



Speakers Bureau:
a resource guide for presenters

Orientation to Speakers Bureau Resources

A vital part of the DRC's community outreach is to let people know we exist, how effective we are, and how easy we are to work with. Thanks for your interest in making our community aware of these important DRC messages. If you like to make presentations, like to teach, or like to have fun leading groups, you are in the right place. The Speaker's Bureau is a special opportunity for you to apply the mediator skills you have learned—this time by communicating these skills to people who want to know what you know about peace making.

Know your audience. We encourage you to begin with an intake interview to learn what presentation content is right for the audience. Make a phone call or two to the host(s) of the event and ask some questions about who they are and what they most need from your presentation.

Resources. In this resource guide you will find the information and presentation ideas you need not only “put on a good show” but also to provide audiences with a fun, engaging, and, most importantly, informative program. After the intake process, look through the resource materials and find ideas or solutions for you to directly incorporate into your presentation. We do not expect you to present these as they are. Please use these materials as resources to mix and match for your specific need, or use them as written—your choice. And, a key resource you might like to use is other Speakers Bureau volunteers and staff. If you want to bounce ideas off someone, get advice, problem solve or otherwise use a partnership to develop and deliver your presentation ask the Speakers Bureau for that assistance.

Going it alone. If you want to develop your own program, that's okay. If you need a quick study on how to develop a program you can read a short “how to...” article at: <http://www.mindtools.com/pages/article/planning-training-session.htm>.

Most of all, have fun! Our volunteers routinely say they like their work at the DRC because it makes them feel they are making a difference. The Speaker's Bureau offers an opportunity to more frequently have fun while making a difference. If you are having fun presenting a DRC program, your audience will have fun along with you. So, enjoy this special opportunity to help the DRC and, again, thanks for making this contribution. The DRC cannot survive without people like you.

Acknowledgements

Thank you to the team of DRC volunteers who created this manual:

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A special thank you to Mike Fraidenburg, whose vision, leadership, and curricula made this guide possible.

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If you would like some “start-to-finish” help to develop your presentation, you will find one below. If you are comfortable with an existing process forge ahead with whatever works for you.

8- Step Model Speaking Engagement Work Plan	
a. Assignment Confirmation	After agreeing to a speaking engagement, confirm with the DRC staff that you have the correct time, place, client contact, etc.
b. “Meet” client by phone or email	Call or email to the client to confirm the time and place. Schedule a date to do an intake interview, and exchange contact information.
c. Client Intake	Use the Speaker’s Bureau Intake Form to nail down the logistics of the event, and to understand your audience and other pertinent information to design a successful presentation.
d. Design your presentation	Based on your audience analysis develop your program. See the “Message Map” for a detailed presentation preparation approach.
e. Prepare your personal notes and any materials you want to use	<p>Develop your speaker’s notes to identify and prepare:</p> <ul style="list-style-type: none"> • The several modules you will use in the presentation—one for personal introductory remarks; one for each teaching or information point; and one for your conclusion. • Stories of impact, your own or how you’ve seen the DRC impact our clients. • Your personal introductory and conclusion remarks. • Teaching and information points you will present in each module and associated exercises and activities. • Handouts or resource material associated with specific teaching or information points. • Prop, facility, or equipment needs. These are usually associated with specific teaching or information points.
f. Pre-event confirmation	A few days before the event contact the host and remind them you are coming to present as planned, confirm your arrival time and who will meet you when you arrive, and ask if anything has changed about the event since you last communicated.
g. Post-event	Immediately after the event call or email the host with a personal thanks. Let the DRC staff know, or cc them on the email. Complete and return to the DRC the Intake Form.
h. Reflect and refine for next time	After the event, look at your notes and think about what went well and how you can improve your presentation next time. Annotate improvement ideas into your notes for your program next time!

After you have completed your audience intake interview you are ready to design your presentation. If you have a method for designing presentations that works for you forge ahead. If you want an idea for how to design a presentation, here is a basic model you can use to create a dynamic, engaging, and informative presentation for any audience.

