

Homework Analysis By Instructor

Date: _____

Name: _____

Assignment: _____

Initial Comments: _____

Section: _____

Instructor: _____

Specific Comments and/or areas for improvement:

	What's up Snartoc? Needs Strong Improvement	Room for Improvement	Solid for a Novice	Excellent Work Professional level
Effort	_____	_____	_____	_____
Background Info	_____	_____	_____	_____
Problem Statement	_____	_____	_____	_____
Underlying Causes	_____	_____	_____	_____
Stakeholders	_____	_____	_____	_____
Goals and BATNA	_____	_____	_____	_____
Identify Common Needs	_____	_____	_____	_____
Creating Options	_____	_____	_____	_____
Perspective Taking	_____	_____	_____	_____
Understanding	_____	_____	_____	_____
Positions/Interests	_____	_____	_____	_____
<u>Common Interests</u>	_____	_____	_____	_____
Neutrality	_____	_____	_____	_____
Definitions	_____	_____	_____	_____
Standards	_____	_____	_____	_____
QARRQ- Evidence	_____	_____	_____	_____
Assess Framing	_____	_____	_____	_____
Action Plan	_____	_____	_____	_____
Strategy	_____	_____	_____	_____
Grammar	_____	_____	_____	_____
Presentation	_____	_____	_____	_____
Compliance and Redress	_____	_____	_____	_____
OTHER _____	_____	_____	_____	_____

Recommendations:

Please provide feedback to instructor:

10 Great Reasons for YOU to have CONFIDENCE!

Why should each of you have confidence now? Can you think of reasons why you can now have confidence when placed in conflict situations and negotiation scenarios? Here are my BIG TEN:

1. You utilize and focus Anabolic Energy (energy when it is released is constructive). Since you know you operate from a point of Ahimsa (no-harm to others), and since you monitor and handle your own catabolic energy, you can actively compete, compromise, and collaborate with a clear spirit.
2. You understand AGENCY and that to the extent that unknowable worldly events allow, you are in control of your own destiny. You choose how to respond and are proactive.
3. You utilize option-creation with a full understanding of how the resultant empowerment creates mutual gain and satisfaction for multiple parties.
4. You have studied your own position as well as your conflict-partner/negotiation-partner's positions, interests, and BATNAs, and you are seeking common ground for you both. In addition, as Aikido suggests, you will respect your opponent and keep the safety of your opponent in mind.
5. You understand failure whether it occurs in yourself or in others, and you know how to restore the balance of yin/yang by owning responsibility in conflict. You "know" that trust, expectations, and ego are factors of "Time and Understanding" and that each of us arrives at unique understandings at different points in our lives. In this "knowing", we attend to greater understanding for others.
6. You understand the causes of conflict and can address them in a proactive way. You realize that actions require consequences resultant from the choices of each agent and that each action is both a part of the existing system, and a consequence that contributes to a greater system of future interaction. You welcome the opportunities that conflict brings for improvement to a greater whole.
7. You seek transparency and legitimacy in outcomes with an intention of building relationships. You are HOT: Honest, Open, and Transparent. Your thinking is clear and without blame for others.
8. You acknowledge your potential grows when you interact with others because you are aware of the power of TEAM and can honor and dedicate yourself to the discipline required to be part of a team.
9. You operate as a leader knowing that hope is the pathway for success. MLK = "You cannot put out darkness with darkness, you can only put out darkness with light."
10. You know that conflict is usually an opportunity for growth, change, and alignment with life's true force as evident through nature, history, and experience.

What other reasons can you add from your experience, schooling, or hard work to be confident?

Conflict and Escalation: Never escalate the level of violence in confrontation- Instead, Overlook on the spot, be outspoken with firmness, kindness, and patience. Don't react. Just be very aware. Stop-Think-Reframe!

Cambridge College Conflict Management BSM 465

Professor Steven Kelley

Your 3 Things Learned from 9/21/14 Class

Apologizing during a conflict sets a conciliatory tone

I enjoyed learning and having fun while learning (2)

Always sign a contract because things change when you make a deal a written deal (3)

Analyze information using metrics of: Quality, Accuracy, Recency, Relevancy, Quantity (6)

Power sources: Position Information Coercive Control of Rewards

Networks/alliances Control of agenda Framing Personal power/charisma (5)

Always identify stakeholders first to get your base in a conflict (3)

Framing is the result of our beliefs and views – and how we communicate that – the communication landscape (4)

Cognitive Dissonance: the ability to hold two separate realities for the same event

COOCEO: Create options, offer choice, and empower others and ourselves

Failure is not always bad

What you don't know is more important than what you do know, and will control the outcome (2)

✦ We are prisoners of language (5) ✓

The importance of knowing our own BATNAs [Best Alternative to a Negotiated Agreement (2)

The importance of knowing our conflict partner's BATNA (7)

Giving up to come to an agreement is good

✦ Listen more ✓

How to deal with anger

Always look for more than one frame when dealing with a dilemma

If the premise is wrong, then the decision-making is wrong.

