

Getting Past Enemy Images:

An Interactive Session on Perspective Taking

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- ▶ You know, there's a lot of talk in this country about the federal deficit. But I think we should talk more about our empathy deficit – the ability to put ourselves in someone else's shoes; to see the world through the eyes of those who are different from us – the child who's hungry, the steelworker who's been laid-off, the family who lost the entire life they built together when the storm came to town. When you think like this – when you choose to broaden your ambit of concern and empathize with the plight of others, whether they are close friends or distant strangers – it becomes harder not to act; harder not to help.

BARACK OBAMA, speech, Aug. 11, 2006

3 Elements: Observations

- ▶ Imagine you are talking with someone who is triggered...
- ▶ Write down what you are *guessing* happened to this person?

3 Elements: Feelings

- ▶ Can you *guess* what this person may be feeling? Write down the following:
- ▶ When [observation] happened, are *you* feeling [feeling]?

3 Elements: Feelings

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- ▶ When [observation] happened, are *you* feeling [feeling]?

Common Feelings (not a complete list)

Angry	Disappointed	Irritated
Anxious	Discouraged	Overwhelmed
Bored	Embarrassed	Sad
Confused	Frustrated	Scared
Depressed	Hurt	Uncomfortable

3 Elements: Needs

- ▶ Can you *guess* what this person may be needing? Write down the following:
- ▶ When [observation] happened, are *you* feeling [feeling] because *you* have a need for [need]?

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Common Needs (not a complete list)

Acceptance	Contribution	Respect
Appreciation	Fun	Safety
Choice	Harmony	Self-worth
Connection	Honesty	Trust
Consideration	Reassurance	Understanding

Distinguishing Empathy from Sympathy & Active Listening

Active Listening	<ul style="list-style-type: none">• Clarifying question: “When did this happen?”• Acknowledging: “I can see that you are feeling very angry right now....”• Encouraging, Re-framing, etc.
Sympathy	<ul style="list-style-type: none">• “I feel sad that your father just died....”
Empathy	<ul style="list-style-type: none">• “Are you feeling sad because you want more understanding than you received?”

Distinguishing Empathy from Sympathy & Active Listening



Listener



Emotional Person



Sympathy

Active-
Listening

Empathy

Problem-
Solving

Whose World is the
Listener In?

Role Play: demonstration

Role Play: dyad exercise



More on the context....

Ongoing Relationship

- ▶ Connection is a primary goal
- ▶ Empathy is a key!

No Ongoing Relationship

- ▶ e.g. some litigated cases (Personal Injury)
- ▶ Empathy can be useful to connect mediator & party

Mediation Model

Phase I – Connection and understanding

1. Ask who wants to speak first. ***Empathize with person A and surface their need(s).***
- 2 ***Ask party B to reflect party A's need(s).***
- 3 Ask party B what [he/she] wants to say. ***Empathize with person B and surface their need(s).***
- 4 ***Ask party A to reflect the party B's need(s).***

Phase II – Requests, strategies, solutions, agreements

5. After both parties connected to each other's needs, ***support clear “doable” requests and agreements. Go back to 1–4 if requests lead to a “triggering” of further reactions and conflict.***

Lasater, I., & Kinyon, J. (2008). Mediation model of nonviolent communication (NVC). In *Nonviolent communication : International intensive training : June 8 – 17, 2008 : Albuquerque, New Mexico. Albuquerque, NM: Center for Nonviolent Communication.*

Thanks!!!!

This slideshow is on our website at:

www.mediation-consultants.com

Constructive-Developmentalism

- ▶ Constructivism – we’re “meaning making” machines!



Anonymous dated German postcard from 1888 thought to inspire a drawing by W. E. Hill, published in *Puck*, November 6, 1905. Adapted by psychologist E. G. Boring, “A New Ambiguous Figure,” *American Journal of Psychology*, 1930.

Constructive-Developmentalism

- ▶ Developmentalism – and the way we “make meaning” changes over time in a predictable way.
 - ▶ As we develop, we can see the world (e.g. conflict) through the eyes of others.
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Constructive-Developmentalism Theory

N=342 (% fully at level)

10% ← *Stress!* 47% 43%

	Instrumental – 2°	Affiliative – 3°	Self-Authoring – 4°
	<ul style="list-style-type: none"> • I see everything concretely (rules, laws) • I focus on my needs 	<ul style="list-style-type: none"> • I am defined by relationships • I don't want to upset others • Loyalty! 	<ul style="list-style-type: none"> • I am concerned about who I am – my integrity, competence...
Perspective-taking	<ul style="list-style-type: none"> • I cannot fully take on your perspective • I can predict your action 	<ul style="list-style-type: none"> • Not only can I take on your perspective, I loose mine! 	<ul style="list-style-type: none"> • I can understand many at the same time. • I can integrate yours into mine
Conflict	<ul style="list-style-type: none"> • I can see the consequences of my actions 	<ul style="list-style-type: none"> • Experienced as a direct attack on me! 	<ul style="list-style-type: none"> • I understand conflict is a source of growth

Empathy! →

McGuigan, R., & Popp, N. (2007). The self in conflict: The evolution of mediation. *Conflict Resolution Quarterly*, 25(2), 221-238.

Kegan, R. (1994). *In over our heads : the mental demands of modern life*. Cambridge, Mass.: Harvard University Press.

Additional Resources

Kegan, R. (1994). *In over our heads : the mental demands of modern life*. Cambridge, Mass.: Harvard University Press.

McGuigan, R., & Popp, N. (2007). The self in conflict: The evolution of mediation. *Conflict Resolution Quarterly*, 25(2), 221-238. doi: 10.1002/crq.205

Rosenberg, M. B. (2003). *Nonviolent communication : a language of life (2nd ed.)*. Encinitas, CA: PuddleDancer Press.

Torbert W. R. and Associates. (2004). *Action inquiry : the secret of timely and transforming leadership (1st ed.)*. San Francisco: Berrett-Koehler.