Appendix

Contents

Supplemental Materials

SM-1

Ground Rules
Adapted from *A World of Difference*

1. <u>Responsibility</u> for one's own learning.

2. <u>Openness</u> to new ideas and to each other.

3. <u>Participation</u> is strongly recommended.

4. <u>Exploration</u>. Remember, it is important to explore ourselves first instead of focusing on others.

5. <u>Sensitivity</u>. These issues are emotional. Please be sensitive to the power your words have. Please be conscious of your language and how you express yourself.

6. <u>Confidentiality</u>. We're going to be sharing views and stories that are personal. Please be respectful of that and do not recount or share experiences that are not yours.

7. <u>Conflict</u> is bound to happen. Remember, listening is really hearing, <u>not</u> thinking of what you'll say next.

8. <u>No "right" answers</u>. Everyone speaks from his / her experience and therefore it is important for us to speak about our experiences using "I" statements. Not "for African-Americans or Hispanic-Americans or gay men."

9. <u>Respect is the key</u> for ourselves and for others.

Ground Rules--Continued

Considerations

From *The Team Handbook*

Attendance: What are legitimate reasons for missing a team session? Procedure for informing of absence?

Promptness: Beginning and ending team meetings on time
Things to encourage
Define "on time"

Meeting Place & Time: Procedure for deciding and informing members

Participation:Speaking freely
Listening for understanding

Basic Courtesies: Interruptions?
One-at-a-time rule
Side conversations?

Assignments between meetings

Breaks

Interruptions: For what?

Rotation of chores / roles: Set up room
Housekeeping
Agendas
Recording

Other norms: Kind of language, topics, kind of humor

Ground Rules-continued
From *Teaching Tolerance – the Peacekeepers*
by Michael Meek

1. State your feelings clearly without accusing the other person. Use "I" statements.
2. Never interrupt or finish another person's sentences.
3. Concentrate on what is being said, not on what you're going to say next.
4. Maintain eye contact.
5. Ask questions, for understanding and clarity
6. Repeat what you hear to facilitate understanding.
7. Never put down another person.

Rules for Fighting Fair
From *"Respecting our Differences"*

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem not the person.
4. Listen with an open mind.
5. Treat feelings with respect.
6. Take responsibility for yourself.

SM-2

Notes on Conflict Resolution
Source: *A World of Difference,*
by Caren Niss, Past National Director

It is important to characterize conflict. Is it cooperative or competitive? How can you alter the conflict in order to create a collaborative atmosphere?

It is important to reframe the basic issues of conflict so you can look for ways each side can get its primary needs met.

You must distinguish between each side's "position" and "goal."

When you listen carefully, you can hear your own negotiating style, as well as that of others.

If you separate the problem from the people, you can have conflict without attack.

Lack of trust and a hostile topic creates competition between two sides. Trust is an essential component of collaboration.

Cross-cultural conflict may often be a conflict between individualistic and collectivist people.

Know when generalization is appropriate. Don't transform your assumptions into facts.

Listen not only for what is said but how it is said. Use this information in your facilitation. Are participants "hearing" or "reacting?" Is the goal of the interaction "to be right" or "to solve the problem at hand?"

When you reframe a conflict, you must include the underlying needs of both sides.

Conflict is a good opportunity to look at communication styles. It is a chance to reflect on the relationship between style and the content of a message. It also gives facilitators an opportunity to model respectful disagreement and conflict management.

When a facilitator invites a participant to make him /herself vulnerable by sharing personal information, it is the duty of the facilitator to protect that person from attack and model appropriate ways of expressing opinions and feelings.

SM-3

Notes on Mediation
Source: A World of Difference

Acknowledge the other person's reality.

When a mediator reframes each side's account, he / she must identify the issues while eliminating any attacks, blaming, etc.

If rules are broken, the mediator must gently remind participants they agreed to the rules and must abide by them.

Using "I" statements and claiming feelings, opinions, and perspectives as one's own creates safety around them. Allowing participants to speak for groups of people, to use "you" constantly, or to "attack" creates distrust of the facilitator and doubt regarding his / her ability to manage the group dynamic. It can destroy group cohesiveness.

Mediation addresses the issues that are within the participant's power to correct. It does not address underlying causes of the conflict. These may be addressed at a later time by using the occurrence as a way to illustrate a point, but this should be done in a way that does not place blame any individual participant.