Information has to be recent/updated/accurate/credible

Our approach to a negotiation helps determine the outcome

Perspective Taking: Learning to look at a problem from the other side's point of view

Framing gives you personal power (2)

Information about ISIS -

Framing is the consequence of our past and present (our backgrounds) – from the Professor – Does it have to be?

Integrative Negotiation (more sharing of interests) vs. Distributive (less caring for others and more for yourself)

✦ Systems work for the people in them ✓

Integrated can be better: Winning often doesn't help the overall situation

Rule breaking creates independent thinking

GREAT 3rd CLASS – We're almost there!

Lots of improved understanding!

Thank you for choosing Cambridge College and This Professor



= Final Assignment =

(No Test)

= Present a final paper (Page 8-10)

* What you learned? or What you might learn?

* Israel and Hamas Conflict

* ISIS

* Russia and Ukraine

What Are the Causes of Conflict?

Below are eight general categories of the causes of conflict: communication, culture, flawed environment, abusive self-interest, psychological needs, change, trust, and leadership.

Communication: Miscommunication, poor or inadequate communication, or intentional miscommunication (for one party's gain). Symptoms for communication problems could be unusually high emotions among "conflict partners" who seem to have a high congruence of interests. These conflicts are among the easiest to diffuse.

Culture: Usually a matter of intolerance and confining belief systems development: They often involve external cultural barriers as well as internal cultural polarization (within a culture). Conflicting value systems often play a role in culturally based conflicts. Attempting to get people to value differences can be especially helpful in attempting to diffuse the tension in these conflicts. Some of the symptoms of cultural conflicts are attempts by either party to present the other side as unbalanced (based on observation of "unusual" behaviors by the opposing party), and cases which appear to have "low-value" conflicts (economically).

Flawed Environment: Flawed environments are often the underlying cause in very large conflicts. They include issues such as scarcity of resources and fundamental power imbalances, as well as structural and systemic constraints on the individual (Marxist Capitalist structure or Durkheim's societal influences. Fundamental power imbalances involve conflicts in which one or more parties have control or power over their "conflict partners." Government agency disputes with the populace over regulations, and international disputes between larger and smaller sovereign countries are examples of fundamental power imbalances. Symptoms of disputes with flawed environments as underlying causes are class action lawsuits where "universal" regulations severely and adversely impact specific segments of the populace.

Abusive self-interest: Abusive self-interest causes what would seem to be the most needless conflict. It involves many of the equitable disposition issues. Examples of abusive self-interest are conflicts over disposition of assets and lawsuits over damages from work performed poorly. Symptoms are cases in which one party's interests seem to have been disregarded in an opportunistic and unfavorable way. Often the parties exhibit inadequate interactive skills.

Psychological needs: Conflicts are those which arise from internal (intrapersonal) conflicts of the parties. Examples of these cases are divorce cases where improper behavior can be attributed to one or both parties' inability to function within societal norms. Symptoms can be spousal abuse, infidelity, and mental illness etc. These can be closely related to abusive self-interest as in the case of excessive greed.

Change: More accurately - the perception of change as "threatening to our security" with respect to our self esteem, our position, our self-image, our financial considerations, and our perception of other people's view of us.

Trust: Breakdown of Trust or lack of trust based on exhibited behaviors or past events

Leadership: Lack of real leadership by either a person, a group, or an organization. Note: if a systemic problem exists, through lack of systems and procedures, or non-adherence to existing systems, it is often due to poor leadership.

- a. Lack of ownership of your portion of the problem
- b. Inability to create the environment necessary for successful resolution (just not smart enough??)

Learning How to Exert Self-Control

SEPT. 12, 2014

PARIS — NOT many Ivy League professors are associated with a type of candy. But Walter Mischel, a professor of psychology at Columbia, doesn't mind being one of them.

"I'm the marshmallow man," he says, with a modest shrug.

