
**DEALING WITH
DIFFICULT PEOPLE:**
A TRAINING PROGRAM

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Introduction

Program: **Dealing With Difficult People**

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Program Description:

The program is designed to provide an opportunity to learn more effective strategies for relating to angry, emotional, or tearful individuals. The program includes a review of the components of interpersonal communication including attending skills, responding skills and assertive responses. In addition, specific guidelines for dealing with emotional situations will be presented. Applications of these skills and techniques to specific situations generated by the participants will be discussed and questions addressed. Problem situations and their solutions are role played in small groups.

Target Population:

Includes anyone who finds themselves in situations where they have to cope with emotional individuals (University staff and faculty; support, professional, technical personnel; and supervisors).

Time

Negotiable. Typically one to three hours. Format and content are negotiated depending upon the needs of the group.

Dealing With Difficult People

SAMPLE AGENDA*

- I. Introduction and overview of program
- II. Identification of issues and typical reactions
- III. Understanding “difficult” behavior
- IV. Do’s and don’ts of dealing with “difficult” individuals
- V. Assertive intervention skills
- VI. Simulations and discussion
- VII. Applications, questions

A component on conflict management can be incorporated.

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Communication Skills

Interview Skills Self-Assessment

This form is designed to stimulate your thinking about your interview skills. It is intended to facilitate your setting your own goals for development.

The steps in using it:

1. Read through the list of activities and decide which ones you are doing the right amount of, which ones you should do more of, and which ones you should do less of. Make a check for each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write some goals on the blank lines.
3. Go back over the whole list and circle the numbers of the three or four activities at which you would like to improve most at this time.

Adapted from *The 1976 Annual Handbook for Group Facilitators*, J. W. Pfeiffer & J. E. Jones (Eds.).

	OK	Need to Do More	Need to Do Less
Communication Skills			
1. Being brief and concise	_____	_____	_____
2. Being forceful.....	_____	_____	_____
3. Drawing others out	_____	_____	_____
4. Listening alertly.....	_____	_____	_____
5. Thinking before I talk	_____	_____	_____
6. Keeping my remarks on the topic.....	_____	_____	_____
7. _____	_____	_____	_____

Observation Skills

- | | | | | |
|-----|--|-------|-------|-------|
| 8. | Noting tension in the listener | _____ | _____ | _____ |
| 9. | Noting interest level of listener | _____ | _____ | _____ |
| 10. | Sensing feelings of listener..... | _____ | _____ | _____ |
| 11. | Noting reaction to my comments..... | _____ | _____ | _____ |
| 12. | Noting when the listener avoids a topic..... | _____ | _____ | _____ |
| 13. | _____ | _____ | _____ | _____ |

**OK Need to
Do More Need to
Do Less**

Problem-Solving Skills

- | | | | | |
|-----|-----------------------------------|-------|-------|-------|
| 14. | Stating problems or goals..... | _____ | _____ | _____ |
| 15. | Asking for ideas, opinions..... | _____ | _____ | _____ |
| 16. | Giving ideas | _____ | _____ | _____ |
| 17. | Evaluating ideas critically | _____ | _____ | _____ |
| 18. | Summarizing the interview | _____ | _____ | _____ |
| 19. | Clarifying issues | _____ | _____ | _____ |
| 20. | _____ | _____ | _____ | _____ |

Morale-Building Skills

- | | | | | |
|-----|---|-------|-------|-------|
| 21. | Showing interest | _____ | _____ | _____ |
| 22. | Reducing tension..... | _____ | _____ | _____ |
| 23. | Expressing praise or appreciation | _____ | _____ | _____ |
| 24. | _____ | _____ | _____ | _____ |

Emotional Expressiveness

- | | | | | |
|-----|---------------------------------|-------|-------|-------|
| 25. | Telling others what I feel..... | _____ | _____ | _____ |
| 26. | Hiding my emotions..... | _____ | _____ | _____ |
| 27. | Disagreeing openly..... | _____ | _____ | _____ |
| 28. | Expressing warm feelings..... | _____ | _____ | _____ |
| 29. | Expressing gratitude..... | _____ | _____ | _____ |
| 30. | Being sarcastic..... | _____ | _____ | _____ |
| 31. | _____..... | _____ | _____ | _____ |

OK **Need to
Do More** **Need to
Do Less**

Facing and Accepting Emotional Situations

- | | | | | |
|-----|-------------------------------------|-------|-------|-------|
| 32. | Facing conflict and anger..... | _____ | _____ | _____ |
| 33. | Facing closeness and affection..... | _____ | _____ | _____ |
| 34. | Withstanding silence..... | _____ | _____ | _____ |
| 35. | Facing disappointment..... | _____ | _____ | _____ |
| 36. | Withstanding tension..... | _____ | _____ | _____ |
| 37. | _____..... | _____ | _____ | _____ |

Social Relationships

- | | | | | |
|-----|----------------------------------|-------|-------|-------|
| 38. | Competing to outdo others..... | _____ | _____ | _____ |
| 39. | Acting dominant..... | _____ | _____ | _____ |
| 40. | Trusting others..... | _____ | _____ | _____ |
| 41. | Being helpful..... | _____ | _____ | _____ |
| 42. | Being protective..... | _____ | _____ | _____ |
| 43. | Calling attention to myself..... | _____ | _____ | _____ |
| 44. | Standing up for myself..... | _____ | _____ | _____ |
| 45. | _____..... | _____ | _____ | _____ |

General

- 46. Understanding why I do what I do (insight) _____
- 47. Encouraging comments on my own behavior
(soliciting feedback)..... _____
- 48. Accepting help willingly..... _____
- 49. Making up my mind firmly..... _____
- 50. Criticizing myself..... _____
- 51. Waiting patiently _____
- 52. Going off by myself to read or think..... _____

- 53. _____
- 54. _____
- 55. _____

Interview Skills Observer Sheet

Instructions: Check the phrases that describe what you observe.

The interviewer:

- | | |
|-------|---|
| _____ | 1. Helps the student to analyze problems. |
| _____ | 2. Helps the student to generate solutions. |
| _____ | 3. Acts as a clarifier to the student. |
| _____ | 4. Acts as a summarizer. |
| _____ | 5. Contributes suggestions from experience and knowledge. |
| _____ | 6. Gives the student ready-made answers. |
| _____ | 7. Assumes that the student has presented the problem accurately. |
| _____ | 8. Indicates that he/she is listening. |
| _____ | 9. Picks up on nonverbal cues. |
| _____ | 10. Talks more than the student. |
| _____ | 11. Shows interest in the student. |
| _____ | 12. Paraphrases. |
| _____ | 13. Confronts and/or challenges the student. |
| _____ | 14. Collaborates with the student to define problem areas. |
| _____ | 15. Helps plan follow-up and next steps. |
| _____ | 16. Defines the contract and time limits. |

What seemed the **most** helpful thing the interviewer said or did?