Diffusing anger is very different from managing emotion. Creating an environment where no one is attacked does not mean that intense emotions are not involved.

Reflecting on how you feel when anger or intense emotions are expressed is important. Are you uncomfortable? Is your motivation to diffuse conflict based on a personal fear / apprehension or on a productive need to manage it? Reflect on these issues.

Definition of Target System

When doing a problem solving process, it is often useful to delineate the target from the action system. The action system is the team that has been formed to undertake the project. The target system is the focus of the intervention. It is that which the action system wants to act upon. It should be a strategically located system relative to the vision and the possible intervention strategies. The target is that which will be affected by the action of the team.

The "Target System" is that system that the team intends to interact with, try to influence, seek change in, act upon.

It may be various sizes:

> The team itself
> A small group in the district (principals, coaches)
> A classroom
> A class (juniors, seniors)
> A staff (teachers in the district)
> A building staff
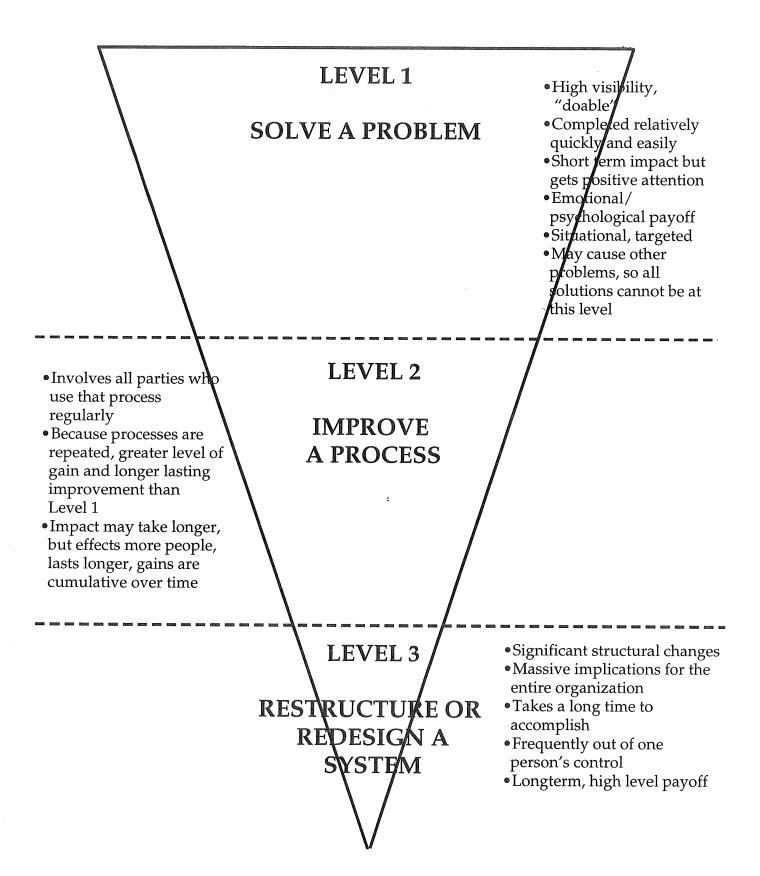> A building staff and students
> A district
> A community

What one decides to change in the target system is infinite. A team may want to:

- increase students taking courses non-traditional for their sex, race, or disability
- decrease the number of students of color being disciplined
- investigate how to improve parent involvement

Or any number of other issues the school or district is facing.

LEVELS OF "FIX"

LEVEL 1

SOLVE A PROBLEM

- High visibility, "doable"
- Completed relatively quickly and easily
- Short term impact but gets positive attention
- Emotional/ psychological payoff
- Situational, targeted
- May cause other problems, so all solutions cannot be at this level

LEVEL 2

IMPROVE A PROCESS

- Involves all parties who use that process regularly
- Because processes are repeated, greater level of gain and longer lasting improvement than Level 1
- Impact may take longer, but effects more people, lasts longer, gains are cumulative over time

LEVEL 3

RESTRUCTURE OR REDESIGN A SYSTEM

- Significant structural changes
- Massive implications for the entire organization
- Takes a long time to accomplish
- Frequently out of one person's control
- Longterm, high level payoff