I'm with Mr. Mischel (pronounced me-SHELL) in his tiny home office in Paris, where he spends the summer with his girlfriend. We're watching grainy video footage of preschoolers taking the "marshmallow test," the legendary experiment on self-control that he invented nearly 50 years ago. In the video, a succession of 5-year-olds sit at a table with cookies on it (the kids could pick their own treats). If they resist eating anything for 15 minutes, they get two cookies; otherwise they just get one.

I've given a version of the test to my own kids; many of my friends have given it to theirs. Who wouldn't? Famously, preschoolers who waited longest for the marshmallow went on to have higher SAT scores than the ones who couldn't wait. In later years they were thinner, earned more advanced degrees, used less cocaine, and coped better with stress. As these first marshmallow kids now enter their 50s, Mr. Mischel and colleagues are investigating whether the good delayers are richer, too.

At age 84, Mr. Mischel is about to publish his first nonacademic book, "The Marshmallow Test: Mastering Self-Control." He says we anxious parents timing our kids in front of treats are missing a key finding of willpower research: Whether you eat the marshmallow at age 5 isn't your destiny. Self-control can be taught. Grown-ups can use it to tackle the burning issues of modern middle-class life: how to go to bed earlier, not check email obsessively, stop yelling at our children and spouses, and eat less bread. Poor kids need self-control skills if they're going to catch up at school.

Mr. Mischel — who is spry, bald and compact — faced his own childhood trials of willpower. He was born to well-off Jewish intellectuals in Vienna. But Germany annexed Austria when he was 8, and he "moved quickly from sitting in the front row in my schoolroom, to the back row, to standing in the back, to no more school." He watched as his father, a businessman who spoke Esperanto and liked to read in cafes, was dragged from bed and forced to march outside in his pajamas.

His family escaped to Brooklyn, but his parents never regained their former social status. They opened a struggling five-and-dime, and as a teenager Walter got a hernia from carrying stacks of sleeves at a garment factory. One solace was visiting his grandmother, who hummed Yiddish songs and talked about sitzfleisch: the importance of continuing to work, regardless of the obstacles (today we call this "grit").

Mr. Mischel came both to embody sitzfleisch, and to study it. Over a 55-year academic career he has published an average of one journal article, chapter or scholarly book about every three months. Over the years, some of the original subjects in the marshmallow study have begged to know whether they ate the marshmallow as preschoolers; they can't remember. He has told only one of them, who had cancer at 40, and asked to know his marshmallow results on his deathbed. (He was a "pretty good" delayer, Mr. Mischel says diplomatically.)

Part of what adults need to learn about self-control is in those videos of 5-year-olds. The children who succeed turn their backs on the cookie, push it away, pretend it's something nonedible like a piece of wood, or invent a song. Instead of staring down the cookie, they transform it into something with less of a throbbing pull on them.

Adults can use similar methods of distraction and distancing, he says. Don't eye the basket of bread; just take it off the table. In moments of emotional distress, imagine that you're viewing yourself from outside, or consider

Mother Theresa

People are often unreasonable, illogical, and self-centered;	Forgive them anyway.
If you are kind, people may accuse you of selfish, ulterior motives;	Be kind anyway.
If you are successful, you will win some false friends and true enemies;	Succeed anyway.
What you spend years building, someone could destroy overnight;	Build anyway.
If you find serenity and happiness, they may be jealous;	Be happy anyway.
The good you do today, people will often forget tomorrow;	Do good anyway.
Give the world the best you have, and it may never be enough;	Give the world the best you have anyway
You see, in the final analysis, it is between you and God;	It was never between you and them anyway.

* * * * *

Excerpts from the Nobel Prize Commencement Speech:

Mother Theresa received the first announcement of the award of the Peace Prize with these words: "I accept the prize in the name of the poor. The prize is the recognition of the poor World."

The hallmark of her work has been respect for the individual and the individual's worth and dignity.

Better than anyone else she has managed to put into practice the recognised fact that gifts given "de haut en bas", where the recipient has a feeling of one-sided and humiliating dependence on the giver, may prove so hurtful to the recipient's dignity as a human being, that it may well breed bitterness and animosity instead of harmony and peace.

She has arrived at an attitude to the relationship between donor and recipient which eliminates the generally accepted conceptual distinction. In her eyes the person who, in the accepted sense, is the recipient, is also the giver, and the one who gives most. Giving - giving something of oneself - is what confers real joy, and the person who is allowed to give is the one who receives the most precious gift. Where others see clients or customers, she sees fellow-workers, a relationship based not on the expectation of gratitude on the one part, but on mutual understanding and respect, and a warm human and enriching contact.