What behaviors seemed **least** helpful?

Other comments:

Helping Principles

The following principles appear to be basic to being a helping person. They are also helpful in everyday human interaction.

1. Positive Human Relationship--Positive Regard

A human relationship is as essential to helping another person as it is to teaching. This includes understanding one's own feelings generated by the interaction. In order to establish a positive helping interaction several facets must be included:

a. Hope:

The helper and the helpee must firmly believe that a positive result will occur from their interaction. This may not occur immediately for the helpee.

b. Confidence:

The helper must be confident of her/his own ability and of the approach used. The helpee's self-esteem is similarly a critical issue and will frequently be the focus of a helping interaction.

c. Intrusiveness:

The helper is basically an intruder in the life of the other person. The intrusion is usually between the helper and her/his problem (symptoms). The goal is for the two persons to view themselves in a "partnership" to deal with the problem.

d. Explicit Empathy:

Empathy must be distinguished from sympathy. Empathy is crucial to a helping relationship. It is in fact considered the royal road to helping others. It must be explicitly conveyed if its full value is to be realized.

Empathy involves subjectively placing oneself in the life situation as if one were the helpee in order to understand intellectually and emotionally the person's experience. At the same time one must maintain a certain distance so that the helper's creative capacities and knowledge base remain available. More information on empathy follows.

e. Warmth:

Genuine warmth and concern must be transmitted to the extent and in a manner that the helper can tolerate without feeling manipulated.

f. Leadership:

The helper is frequently in a position of authority and has a desire to help. Leadership must be exercised by the helper from a base of knowledge and only as far as is necessary, i.e., do for people only what they cannot do for themselves. This concept is closely tied to the concept of self-determination. Taking over decisions for people seldom has a productive result. Leadership must be offered in the context of the helpee maintaining control over choice. Exceptions exist, however, for life threatening circumstances.

VERBAL AND NONVERBAL ATTENDING

A prerequisite for the development of the components of interpersonal communication is the ability to attend to the other person. Attending is both a physical and a psychological process.

Physical Attending

Physical attending is the manner in which one presents himself/herself to another person. The components of physical attending and nonattending include the following:

<u>Attending</u>	<u>Nonattending</u>
1. Natural, relaxed, open posture.	1. Tense, stiff or slouching posture; arms crossed over the chest.
2. Maintaining good eye contact in an interested and natural way.	2. Looking down or away; staring.
3. Facing the other person squarely.	3. Turning at an angle.
4. Natural gestures.	4. Exaggerated gestures.

Physical attending behaviors demonstrate interest and involvement to the person with whom one is talking while nonattending behaviors indicate a lack of concern and respect. It is also much easier to determine what the other person is saying when one is paying attention. For example, recall a time when you may have been talking to a person and you had the distinct impression that they had not heard what you were saying but instead were formulating their rebuttal or changed the topic. This is usually a noxious situation for the person to whom it happens.

Psychological Attending

Psychological attending involves the process of listening to another person. It is important to identify either the content of the communication or the feelings which underlie the content that the person is saying. In order to do this one must listen to nonverbal and paralinguistic messages as well as to the words and verbal message.

1. Nonverbal listening--In order to fully comprehend the sender's message, one must attend to body movement, gestures, and facial expressions. Nonverbal behaviors are often important cues in identifying the emotion an individual is experiencing
2. Paralinguistic listening--Paralinguistic behavior includes tone of voice, inflection, spacing of words, emphasis and pauses. It, too, can be helpful in identifying an individual's feelings.
3. Verbal listening--It is important to pay attention to the way in which verbal messages are presented. Content, which is identified verbally (what the individual is trying to say) is only part of the message which an individual is conveying. While accurate perception of content is necessary, it is not the only type of information that should be paid attention to or responded to.

Once the components of psychological attending have been understood, the next task is to communicate one's awareness of what the other person is saying back to him or her. We assume that the more that one can communicate and convey one's understanding of another, and the valuing and respect for the other that this implies, then the more likely the two persons who are communicating will be to interact in the future. In other words, we expect that if the person that you are talking with feels understood and valued they will be more likely to want to interact with you in the future.

How is the understanding communicated?

Paraphrasing: Put into your own words what the individual is trying to tell you. This can be either what thoughts or what ideas are being conveyed.

Example: "I got off the plane and tried to find my luggage. I hung around for about 1 1/2 hours and it still didn't come down the ramp. I asked the attendants and the management and they didn't know what had happened. What else could I have done?" Reply: "It sounds like you asked everyone that you could think of."

Reflecting: In this mode of verbal interaction the responder/listener attempts to reflect the feelings that he/she senses in the speaker. For the previous example, one might reflect the feeling by saying:

Example: "I bet you felt pretty frustrated."

Clarifying: This refers to the aspect of communication skills which facilitates interacting with someone. Broadly speaking, clarifying is simply asking questions, preferably open-ended, that enable the listener to keep track of what has been said. It's OK to ask questions if done in a respectful and interested manner that can facilitate an interaction such that the person feels that you are interested in and curious about him/her.

Example: 1. Open-ended: "Can you tell me more about your trip?"
2. Close-ended: "Did you go to Rome?" Note: The thing that is not effective is that the question can be answered either "yes" or "no" which does not facilitate the conversation.

Summarizing: This is similar to paraphrasing except that it is usually done at the end of a segment of conversation. It can be used with the intention of letting the person know that you heard what was said or to make sure you got all of what was said. Also, it provides a good way to make a transition to another topic of conversation.

Feelings:

Above, feelings were mentioned as something that listeners can be aware of and sensitive to when they are having conversations.

