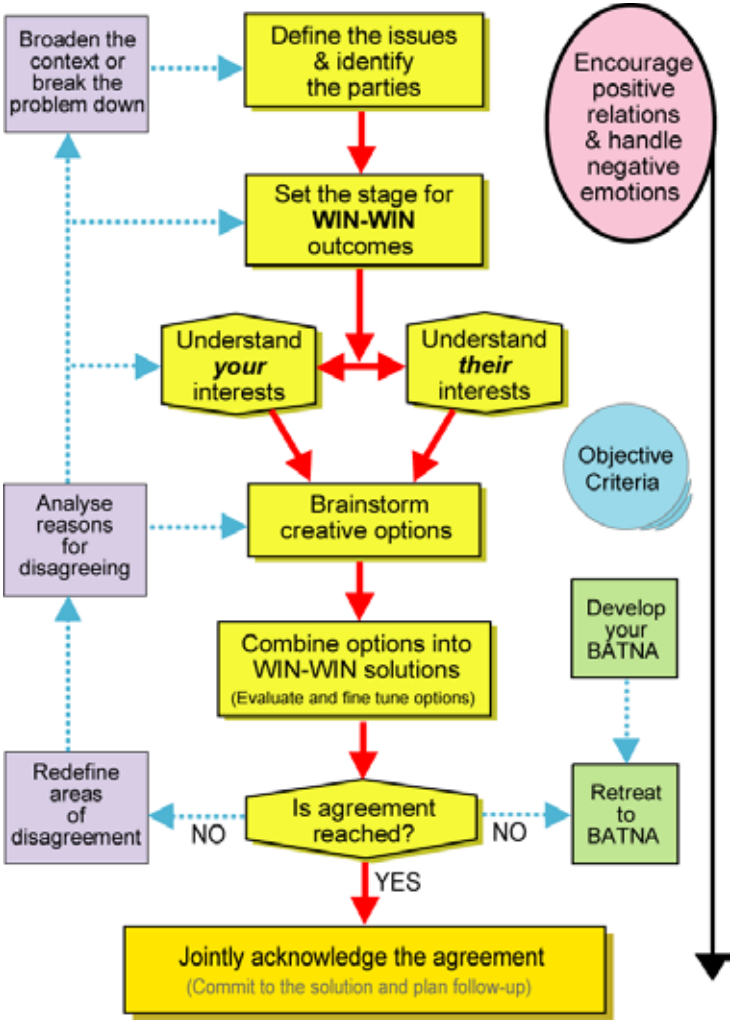
A Model for Resolving Conflict

On the next page you will find a visual model that includes the steps for resolving conflict shown in the DVD. The model also includes some other key elements of successful conflict resolution:

The **BATNA** (Fisher & Ury, 1986) is the **B**est **A**lternative **T**o a **N**egotiated **A**greement. When examining a conflict, think about what you will do if negotiations break down, and put together a plan that meets your needs in the situation but does not require the other party's cooperation.

Objective Criteria are standards, rules, principles, and guidelines that might be relevant for the problem at hand. In this case, there may be school or Education Department regulations that determine whether some of the options for solving the problem would be acceptable or not. There may be external guidelines (like what past research has shown to be effective in such cases) that could be used to aid decision making. If both parties agree to using these standards and see them as fair, that can be helpful in the process.

Model for Resolving Conflict



From *Skills for Resolving Conflict*

(adapted with permission from Wertheim, Love, Peck & Littlefield, 2006)

Issues, Parties, Interests & Options Preparation Sheet

From *Skills for Resolving Conflict*

(adapted from Wertheim, Love, Peck & Littlefield, 2006)

For each issue (topic) in a dispute or interpersonal problem, fill in the following chart, including the names of the parties, their positions (initial advocated solutions) on the issue, and what their interests are.

Issue:	
Party 1	**Party 2**
Position:	**Position:**
Interests:	**Interests:**

List as many options as possible to address all the parties' interests

Role Play as an Adjunct to the DVD

This program can be used as a prelude to conducting role play exercises in which participants put into practice the ideas they observed. The text, *Skills for Resolving Conflict*, offers several exercises that can be used in conjunction with this program. One of them involves dealing with difficult situations or with difficult parties.

The following is an exercise in which participants come up with their own problem situation to role play. An alternative is for workshop leaders to present specific scenarios that are relevant to the context of the workshop or group interests. It is good to include groups of three and hand out instructions similar to those on the following page.

Role-Play Negotiation Exercise

(adapted from *Skills for Resolving Conflict*, Wertheim, et al. 2006)

This exercise can be used to practise skills for negotiating and handling challenges that arise when negotiating.

1. Think of a specific conflict situation that you would like to role play

It could be a typical situation in your work or home context. It could be a situation in which another person has been behaving non-cooperatively, accuses you unfairly, or is upset. Identify precisely what the other party might do which would pose a challenge for you.

2. Now think through how you could put into practice a cooperative problem-solving approach and consider ways to deal with any obstacles you have identified

Focus on ways to create a cooperative problem- solving relationship and process. Once you have made a plan, go on to the role play.

3. The role play

Your training partner will role play the other party in the conflict and you will be yourself. Make sure your training partner knows how to sit, what to say and how to act, in order to simulate the conflict situation you have chosen. Then pretend that you are in the situation, starting from the beginning. Practice handling any challenges to negotiating so that you turn the interaction into a cooperative one, rather than a win-lose one.