Note from sk: Whenever I feel sharing this has value, it is also because intentions and self-energy have a need to be self-directed and positive.

Cambridge College Conflict Management BSM 465

Professor Steven Kelley

Your 3 Things Learned from 10/4/14 Class

I have catabolic energy – everyone does – It makes it Ok to compete and compromise (What do you think?)
Different metrics and the use to which one can put metrics
Aikido: You are responsible for the health and well-being of those who attack you. (6)
Framing gives power
Never escalate the level of violence in confrontation (2)
Overlook on the spot
How you use and analyze information can give you confidence
Learning how to take charge of a negotiation by using frames and being more strategic
Do a little bit every day and be patient to accomplish things (4)
Conflict Management is an art that has good intentions
It is important for a good negotiator to set the tone and know the information
Restoring balance (of yin/yang) by owning responsibility for conflict
Meta thinking: thinking about thinking (2)
Good negotiators know how to build trust
Creating doubt during a negotiation helps you get your desired outcome (3)
Strategy beats bitching most of the time
A person who controls the frame, controls the outcome of a negotiation
Pay attention to the quality of information you use or receive
Do not start written correspondence (email or letters) with “I” – Rather use “Is it possible?”, or thank you (2)
Every word should have a purpose in a sentence. Every sentence should have a purpose in a paragraph. (9)
Create or address conflict when pain is the path to less pain (7)
You operate as a leader knowing that hope is the pathway for success
It’s OK to use conflict as a tool. Understanding this frame makes you an effective conflict manager (2)
Cognitive dissonance: two separate realities for the same event
Thinking outside the box is a critical tool of the Conflict management professional
Everything we do is “framing”: Everyone frames all the time
We are prisoners of language: it is important to break that habit
Group work has different frames for each person
Conflict can create growth, change, and alignment
If you are honest in negotiations, you won’t have problems - [see Professor’s note-]
We cannot put out darkness with darkness, we can only put out darkness with light – MLK
Always look for more than one frame
Breaking the walls in my brain due to language differences.
Learning how to better deal with anger
Time and understanding are not equal
Listening more and trying to understand other’s perspectives
Learning how to set standards (understanding the characteristics of proposed outcomes)
Knowing when to turn up the heat and when to turn it down
We are intimately connected along the lines of our disagreement with our conflict partners
Your thinking is clear when you do not blame others. Be responsible and do not let others manage your life.
Professor’s note: Sadly being honest is not a guarantee of a good outcome.

GREAT 4th CLASS – We’re almost there!

Lots of improved understanding!

Thank you for choosing Cambridge College and This Professor

Cambridge College Conflict Management BSM 465

Professor Steven Kelley

Your 3 Things Learned from 9/13/14 Class

Systems work of the people in them

Conflict can be good or bad

Conflict can be defined as a "release of stored energy" (3)

Anger is always a choice

Things happen in one of only three ways: by choice, by chance, or by crisis

Conflict is a good thing

Communication is vital

Frames control outcomes (4) – accepting systems that control outcomes is a frame

Always ask questions – Don't assume

Learning and knowing how and when to break rules

End a conflict through strategy – and set a strategy through dialogue

All actions have consequences

Solving conflict requires thinking: What could I have done differently? Was it the best I could do?

The class is designed to teach us to Repair, Build, or Close a relationship (2)

Negotiation means building trust (5)

Outcome is controlled by one

If someone uses the word "fair", they are usually trying to get more of something for themselves

Strategy is very important – it beats bitching any day (5)

Find common ground ASAP

How to make a conflict

How to negotiate with people (2)

Trying to understand how company culture affects different countries

Rules for the class: Be on time (or not), Be respectful, Stay on Task

The five ways to handle conflict: Avoidance, Accommodation, Competition, Compromise, Collaboration (3)

How to avoid conflict & how to confront conflicts

Understanding is key: language is important – "unclear" – Is it possible that?

Dealing better with conflict

You don't win always, but it is better to give up something today to win tomorrow

Listen always as it is your best tool and is a key to a better negotiation result (3)

Timing and Understanding need to be equal

Read contracts from back to front

Put money in meter before time expires

Ask questions to learn

Learning to create win-win scenarios

Use conflict when the pain of conflict is the path to less pain

Information is Power

The 99% rule: Never be 100% sure of anything – leave a 1% option open

Systems reinforce themselves

Reward rule breakers

GREAT CLASS – Hoping you will use your new-found knowledge to create a better world for us all!!!

Thank you for choosing Cambridge College and This Professor