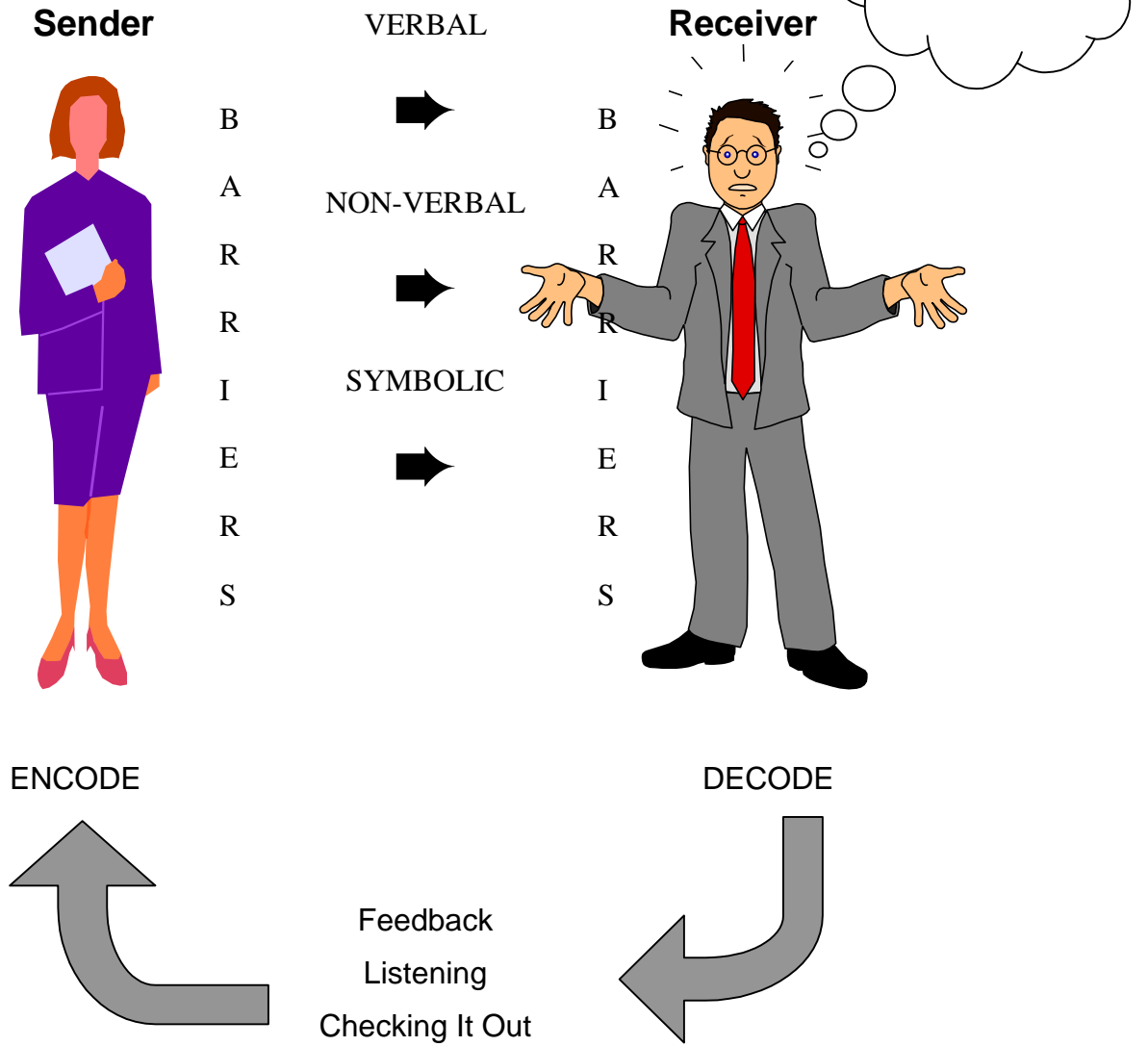
It should be noted that feelings refer to one's affective response to a situation. Feelings can generally be classified into either mad, glad, sad, or afraid. They generally reflect the person's physiological response to the situation that they are in. Below are listed some typical feelings that you can identify in persons that you are talking with:

- accepted
- affectionate
- angry
- anxious
- guilty
- hopeful
- hurt
- jealous
- joyous
- lonely
- loving
- rejected
- sad
- superior
- suspicious
- etc.

Barriers to Effective Communication

1. Passivity
2. Interviewer dominance
3. Inappropriate self-disclosure
4. Interrogation or grilling
5. Distancing patterns
6. Using crude language
7. Using jargon
8. Moralizing or admonishing
9. Patronizing or condescending behavior
10. Inept confrontation
11. Pressure tactics

COMMUNICATION MODEL



Four Styles of Communication

1. Information giving
2. Put downs
3. Reasoning, analyzing, decision making
4. Sharing feelings

Ingredients for Communication

1. **Be descriptive rather than evaluative.** When you describe your reaction to someone's behavior, as opposed to evaluating that behavior, you reduce the chances of the other person reacting defensively.
2. **Be specific rather than general.** General comments are almost never helpful because they give the hearer nothing to work with.
3. **Direct comments toward a behavior that the person can do something about.**
4. **Make sure that your comments are well-timed and well-intended.**
5. **Check out everything with the sender.** The receiver must have an opportunity to repeat what the giver said, to ensure clear communication. It is O.K. to ask the person to repeat the message to make sure that it was understood.

"I feel ..."

"I want ..."

"Will you ..."

"No!!"

Confronting

Points to remember about confronting...

WHEN IDENTIFYING DISCREPANCIES:

- ⇒ focus on observed discrepancies.
- ⇒ focus on discrepancies that are related to an individual's strengths as well as their limitations.

WHEN YOU CONFRONT:

- ⇒ state the discrepant elements in the individual's message and encourage the individual to explore these discrepancies.
- ⇒ be tentative.
- ⇒ be prepared to explore feelings.
- ⇒ don't use this skill as a means of punishment or revenge.
- ⇒ your comments shouldn't include accusations, judgments, or problem solutions.

USE CONFRONTATION:

- ⇒ to show the individual how to recognize contradictions and resolve them.
- ⇒ to help the individual identify and resolve discrepancies.
- ⇒ after you've established a good relationship with an individual.
- ⇒ whenever an individual's behavior is a threat to his or her welfare or the welfare of others.
- ⇒ when you recognize discrepancies between the individual's words and actions, between the individual's perceptions and your own, between the individual's message and the way in which that message is communicated or between the individual's personal and social values.

- ⇒ when the individual exhibits incongruous or contradictory behavior patterns.
- ⇒ when the individual employs defensive strategies.
- ⇒ when the individual sets unrealistic goals.

⇒

Assertive Communication

THE BASIC TENETS OF AN ASSERTIVE PHILOSOPHY

1. By standing up for our rights we show we respect ourselves and achieve respect from other people.
2. By trying to govern our lives so as to never hurt anyone, we end up hurting ourselves and other people.
3. Sacrificing our rights usually results in destroying relationships or preventing ones from forming.
4. Not letting others know how we feel and what we think is a form of selfishness.
5. Sacrificing our rights usually results in training other people to mistreat us.
6. If we don't tell other people how their behavior negatively affects us, we are denying them an opportunity to change their behavior.
7. We can decide what's important for us; we do not have to suffer from the "tyranny of the should and should not."
8. When we do what we think is right for us, we feel better about ourselves and have more authentic and satisfying relationships with others.
9. We all have a natural right to courtesy and respect.
10. We all have a right to express ourselves as long as we don't violate the rights of others.
11. There is more to be gained from life by being free and able to stand up for ourselves and from honoring the same rights of other people.
12. When we are assertive everyone involved usually benefits.

© by Charles Thomas Company. Jakubowski-Spector, P. Self-Assertive Training Procedures for Women. In D. Carter and E. Rawlings (Eds.), Psychotherapy With Women. Springfield, Illinois: Thomas

ASSERTIVE RIGHTS*

Right to say "no" without feeling guilty or selfish.

Right to determine the use of your own time.

Right to feel and express anger.

Right to feel and express healthy competitiveness and achievement drive.

Right to strive for self-actualization through whatever channels one's talents and interests find natural.