A pointer – If you find yourself becoming stuck or frustrated, stop the role play and talk with your training partner (and observer) about what is happening. Think of ways to get the negotiation back on track. When you have thought of ways to handle the situation more effectively, go back to the role play and try again.

4. Observer

Notice the interactions in the role play, including non-verbal behaviours of the negotiators, what was done well, where the negotiators were in the model at each point, and what could be done to move negotiations forward productively.

5. Finally, get out of roles and discuss what you learned in the role play.

If necessary, repeat the exercise until you are satisfied with the results. At the end make sure neither you nor your training partner are 'in role' any more and ensure that you are feeling positively towards each other before finishing the exercise. Discuss any issues related to confidentiality and whether it is okay to discuss the content of the role play with others in the larger group.

References and Suggested Readings

Cornelius, H., & Faire, S. (1989). *Everyone can win: How to resolve conflict.* Brookvale, NSW: Simon and Schuster.

Deutsch, M., & Coleman, P. (Eds.) (2000). *The handbook of conflict resolution: Theory and practice.* San Francisco: Jossey-Bass.

Ellis, A., & Lange, A. (2003). *How to keep people from pushing your buttons.* New York: Citadel.

Fisher, R. & Brown, S. (1989). *Getting together.* London: Century Hutchinson.

Fisher, R., & Ertel, D. (1995). *Getting ready to negotiate: The getting to yes workbook.* New York: Penguin Books.

Fisher, R., Kopelman, E., & Schneider, A. K. (1996). *Beyond Machiavelli: Tools for coping with conflict.* New York: Penguin.

Fisher, R., & Ury, W. (1986). *Getting to yes: Negotiating agreements without giving in.* London: Hutchinson Business.

Landau, S., Landau, B., Landau, D. (2003). *From conflict to creativity: How resolving workplace disagreements can inspire innovation and productivity.* San Francisco: Jossey Bass.

Kriesberg, L. (2003). *Constructive conflicts: From escalation to resolution* (2nd ed.). Lanham, MD: Rowman & Littlefield.

Moore, C. (2003). *The mediation process: Practical strategies for resolving conflict.* (3rd ed.) San Francisco: Jossey-Bass.

Parker, A. (1999). *Negotiator's tool kit.* Darlinghurst, NSW: Peak Performance Development.

Peck, C. (1992). *How to make peace with your partner: A couple's guide to conflict management.* Melbourne: Heinemann.

Rubin, J., & Rubin, C. (1989). *When families fight: How to handle conflict with those you love.* New York: Ballantine.

Tillett, G. (1999). *Resolving conflicts: A practical approach.* (2nd ed.). Melbourne: Oxford Univ Press.

Ury, W. (1991). *Getting past no.* New York: Bantam.

Wertheim, E. H., Love, A., Peck, C., Littlefield, L. (2006). *Skills for resolving conflict.* (2nd ed.). Melbourne, Vic: Eruditions. www.eruditions.com.au

Resources by Psychologists for Peace

An interest group of the Australian Psychological Society (APS) www.psychology.org.au

APS (1997). *Wise Ways to Win*. Melbourne: Hill of Content. Picture book for primary school and pre-school children describing the model in this book.

Wise Ways to Win poster series. Topics include the conflict resolution model; handling anger; spotting and stopping bullying; creating peaceful families; saying sorry and forgiving; children's peace literature; and creating cultures of peace.

Credits and Acknowledgements

DVD and booklet program development: Eleanor H. Wertheim

Copyright © La Trobe University 2006.

Thanks to the following people for helping in the process of making the DVD:

- Alikki Vernon and Sandy Fenton for role playing Maria and Sandy and assisting with script development
- Irene Giaprakis for coordinating logistics of the project and for script development
- Margot Trinder and Ian Goodhardt for their work on script development
- La Trobe University Multimedia Production Unit (COMET), particularly Mark Harris, Craig Coster and Arthur Panagiotara

Special thanks go Liz Freeman, Monica Hill, Margot Trinder, Desma Strong, Susie Burke and all the principals and teachers who gave us feedback on drafts and the final version of the DVD, including those who took part in the *Enhancing Relationships in School Communities project*.

Steven Zelko and Arthur Panagiotara designed the cover of the booklet and DVD. Lisa Hodgson assisted in production of the booklet.

This DVD and booklet were funded by an *Australian Award for University Teaching (Biological Sciences, Health and Related Studies)* received by Professor Eleanor H. Wertheim in 2004.

For information on obtaining further copies of this DVD, contact:

Eleanor Wertheim
School of Psychological Science
La Trobe University
Bundoora, VIC 3086 Australia
Email: e.wertheim@latrobe.edu.au
Fax: +61 3 9479 1956
Tel: +61 3 9479 2478 or
+61 3 9479 1590

Skills for Resolving Conflict: *A Negotiation between a Teacher and a Parent* describes and demonstrates a cooperative problem-solving approach to handling interpersonal difficulties and conflict.

The program first covers handing situations when confronted by an angry person, especially at an inconvenient time. Then it provides a process for managing interpersonal problems and conflict which includes: building a good relationship, exploring issues, discussing interests (theirs and yours), generating options, evaluating and combining options into a solution all parties can agree to, reality testing solutions and considering follow-up.

This booklet accompanies the DVD and includes an overview of the program, ideas for using the DVD in workshops and courses, summary of the key guidelines presented in the program, discussion questions, issues that can be covered, and suggested readings and support materials.

MULTIMEDIA
PRODUCTION UNIT
C.O.M.E.T

LA TROBE
UNIVERSITY

ISBN: 19209 48287

CG 74889