



Inclusive Listening: Building Understanding, Supporting Collaboration (Part 1)

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11:30 am – 12:45 pm PACIFIC TIME

Note: The PowerPoint is currently available on the CADRE website:

www.directionservice.org/cadre/charkoudianwebinar.cfm

Technical Stuff:

- All phone lines are muted – press #6 to unmute your phone during Q&A.
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INCLUSIVE LISTENING

**Building Understanding,
Supporting Collaboration**

Presented by:

Lorig Charkoudian & Erricka Bridgeford

INCLUSIVE MEDIATION PHILOSOPHY

The Inclusive mediation process CMM teaches is focused on creating space for participants to:

- have a difficult conversation in an authentic way
- understand themselves and each other
- develop collaborative solutions to the issues they wish to resolve

The role of mediator is to support the dialogue, while ensuring that all content decisions are made by the participants.



AUTHENTIC, DIFFICULT CONVERSATIONS ...THE INCLUSIVE MEDIATION WAY

All shifts in behavior, approach, and ideas come from the participants.

Participants will act and express themselves however they need to. This may involve

- Speaking
- Yelling
- Cursing
- Name-calling
- Standing
- Stomping
- Chair pushing
- Crying



THE INCLUSIVE MEDIATOR'S MINDSET

My Role

- To work on understanding, without judgment
- To respect the courage it takes for participants to have this difficult conversation.
- Help participants feel heard & understood.
- Avoid giving advice, opinions, or suggestions

I'll Stick to My Role Because..

As I work on understanding without judging them, participants may:

- Begin to understand themselves better
- Understand the other person better
- Understand what kinds of solutions, if any, would help in their situation

THE INCLUSIVE MEDIATOR'S WORK

Mediators work on understanding participants' feelings, their "values" or "what's important to them", and the topics they want to make a plan about.

Mediators also work on understanding what ideas and options participants think are possibilities to resolve the situation, consistent with their values.

THIS MEANS?

Mediators consistently reflect back what participants are saying ... especially the difficult, intense, or embarrassing parts of the discussion.





INCLUSIVE LISTENING



INCLUSIVE LISTENING IN A NUTSHELL

Inclusive Listening is the process of listening to a positional statement and breaking it into three parts – feelings, topics, and “what’s important”.

Hearing participants in this way helps you to work on understanding what they are saying without judgment.



WHAT ARE POSITIONAL STATEMENTS?

Positional statements are usually insults, threats, possible solutions, or angry statements that focus on the past and blame someone for the problem. Examples of positional statements:

- ❖ “She’s such a slob. Her crap is all over the place. I’m not picking up after her anymore.”
- ❖ “He’s a liar. He never tells me what’s really going on with my son and I’ll take him to court if I have to. He’ll never see that kid again if he doesn’t change.”
- ❖ “If he doesn’t turn down that music, I’m going to kill him.”
- ❖ “If you could follow directions, then we wouldn't have these problems. Would we?”
- ❖ "I was fired because I am a woman standing up for my rights. Period."

LISTENING FOR FEELINGS EXPRESSED

- ❖ Feelings are emotion words.
- ❖ Feelings should reflect the degree of intensity participants express.
- ❖ Make sure that you listen for the feelings that people are expressing, not your opinion of what their feelings must be.
- ❖ Make sure you listen for feelings that people are expressing, not your analysis of what's going on inside of the speaker.



WORKING ON UNDERSTANDING FEELINGS

Ex.: Parent: “So it seems to me that since I started advocating for healthier food in this school, my son is getting picked on. It's retaliation, is what it is - plain and simple. I was getting nowhere working with the cafeteria staff and the administration, so I took the issue to the press. and you better believe we've gotten healthier meals! But ever since then, my son is the only one of all the kids he hangs out with, who gets in trouble. I've even see it in the cafeteria when I'm volunteering. All the kids are talking and goofing around and he's the one who gets moved to the red zone, which means I get a call home asking me to reinforce the "consequences". He does not need those ridiculous consequences. What he needs is staff members who don't harass him.”

Avoid: Your analysis of the speaker's feelings: “she is bitter, defensive, etc.”

Listen to: Feelings that are expressed by the speaker:
“protective”, “proud”, “punished”



WORKING ON UNDERSTANDING FEELINGS

Principal: "The two issues have nothing to do with each other. We have always welcomed your volunteer work at the school. We appreciated the feedback you had about the food and were in the process of changing it when you went to the press. There was really no need to try to make the school look bad like that. No need. But your son is treated with the same respect and expectations we have for all students in this school. Perhaps now that he has seen his mother disrespect the school in such a public way, he feels empowered to disrespect the staff. Mark is consistently disruptive in the cafeteria and in the classroom. He tries to get others to join him in the disruption and he sometimes succeeds. We will not be bullied into allowing him to create disruptions to our school community. He WILL receive the same consequences as all the other students."

Avoid: Your analysis of what's going on inside the speaker: "he must feel confused, frustrated, and violated"

Listen to: Feelings expressed by the speaker: "appreciative", "disrespected", "determined"

LISTENING FOR TOPICS

Listening for concrete topics helps you avoid judgment because you are hearing in a way that removes the blame and focuses on things people may want to make plans about.