Right to use one's own judgment in deciding which needs are the most important for one to meet.

Right to make mistakes.

Right to have one's opinions given the same respect and consideration that other people's opinions are given, even when they are different.

Right to ask for help from other people.

Right to be treated as a capable human adult and not to be patronized.

Right to consider one's own needs to be as important as those of other people.

Right to decide how one will take care of one's own responsibilities.

Right to ask someone else to change his or her behavior.

Right to tell someone else of one's needs.

Right to be independent.

Right to judge your own behavior, thoughts, and emotions, and to take the responsibility for their initiation and consequences upon yourself.

Right to offer no reasons or excuses for justifying your behavior.

Right to judge if you are responsible for finding solutions to other people's problems.

Right to change your mind.

Right to say, "I don't know."

Right to be independent of the goodwill of others before coping with them.

Right to be illogical in making decisions.

Right to say, "I don't understand."

Right to say, "I don't care."

Right to take "time out" before responding or taking action.

**Credit to Patricia Jakubowski-Spector, Ed.D., University of Missouri-St. Louis*

EXAMINING ASSERTIVE RIGHTS

1. **I can be the judge of my own behaviors, thoughts, and feelings, and I can take responsibility for them.**

FALSE ASSUMPTIONS: There are external rules which govern my behaviors, thoughts, and feelings, and I am not capable of making those judgments on my own.

I should not make independent judgments about myself and my actions.
I should look to external rules or other people to make those judgments.

2. **I do not need to offer any reasons or excuses to justify my behavior.**
(I may choose to do so and others may tell me they don't like it, but my behavior is mine and I am responsible.)

FALSE ASSUMPTION: I should explain my reasons for my behavior to others since I am responsible to them and to external rules for my actions. I must justify my actions to them.

3. **I can change my mind.**

FALSE ASSUMPTION: I should not change my mind once I have committed myself. This shows that something is wrong, that I was in error, that I have been irresponsible, and that I am not capable of making decisions by myself.

4. **I have the right to make mistakes--and be responsible for them.**

FALSE ASSUMPTION: I must not make mistakes. Mistakes are wrong and cause people problems. If I make a mistake I should feel guilty. It shows that I am incapable of coping properly, and therefore need others to make decisions for me.

5. **I can be independent of the goodwill of others before coping with them. I do not need others to like me in order for me to deal with them effectively and assertively.**

FALSE ASSUMPTION: It is essential that others like me. Otherwise, they can prevent me from doing anything. I need the cooperation and goodwill of others to survive. If someone does not like me, I must be anxious and concerned since it is obviously a fault of mine.

. **I can be illogical in making decisions.**

FALSE ASSUMPTION: I must follow logic and have reasons because it makes better decisions than I can. I must not be my own judge.

(Logic is what people use to get you to change the way they want you to change.)

7. **I can say, "I don't know."**

FALSE ASSUMPTION: I should have answers to any questions about the possible consequences of my actions, because if I don't, it shows that I am unaware of the problems I will cause and I am therefore irresponsible and incapable of decisions.

(Watch for questions that begin with, "What do you think... What would happen if... How would you feel if... What kind of daughter would do...)

8. **I can choose whether or not I am responsible for finding solutions to other people's problems.**

FALSE ASSUMPTIONS: I have an obligation to make things better for other people and to keep systems that were set up to make life better for me running smoothly.

I have no right to put my needs before other's needs, or to challenge or upset any of the institutions or systems which are there for my convenience.

9. **I have the right to say, "I don't understand." (I don't have to, and can't, read people's minds.)**

FALSE ASSUMPTION: I must anticipate and be sensitive to the needs of other people if we are to live together without trouble. I must be expected to understand their needs without their having to spell them out for me. If I cannot understand their needs without constantly being told what other people want of me, then I am insensitive, irresponsible, and ignorant, incapable of living in harmony with others.

Corollary: I can tell others what I want and need from them.

A Comparison Of Non-Assertive, Assertive, And Aggressive Communication*

- Nonassertion** is failing to stand up for oneself, or standing up for oneself in such an ineffectual manner that one's rights are easily violated.
- Assertion** is standing up for oneself in such a way that one does not violate the basic rights of another person. It's a direct, honest, and appropriate expression of one's feelings and opinions.
- Aggression** is standing up for oneself in such a manner that the rights of the other person are violated in the process. It's an attempt to humiliate or put down the other person.

	NON-ASSERTIVE	ASSERTIVE	AGGRESSIVE
Characteristics of the communication:	Emotionally dishonest, indirect, self-denying, inhibited	Appropriately emotionally honest, direct, self-enhancing, expressive	Inappropriately emotionally honest, direct, self-enhancing at expense of another; expressive
Your feeling when you engage in this communication:	Hurt, anxious at the time and possibly angry later	Confident, self-respecting at the time and later	Righteous, superior, depreciatory at the time and possibly guilty later
Other person's feelings about her/himself when you engage in this communication:	Irritated, pity, disgusted	Generally respect	Angry, vengeful

*Adapted from Jakubowski-Spector, "Facilitating the Growth of Women Through Assertive Training," The Counseling Psychologist, Vol. 4, No. 1, 1973.

The Three Response Patterns

Adapted from p. 27 of the Instructor's Manual for *Asserting Yourself: A Practical Guide for Positive Change*, by Sharon A. Bower and Beverly A. Potter, ©1976, by permission of Addison-Wesley Publishing Company, Inc., Reading, Mass.

NON-ASSERTIVE

Response:

Too little too late

Too little never

Effects:

Interpersonal conflicts

Depression

Helplessness

Poor self-image

Hurts self

Loses opportunities

Stress

Feels out of control

Dislikes self and others

Addiction

Loneliness

Feels angry

ASSERTIVE

Response:

Enough of the appropriate behaviors at the right time

Effects:

Solves problems

Feels good about others

Feels satisfied

Feels good about self

Is good to self and others

Creates and makes the most of opportunities

Relaxed

Feels in control of self

Likes self and others

AGGRESSIVE

Response:

Too much too soon

Too much too late

Effects:

Interpersonal conflicts

Guilt

Frustration

Poor self-image

Hurts others

Loses opportunities

Stress

Feels out of control

Dislikes others

Addiction

Loneliness

Feels angry

TYPES OF ASSERTION

TYPE	DEFINITION	EXAMPLE
Basic	Simple expression of standing up for personal rights, beliefs, feelings or opinions.	When being interrupted: "Excuse me, I'd like to finish what I'm saying."
Empathic	Recognition of other person's situation or feelings followed by another statement standing up for speaker's rights.	I know you are feeling angry and frustrated while you wait to hear if you qualify for financial aid. But, the best I can do is give you a ballpark estimate of how long the approval process takes.
Escalating	<ol style="list-style-type: none"> 1. Start with a "minimal" assertive response. 2. Other fails to respond. 3. Gradually escalate the assertion-- increasing firm without being aggressive. 	From the first example: "I know what you have to say is important, but I really want to finish what I was saying." "I really want to finish before you begin to speak."
Confrontive	<ol style="list-style-type: none"> 1. Describe what was to be done. 2. Describe what actually occurred. 3. Express what you want. 	"I told you to complete the forms by November 15, and you agreed to do so. Now it's January 15 and you are telling me that you forgot the forms but you still expect to get your aid on time. What is it that you want me to do?"
I-Language	<ol style="list-style-type: none"> 1. Description of behavior. 2. How it affects your own life. 3. Describe your own feelings. 4. Describe your desires. 	<ol style="list-style-type: none"> 1. <u>"When you shout</u> 2. <u>the effect is</u> I am unable to work with you. 3. <u>I feel</u> angry. 4. <u>I'd prefer</u> you stop shouting and tell me what you want."
Positive	Expressing positive feelings about yourself or someone else.	<ol style="list-style-type: none"> 1. "I'm glad you came back to see me." 2. "I did a good job working with that upset student."
Repeated	<ol style="list-style-type: none"> 1. Sometimes called broken record. 2. Opposite of escalation. 3. Simple, calm, repetition saying what you want over and over again. Rote repetition. 	To a student or parent: "You said you would complete this form and there is missing information." "The form has not been completed." "I have to have this form completed."
Fogging	Acknowledging possibility of truth to what other person is saying--agreeing in concept but not necessarily in fact.	"I know these rules may appear to make it harder for middle-class families to get aid, but they are the procedures I must use."

Coping with Emotional Individuals

Worksheet: SITUATIONS AND RESPONSES

Instructions: In the left column describe one to three situations in which you have had to respond to individual displays of emotional behavior. In the right column describe your responses to the situations (behaviors, thoughts, feelings).

<i>SITUATION</i>	<i>RESPONSE</i>
1.	
2.	
3.	

Understanding “Difficult” Behavior

The "Sherman Tank"

The Sherman Tank's behavior spells ATTACK. They behave in an abusive, abrupt, intimidating, and contemptuous manner and leave their victims on the defensive, feeling overwhelmed and powerless. Their behavior can be either crude or subtle, but most importantly they overpower anyone with whom they must interact.

Sherman Tanks have a strong and driving need to prove to themselves and to others that they are always right. They also have disrespect for others whom they perceive to be wrong, weak, or confused. They lack a sense of caring and respect for others and are apt to see these qualities in others as weaknesses. They often achieve their short-term objectives, but at the expense of working relationships, lost friendships, and respect of others.

The "Exploder"

The Exploder's behavior is the equivalent of a temper tantrum. The outbursts are filled with rage that barely seems under control. At times, Exploders can lose control and throw things, shout, say regrettable things, or even strike others.

Exploders usually react this way to situations in which they perceive themselves to be thwarted and threatened. This combination produces an excess of stress on their ability to cope effectively with the situation, and they resort to explosive and intimidating behavior to gain more control.

The "Complainer"

The Complainer finds fault with everything from how you are doing your job to the weather to how someone else should be doing or not doing something. The message behind the Complainer's behavior is that someone should be doing something about their problems. They differ from other persons who attempt to bring up problems in that they are unable to engage in a productive problem-solving dialogue, and attempts to get them to do so are usually met with more complaints.

Complainers typically feel powerless to change the situations about which they complain, and at the same time feel they are free from responsibility themselves. Usually this is a manifestation of a perfectionism which insulates them from having to share any ownership of the problems about which they complain so much.

The "Clam"

The Clam is the person who reacts to your questions or attempts to engage them in conversation with silence, a grunt, or some noncommittal yes or no. When you attempt to open them up, they usually maintain their stance and offer little in the way of clarification of their position.

For Clams, this method of interacting is designed to avoid painful interpersonal situations, express hostility, or avoid taking a position on some issue. It usually masks fear, sullen anger, or a spiteful refusal to cooperate.

The "Wet Blanket"

The Wet Blanket responds to any question or proposal with a quick and negative response. Usually they say "It won't work" or "It's no use." The Wet Blanket is unable to move from the "fault-finding" position of rational problem solving to the action mode of problem solving, and this is what differentiates them from others. When asked to assume some active role in solving the problem, they continue in their negative and critical mode.

Wet Blankets feel as if everything is out of their control. They use this attitude to escape their own feelings of powerlessness and incompetence, but often do not recognize these feelings as motivating their behavior. They have encrusted a basic bitterness about themselves, others, and life that they are unable to see things any other way.

The "Know-It-All"

The Know-It-All is the bulldozing expert on all matters. They project a sense of absolute certainty about all matters, and usually leave others in their wake feeling one-down, stupid, or worthless. They often react to others' facts or knowledge with irritation, anger, or withdrawal. When questioned about their plans, they often dump a profusion of facts and logical arguments on their questioners.

The Know-It-All is driven by a need to simplify their world and make it as understandable and controllable as possible, even when this is not possible. They operate from the assumption that in a changing and unpredictable world, the only sure thing is to know it all and do it all oneself. This assumption protects them from the incompetence and inferiority of others in a whimsical world.

The "Staller"

Stallers are habitually indecisive. They will accept a task or responsibility and then not follow through on it, leaving others to do the work. They are usually agreeable and easy to work with until you need to depend on them for some action, response, or other behavior. Their typical response is no response, seemingly unable to make up their minds about what to do or say.

Stallers are caught between two desires, a desire to be helpful and a desire not to cause anyone any disappointment. This is a dilemma, because anyone with any authority or power must make decisions, and most decisions will not be agreeable to everyone all the time. The desire to avoid making someone mad or to disappoint someone is the prime force behind the Staller's indecisiveness.

Adapted from "Coping With Difficult People" by Robert M. Bramson, Ph.D. Copyright 1981 by Random House/Ballantine Books.

Some *Do's* and *Don'ts* for Managing “Difficult” Interactions

The "Sherman Tank"

To cope with Sherman Tanks you must stand up to them without being drawn into a fight or an argument.

- Give them a little time to run down.
- Don't worry about being polite; get your point across any way you can.
- Get their attention by calling them by name, sitting down, or standing up deliberately or abruptly.
- If possible, get them to sit down and discuss the problem with you.
- Maintain eye contact.
- State your own opinions and thoughts forcefully and without apology.
- Don't argue with what the other person says.
- Don't try to cut him or her down.
- Be ready to be friendly and receptive to negotiation.

The "Exploder"

To cope with Exploders you must first get them to wind down and then switch to a problem-solving mode of interaction.

- Give them time to run down and gain self-control on their own.
- If they don't wind down on their own, break into the tantrum state by saying or shouting a neutral phrase such as "Stop!" or "Quiet, please!"
- Show that you take them and their concerns seriously by using your active listening skills.
- If necessary, suggest moving to a private setting for further discussion.

