

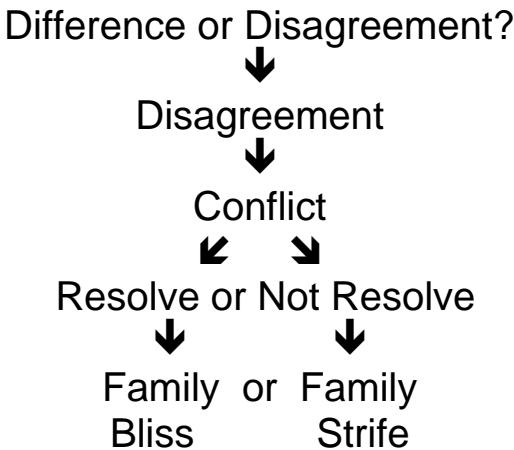
# System of Conflict Resolution

Difficulties are meant to rouse, not discourage.

The human spirit is to grow strong by conflict.

William Ellery Channing, American, 1780-1842

## *Where do conflicts come from?*



## *How can conflicts be solved?*

1. Cool off first – think before acting.
2. Gather information: identify key issues without making accusations (use of “I” statements)
  - a. Focus on what the issues are, not who did what
  - b. Do not accuse, find fault, call names
  - c. The person states his or her position and how the disagreement has affected them
  - d. Other person listens attentively and respectfully without interruption
3. The person who was listening repeats or describes as best he or she can the other's position to the listener's satisfaction ("Seek first to understand, then to be understood")
4. Both try to view the issue from other points of view
5. Both brain storm to find godly ways to correct the disagreement.
6. Each person volunteers what he or she can do to resolve the conflict or solve the problem
  - a. Receive the sacrament of reconciliation
  - b. Ask for forgiveness from the person

7. An agreement that is acceptable is reached and agreed to;
  - a. Progress is monitored to ensure that the disagreement is truly solved
  - b. Progress rewarded or celebrated

## **Sharing Concern: Using “I” Messages**

*When you are concerned about a behavior, it is important to use a method of communication that attacks the behavior in question and not the dignity or self worth of the other. Parents can share their concerns positively as well as work towards a solution using this simple six-step process. Here is an overview of that process*

Begin with “I Care”...

Let the child know that he/she is important to you.

“Kris, I really care about you...”

Step Two “I See”...

Here is where you state the behavior is in question. Remember to focus on the behavior. What tipped you off that something was wrong? What did you see or hear that caused you to be concerned?

But, I see you have forgotten to do (state the behavior in question) .”

Step Three “I Feel”...

Give the other the benefit of knowing how you feel about the behavior. Feelings can be expressed simply in one word such as... I feel angry. I feel worried.

“I am very disappointed and angry.”

Step Four “Listen”

Listen to what the person has to say. Ask questions for clarification. Pay attention and resist other distractions. Use good eye contact.

Step Five “I Want”

Once you have heard his or her perspective, let the person know what you’d like to have happen. What family rules or standards do you want followed? Do you want him or her to talk with anyone else about what happened?

“I want you to follow our rules.”

Step Six “I Will”

Here is where you tell the person what the consequences will be or the plan you intend to follow to determine the consequences.

“I will meet with you tomorrow morning early.  
That is when we will discuss what changes need to be made.”