When naming a topic, check it through the *Topics Grinder*:

- ✓ Someone has talked about having conflict around this thing
- ✓ It is specific and/or concrete
- ✓ It does not blame anyone
- ✓ It does not take anyone's side
- ✓ It does not set up “yes someone should” or “no someone shouldn't” (ex. “Cleaning the house” would not be a topic)

Examples of topics: parking, housekeeping, communication, trash, the alley, clothing, schedule, dog...



WORKING ON UNDERSTANDING TOPICS

Parent: “So it seems to me that since I started advocating for healthier food in this school, my son is getting picked on. It's retaliation, is what is it - plain and simple. I was getting nowhere working with the cafeteria staff and the administration, so I took the issue to the press. and you better believe we've gotten healthier meals! But ever since then, my son is the only one of all the kids he hangs out with, who gets in trouble. I've even see it in the cafeteria when I'm volunteering. All the kids are talking and goofing around and he's the one who gets moved to the red zone, which means I get a call home asking me to reinforce the "consequences". He does not need those ridiculous consequences. What he needs is staff members who don't harass him.”

Avoid: Taking the speaker's side: “fairness”

Avoid: Your idea of the “problem”, based in the speaker's blame language: “staff”

Hear: The non-judgmental frame of these topics: “discipline”, “food”

WORKING ON UNDERSTANDING TOPICS

Principal: "The two issues have nothing to do with each other. We have always welcomed your volunteer work at the school. We appreciated the feedback you had about the food and were in the process of changing it when you went to the press. There was really no need to try to make the school look bad like that. No need. But your son is treated with the same respect and expectations we have for all students in this school. Perhaps now that he has seen his mother disrespect the school in such a public way, he feels empowered to disrespect the staff. Mark is consistently disruptive in the cafeteria and in the classroom. He tries to get others to join him in the disruption and he sometimes succeeds. We will not be bullied into allowing him to create disruptions to our school community. He WILL receive the same consequences as all the other students."

Avoid: Taking the speaker's side: "respect"

Avoid your idea of the "problem", based in the speaker's blame language: "going to the press"

Hear: The non-judgmental frame of these topics: "discipline", "food"

LISTENING FOR WHAT'S IMPORTANT

“What’s important” /Values are usually phrased as one or two key positive words reflecting the needs, goals and values participants express.

- ❖ Listening for values helps you hear what’s important to participants in the midst of blame language, insults, name calling, etc.
- ❖ Be sure to listen for values that focus on what the participant is saying is important to them, not focusing on what they dislike about others (their position).
- ❖ Often, you can hear values very clearly out of an insult a participant is making about someone else.



WORKING ON UNDERSTANDING VALUES

Parent: “So it seems to me that since I started advocating for healthier food in this school, my son is getting picked on. It's retaliation, is what is it - plain and simple. I was getting nowhere working with the cafeteria staff and the administration, so I took the issue to the press. and you better believe we've gotten healthier meals! But ever since then, my son is the only one of all the kids he hangs out with, who gets in trouble. I've even see it in the cafeteria when I'm volunteering. All the kids are talking and goofing around and he's the one who gets moved to the red zone, which means I get a call home asking me to reinforce the "consequences". He does not need those ridiculous consequences. What he needs is staff members who don't harass him.”

Avoid: What you think the speaker doesn't like about others: “They should not target children.”

Listen to: What's important to the speaker: “equal treatment”, “health”, “responsiveness”

WORKING ON UNDERSTANDING VALUES

Principal: "The two issues have nothing to do with each other. We have always welcomed your volunteer work at the school. We appreciated the feedback you had about the food and were in the process of changing it when you went to the press. There was really no need to try to make the school look bad like that. No need. But your son is treated with the same respect and expectations we have for all students in this school. Perhaps now that he has seen his mother disrespect the school in such a public way, he feels empowered to disrespect the staff. Mark is consistently disruptive in the cafeteria and in the classroom. He tries to get others to join him in the disruption and he sometimes succeeds. We will not be bullied into allowing him to create disruptions to our school community. He WILL receive the same consequences as all the other students."

Avoid: The speaker's blame of others: "The parent needs to control the child."

Listen to: What's important to the speaker: "fairness", "working together", "reputation", "direct communication"



LISTENING BEYOND THE BLAME

Sometimes, it can be challenging to think of the value words that capture the participant's needs using words that sound positive. The goal is to work on understanding the wants/goals people express in a way that is not loaded, where possible.

- ❖ Ex.: “Because she slashed my tires, she needed to get what was coming to her. Since I went through having to miss work to get my car fixed, she should have to see what that feels like. So that’s right, I put a brick through her windshield.”
- ❖ Value being expressed *could be*: revenge, payback, etc. **AND be sure to take note of value words like “understanding”, “justice”, & “fairness” as well.**



Thank you for joining us!

A survey will be emailed to you shortly after the webinar. Please take a few minutes to respond.





Upcoming Webinars:

*Inclusive Listening: Building Understanding, Supporting
Collaboration (Part 2)*

January 29th @ 11:30am-12:45pm PST

Register Online:

www.directionservice.org/cadre/charkoudianwebinar.cfm

Dispute Resolution National Trends:

7 Years of APR/Section 618 Data

February 6th @ 11:30am-12:45pm PST

Register Online:

www.directionservice.org/cadre/DRtrendswebinar.cfm