The "Complainer"

To cope with Complainers you must interrupt their cycle of persistent blaming and insist that their problems be managed in a problem-solving manner.

- Listen attentively to their complaints even if you feel guilty or impatient.
- Acknowledge what they are saying by paraphrasing and summarization, then check to see if your perceptions are accurate.
- Don't agree with or apologize for their complaints.
- Avoid the accusation-defense-reaccusation pattern.
- State the facts without comment.
- Try to move to a problem-solving mode by asking specific questions, assigning

- fact-finding tasks, or asking for certain complaints to be put down in writing.
- If all else fails, ask the Complainer "How do you want this discussion to end?"

The "Clam"

To cope with Clams your major task is to get them to open up and begin to discuss what it is that is on their mind or what is bothering them.

- Ask open-ended questions.
- Wait for a response. Use "counseling questions" to help reluctant clams to open up and be more talkative.
- Do not fill in the silence with idle chatter that will indicate your own discomfort with the situation.
- Plan for extra time that will allow you to wait with composure.
- If no responses are forthcoming, ask another open-ended question and wait.
- Comment on what is happening in the interaction between the two of you.
- Develop your skills in using the Friendly-Silent-Stare technique.

The "Wet Blanket"

To cope with Wet Blankets your major task is to engage them in rational problem solving without getting drawn into the negativism and pessimism yourself.

- Be alert to your own tendencies toward pessimism.
- Make optimistic but realistic statements about past successes in solving similar problems.
- Don't try to argue Wet Blankets out of their pessimism.
- Don't offer solutions until the problem has been thoroughly discussed.
- When alternatives are being discussed, raise questions yourself about possible negative consequences or outcomes.
- See the Wet Blanket in perspective, view the negativism as problems that can be solved and overcome.
- Be prepared to take action on your own and announce your plans to do so.

The "Know-It-All"

Your major task in coping with Know-It-Alls is to get them to consider alternatives without directly challenging their alleged expertise.

- Be prepared, do your homework, review all pertinent material, have all information you need available.
- Listen carefully and paraphrase the main points of contention.
- Don't resort to dogmatic statements or overgeneralizations.
- Be tentative in any disagreements, use questions to raise any problems.
- Ask exploratory questions to examine any plans for problem resolution.
- Watch out for your own Know-It-All responses.
- As a last resort, choose to give in, in order to avoid protracted conflict or static and to build a working relationship for future encounters.

The "Staller"

Your major task in coping with Stallers is to realize that their stalling is their preferred mode of problem solving and you can't change that; however, you can attempt to engage them in problem solving by not taking their problems on yourself.

- Be open to listening to the conflicts and difficulties Stallers have in making choices and decisions.
- Listen for indirect clues for the underlying issues.
- Surface the issues and then proceed with engaging the Staller with problem-solving techniques.
- If the Staller's reservations involve you, acknowledge any past problems and then proceed with problem solving.
- Concentrate on examining the facts of the situation.
- Give support for any decision making the Staller can offer.
- Carefully delineate who is responsible for what in resolving the problem.

These hints are adapted from "Coping With Difficult People" by Robert M. Bramson, Ph.D., Copyright 1981 by Random House/Ballantine Books.

SOLVE IT MOST EFFECTIVELY

SOME SUGGESTIONS....

In dealing with a situation which threatens to become a problem, try to solve it with the most effective and least intrusive intervention. Check out the dimensions of the problem, and match your response to the level of difficulty presented.

Level One

If you are dealing with a confused individual, or one who may not understand the rules and purposes of your service, and if the person isn't angry (yet), try some of the following techniques:

- a. Attentive Listening--remain relaxed, nod your head appropriately, keep good eye contact, use phrases like, "tell me more", "and then?", "what have you tried so far?", and "I don't quite understand, can you explain about..."
- b. Paraphrasing--a means of showing the individual that you are following and understanding what she/he is saying. You state back the general idea of the individual's last message. Not a direct patronizing, but you may use some of the person's words to summarize and restate what you have just heard.
- c. Reflect the Feeling--make a short statement of what you think the individual is feeling and expressing. "Looks like you're finding our system somewhat confusing." "You sound upset that you have to do this task."
- d. Be Clear--only after you are sure that you know what the individual wants or needs, etc. Check out your interpretation of what the individual is asking for, and then give what information, directions, reassurance, etc., that you can.

Level Two

At this level, the individual is angry or hostile or otherwise actively giving you trouble.

- a. See the pages on **Some Do's and Don'ts for Managing "Difficult" Interactions.**
- b. Use Reflecting Feeling even more strongly. Make responses like, "This must be terribly frustrating for you," or "I can certainly understand how that would make you upset." The point is to acknowledge where the individual is emotionally without feeling defensive or like you need to jump up and do something right this very instant to calm them down. Don't avoid the feelings; recognize them (i.e., empathic and/or fogging assertion).

- c. Don't bother with long explanations or excuses. Be leery of apologies; they probably won't help, and the individual won't pay much attention to them anyway.
- d. Keep the discussion on the topic. To do this you may need to sound like a broken record as you repeat the message you need to get across (i.e., repeated assertion).

Level Three

You must intervene; you cannot ignore the situation at all.

- a. State the Rules--describe what the system (and therefore you, as its agent) can or cannot do--briefly, clearly (i.e., basic assertion).
- b. State the Limits--"It's not our policy to..." This may be sufficient for many people, if you say it convincingly and firmly, without feeling the need to explain why it is a policy. Avoid stating it as a personal choice, i.e., "I'm sorry I..." (i.e., escalating asserting).

Level Four

Introduce warning and notice of consequences.

- a. Use direct confrontation. "This behavior is disruptive to the _____ and the other people here. If you won't _____, then we must _____ (e.g., call the police)." (i.e., confrontive assertion).

Level Five

Call for back-up.

Bring in your director/supervisor, the police, security or whatever (and whoever) you have at your disposal. As you know, you seldom need to use this level of intervention, but for your own comfort, you should know who to call, how, and at what number. You need to know what your backing is.

Adapted from: *The Problem Customer: A Workshop for Personnel Who Meet the Public*
Wayne Anderson, Mark Rogers, Barbara Bauer; University of Missouri-Columbia

Pitiful Paul

Pitiful Paul's personality is a combination of the "Clam," the "Wet Blanket," and the "Staller." He works in the University Data Processing office on campus as a clerk who tabulates data and enters it into a computer terminal. Recently, he has been under a lot of pressure to work faster, and this has not been easy for him. He is the single father of two young preschool children and has had a hard time finding reliable child care for them. Furthermore, he has had family problems that have caused him to lose sleep at night and result in him being sluggish and somewhat slow on the job in the morning.

Today the worst fear of his life has come true. His supervisor has called him in to talk to him about his poor rate of data entry and wants to know what he can do to improve his performance. The supervisor is armed with the past two weeks data entry records and keeps pointing out to him the "below average" rate and keeps saying how this rate slows up everyone else in the office and how no one can get their work done while he goes this slow. He must convince her that these are difficult times, and that there is nothing he can do to improve his work until he gets his child care situation taken care of and his family problems get settled down.

Paul uses statements like the following in his interaction with his supervisor. He is frequently near tears, has difficulty expressing himself, and when he does speak he speaks with a soft and shaky voice.

"There have just been so many things for me to do that I guess I haven't known my performance was this slow."

"You don't understand what it is like to have to take care of two small children by yourself. If you did you would understand that I am doing the best I can."

"No one else here works any faster than I do, and I know that. Just ask Marge or Henry."

"You're only concerned about getting the award for the fastest turnaround time for our data analysis, but you don't care about your employees."

"The way the terminals are set up its a wonder I get half as much done asl do get done every day."

Helping Pitiful Paul

As the supervisor of the University Data Processing office on campus, your supervisees are responsible for data entry of some of the most important data on campus, such as employee time records for accurate pay. You take pride in the accuracy and timeliness of your operation and in the fact that your data is always on time. Recently one of your employees, Paul, has started to come to work late, and his rate of data entry is well below half what the other workers average. You have noted this in one formal evaluation, and he promised he would work on changing it. However, nothing has changed, and in fact things have gotten worse. You notice that each day he comes to work he looks like he didn't get any sleep the night before, and you now must speak with him again since your boss has pointed out your office's deteriorating rate.

The first thing you want to do is to verify the low rate with Paul, so you have brought in the past two weeks' records and intend to go over them with him and try to understand what might be going wrong. He doesn't seem to want to talk about the work only about his personal problems that have contributed to his slow performance. He appears defensive and evasive in response to your efforts to clarify the situation.

Angry Arlene

Arlene's personality is a combination of the "Sherman Tank," the "Exploder," and the "Know-It-All." She knows what she wants, when she wants it, and will stop at nothing to get it. She has little patience for those that are in the way or for the rules and procedures that she must follow in most situations.

Arlene has come to the library reserve desk to request a book that, according to the card catalog, is on reserve. She has a paper due tomorrow and needs this book for some important reference citations. Much to her dismay the book does not appear to be found in the reserve selections, and when she checks the stacks there are no copies of it there either. She must convince the library reserve stacks clerk that the book must be found at once so that she can check it out. After all, she has paid her tuition and has a right to obtain library books anytime. She will not accept the "bureaucratic" double-talk of the clerk, who apparently does not know where the book is but must tell her something.

Arlene uses statements like the following in her interaction with the library clerk. All are spoken in a loud and angry tone of voice.

"I can't believe this book isn't in the reserve section like it clearly says it is in the card catalog. Why don't you go look again."

"What do you mean you don't know where it is! Don't you know how to do your job!?"

"I must have this book today! I have an important paper due tomorrow and it is necessary that I get the references from this book."

"You would think that someone around here would be in charge that knew what they were doing!"

"Who's your supervisor, maybe they will be able to do something about this situation since you obviously aren't going to help me at all."

Helping Angry Arlene

As the clerk at the library reserve book collection, your job is to check out reserve books to the people that request them for certain classes. Angry Arlene comes to the counter and requests a book. You go to the section of the reserve shelf where the book should be located, and it is not there. You inform Arlene that the book apparently has been misplaced (a frequent happening) and that you will be glad to put out a call for the book. She will have to fill out a "call in" card and leave it with you. In most instances the book will returned to the reserve shelf within a day or two and this satisfies most students.

Unfortunately this does not satisfy Angry Arlene, who begins to attack you personally, the library system, and ultimately ends up wanting to talk to your supervisor. Your supervisor is on vacation for two weeks and Arlene must deal with you since you are the only person there at the moment. You keep reassuring her that the book can most likely be located within a day. You also firmly insist that she follow the procedure which you have clearly outlined to her, informing her that there is no other way to solve her problem no matter how difficult it may be for her to believe this.

Conflict Management

Discussion of Scenarios

1. What are the issues/emotional behaviors demonstrated in these scenarios?
2. How might the difficult person be feeling?
3. How might you feel under similar circumstances?
4. How would you attempt to respond to this situation most effectively?
5. What responding skills might you use in dealing with this situation?
6. What are the barriers (thoughts or feelings you might have) that would prevent you from using your skills?

Conflict Questionnaire

Proverbs state traditional wisdom. The following proverbs and statements reflect traditional wisdom for resolving conflicts. Read each carefully. Using the scale given below, indicate how typical each proverb or statement is of your actions in a conflict.

- | | | |
|---|---|--|
| 5 | = | Very typical of the way I act in a conflict. |
| 4 | = | Frequently typical of the way I act in a conflict. |
| 3 | = | Sometimes typical of the way I act in a conflict. |
| 2 | = | Seldom typical of the way I act in a conflict. |
| 1 | = | Never typical of the way I act in a conflict. |

- _____ 1. Soft words win hard hearts.
- _____ 2. Come now and let us reason together.
- _____ 3. The arguments of the strongest always have the most weight.
- _____ 4. You scratch my back, I'll scratch yours.
- _____ 5. The best way of handling conflicts is to avoid them.
- _____ 6. When one hits you with a stone, hit back with a piece of cotton.
- _____ 7. A question must be decided by knowledge and not by numbers if it is to have a right decision.
- _____ 8. If you cannot make a person think as you do, make a person do as you think.
- _____ 9. Better half a loaf than no bread at all.
- _____ 10. If someone is ready to quarrel with you, he or she isn't worth knowing.
- _____ 11. Smooth words make smooth ways.
- _____ 12. By digging and digging, the truth is discovered.
- _____ 13. Someone who fights and runs away will live to run another day.
- _____ 14. A fair exchange brings no quarrel.
- _____ 15. There is nothing so important that you have to fight for it.
- _____ 16. Kill your enemies with kindness.
- _____ 17. Seek till you find, and you'll not lose your labor.

- _____ 18. Might overcomes right.
- _____ 19. Tit for tat is fair play.
- _____ 20. Avoid quarrelsome people--they will only make your life miserable.

Conflict Questionnaire: Scoring

Withdrawal	Forcing	Smoother	Compromiser	Collaborator
_____ 5.	_____ 3.	_____ 1.	_____ 4.	_____ 2.
_____ 10.	_____ 8.	_____ 6.	_____ 9.	_____ 7.
_____ 15.	_____ 13.	_____ 11.	_____ 14.	_____ 12.
_____ 20.	_____ 18.	_____ 16.	_____ 19.	_____ 17.
_____ Total	_____ Total	_____ Total	_____ Total	_____ Total

Conflict Management Strategies

WITHDRAWAL	Neither the goal nor the relationship are important. You withdraw from interaction.
FORCING	The goal is important but not the relationship. Use all your energy to get the job done.
SMOOTHING	The relationship is more important than the goal. You want to be liked and accepted.
COMPROMISE	Both goal and relationship are important but there is a lack of time. You both gain and lose something.
COLLABORATION	Goal and relationship are equally important. You define the conflict as a problem-solving situation.

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SOURCES: Johnson, David W. and Johnson, Frank P. Joining Together: Group Theory and Group Skills. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Johnson, David W. Human Relations and Your Career. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, NJ: Prentice-Hall, 1981.

Five Basic Methods for Resolving Conflict			
Methods	What Happens When Used:	Appropriate to Use When:	Inappropriate to Use When:
Withdrawal	Person tries to solve problem by denying its existence. Results in win/lose.	Issue is relatively unimportant; timing is wrong; cooling off period is needed; short-term use.	Issue is important; when issue will not disappear, but build.
Smoothing	Differences are played down; surface harmony exists. Results in win/lose in forms of resentment, defensiveness, and possible sabotage if issue remains suppressed.	Same as above, also when preservation of relationship more important at the moment.	Reluctance to deal with conflict leads to evasion of an important issue; when others are ready and willing to deal with issue.
Forcing	One's authority, position, majority rule, or a persuasive minority settles the conflict. Results in win/lose if the dominated party sees no hope for self.	When power comes with position of authority; when this method has been agreed upon.	Losers have no way to express needs; could result in future disruptions.
Compromise	Each party gives up something in order to meet midway. Results in win/lose if "middle of the road" position ignores the real diversity of the issue.	Both parties have enough leeway to give; resources are limited; when win/lose stance is undesirable.	Original inflated position is unrealistic; solution is watered down to be effective; commitment is doubted by parties involved.
Collaboration	Abilities, values, and expertise of all are recognized; each person's position, is clear but emphasis is on group solution. Results in win/win for all.	Time is available to complete the process; parties are committed and trained in use of process.	The conditions of time, abilities, and commitment are not present.

MANAGING CONFLICT

1. **Ask for a "straw vote"** when you want to know to what extent people are in agreement. A show of hands will indicate those who are not satisfied with a particular solution. However, be careful not to force premature commitments. A "public" vote *can* be hard to change?
2. **Find areas of agreement**, narrow the field of disagreement to the most basic elements, then clarify and analyze what is being said.
3. **List problems** in the order of their difficulty, then begin discussion with the least controversial. This will release tensions and defuse potential aggressiveness.
4. **Form small "buzz groups"** when you want to get quiet members to speak up (and take away the audience to which the "big talkers" like to play).
5. **Brainstorm** when you want a creative explosion of ideas in an atmosphere of absolute permissiveness.
6. **Post** (on a chalkboard or newsprint) **all points made on a given topic** (key reasons for and against) for all to see, when you want to keep discussion on the topic and to stifle repetition.
7. **Appoint a recorder to list pros and cons** (when a chalkboard or newsprint is not available), and have the lists read when you want to get back on the topic or discourage redundancy.
8. **Ask for questions** from the membership when you sense their confusion or frustration resulting from a poor or overlong presentation.
9. **Ask questions yourself**, when necessary.
10. **Call on members who are likely to have creative alternative solutions** when you feel the group is considering only traditional alternatives (especially those they're not really excited about and are not likely to fully support in the end!).
11. **Reject motions to vote immediately** ("the previous question") when you believe additional collaborative discussion will lead to consensus. (The best way to do this is to ask the maker of the motion to withdraw it, explaining the importance of further discussion in bringing about a solution that everyone will agree to and support.)
12. **Form a committee when you feel the membership does not have adequate information** and is not ready to make a decision.
13. **Call for a recess when you feel there's need for "a break in the action:"** to give members a chance to talk informally with one another, to talk with warring individuals yourself, to go after refreshments, or to go to the bathroom. You may wish to use buzz groups to work on the problem *during* recess also.

14. **Postpone** the whole thing to a later meeting, **if you feel the additional time will bring about enlightenment, greater understanding, or the energy needed** to put it all together to everyone's satisfaction.
15. **Alternate speakers for and against an issue** when consensus is impossible within the time available, or when the issue doesn't require total membership involvement or support. Then bring the matter to a vote. Be sure to give everyone the opportunity to ask questions before voting...always.
16. **Compliment speakers for being brief and sticking to the topic** when others tend to do just the opposite. This will let them know that brevity and relevance are what you're after.
17. **Stop discussion when things get out-of-hand.** Appeal to everyone to start listening to one another, and to ask questions when they don't understand or don't agree, rather than trying to "out-shout" one another.
18. **Stop proceeding when any member interferes in any way with another person's right to participate fully in the meeting.** Appeal to the troublemaker's sense of fairness.
19. **Invite the aggressor to present a *solution*** to the question being discussed if s/he is a member and the disturbance seems to be related to the business at hand, not just "hooliganism." If you can handle it, invite him/her to come to the microphone for an *interview* (do not "turn over" the mike, however). This might reveal something significant to the goals of the meeting, and the troublemaker may learn how to contribute to the exchange in a productive manner.
20. **Meet with individuals privately** (during a called recess or between meetings) **when they dominate a discussion unproductively.** Appeal to their desire for shorter meetings, and try to point out that they are "turning people off" on a personal level rather than on the basis of the merit of their contributions.
21. **If all else fails, call a troublemaker "out of order."** Ask him/her to leave, or have the individual removed from the meeting if necessary. (Make sure in advance that you are prepared to carry out such drastic action before you attempt it; a failure to follow through successfully could be even more disruptive.)
22. **Assign individuals special tasks during the meeting when they ramble and repeat themselves** in discussion after discussion. Consider such appointments as "audio-visual aids coordinator," or as "back-up recorder" for the secretary, or as a special recorder of key points to be summarized when called upon by the presiding officer. Caution here: don't give disrupters a sense of "authority"--that could backfire!
23. **Collaborate with individuals on the leadership team,** and be creative with others who have definite organizational roles to perform, whenever there are overlaps and/or gaps in their duties. Interpersonal conflict is often caused by two people having different perceptions of what they're supposed to be doing. ("Who's in charge of this project, anyway?")

UCS PROGRAM EVALUATION

Please give us feedback about the program you just attended and the program facilitator(s). We will use this information to better serve future participants. Completion of this questionnaire is voluntary and confidential.

Name of Program: _____ Date: _____

Name(s) of Facilitator(s): _____

1. The program met my needs? Yes No

In what ways? _____

2. I would recommend this program to a friend? Yes No

PROGRAM EVALUATION:

3. One or two strengths of the program are: _____

4. One or two weaknesses of the program are: _____

5. If I could change the program, I would: _____

FACILITATOR EVALUATION:

6. One or two of the facilitator's/facilitators' strengths are: _____

7. One or two ways in which the facilitator(s) could improve his/her/their skills:

8. The facilitator was sensitive to diversity: Yes No

Explain: _____

9. If I could request the UCS to design a program of particular interest to me, it would be:

Thank you for your participation.