Model Presentation Guide	
Step 1	Create a no-nonsense and relevant introduction about you and your topic to give to the person introducing you. It is best to write your own introduction than assume the host will do a good job of this. See notes in this guide on how to do this.
Step 2	Create an attention-getting introduction for your own remarks that introduces your topic and, importantly, why your audience should care about what you are about to present. See notes in this guide on how to do this.
Step 3	<p>Create a module on your first information point with an outline like:</p> <ul style="list-style-type: none"> a) Tell them what information you want to present. For example, “First let’s look at how mediators look behind the words people use to diagnose what’s really going on in a conflict.” b) Give them that information. For example, “In the lingo we mediators use we call this ‘Issues and Interests’. Let me explain what we mean by these terms and why it is helpful... [you go on to define these].” c) Tell them a story about how that information successfully worked in the real world. For example, “In one of my recent mediations one of the parents said to me they did not know how to make the best decision for their children. But when I asked, ‘What do I most need to know about what is holding you back?’ that parent said he/she was fearful of making a mistake. So this is what I mean when I say mediators are trained to look behind the words for what is really going on. In this case it was not about the parent lacking the ability to make a careful decision; what they did not know how to handle was the possibility that, if they discovered later that that a decision needed to be changed, how to do that. So the real problem lying undiscovered behind the words was how to create a decision making process that could change and adapt to new information; not how to make the current decision. The solution in this case was to have the parents negotiate a process for how they would re-visit and make needed changes to their decisions. When they negotiated that process they were able to find they could agree on the way forward.” d) Present the lessons learned from this experience that your audience will find helpful for their own future. For example, “So, how is this relevant to your situation? Well, it is important that you, when you encounter a conflict in your life, to not rush to a conclusion about the cause of that conflict. It usually is time well spent to slow things down and have a conversation about

	<p>what are the needs everybody has that have led to the current point in conflict. Then, with a clearer understanding of the needs behind the conflict you can have a more productive conversation about the best solution everyone can support.”</p>
Step 4	<p>Repeat Step 3 for other modules you want to cover in this presentation.</p> <p><i>*Side option: You can do Steps 3 and 4 leaving out the story and then present a single story that illustrates all your information points you present.</i></p>
Step 5	<p>Add interactivity. Audiences will <i>like</i> what you do if you present in a thoughtful and sincere way. They will <u>love</u> what you do if you make them part of the show by giving them interactive exercises so they can see and feel for themselves how the material you are presenting works. Create a way for them to have that interactive experience. See notes in this guide for how to do this. Note: While we positioned this as Step 5 you can also position this after Step 2 where it will work effectively.</p>
Step 6	<p>Create and deliver any marketing messages about the DRC and about how to access our services. Pass out any handouts, brochures, etc. you have for the audience.</p>
Step 7	<p>Create and deliver a clear and concise conclusion and summary of your presentation. See notes in this guide for how to do this.</p>
Step 8	<p>Say goodbye thanking the host and, especially, thanking the audience members for caring about peacemaking in our community. Let your last sentence be an uplifting, positive affirmation of this values statement.</p>

Tools for Getting Started: Speakers Bureau Intake Form 2-3

After volunteering to do a speaking engagement, please contact your host to learn more about the opportunity and needs of the audience so you can design the most effective presentation. Please return the completed form to the DRC. Thank you!

Event Logistics	Your Notes
Presenter name(s):	
Organization:	
Host's name(s):	
Their contact information suitable for the DRC database	Address: Email: Phone:
Date and time of presentation:	
Location of presentation:	
Number of people expected to attend:	
Special considerations (room set-up or tech needs):	
Other notes:	

Questions to ask your host:

Describe who is my primary audience (actual receiver of my presentation)?

What does my audience most want to know about the DRC or constructive conflict resolution?

What are any consistent concerns that my audience may have about conflict resolution?

How much do they already know about the DRC or constructive conflict resolution?

Does this meeting have a special theme or is it a special occasion?

If you were in my shoes, can you think of anything else I need to know to deliver a terrific program?

Post-Event Follow-up

Number of people actually attending

Number: _____

Post-event follow-up "Thank You"

Done. I did this for the DRC.

Not done. You recommend the DRC send the "Thank you" note.

Next steps you recommend the DRC take

None.

Your recommendation:

Other

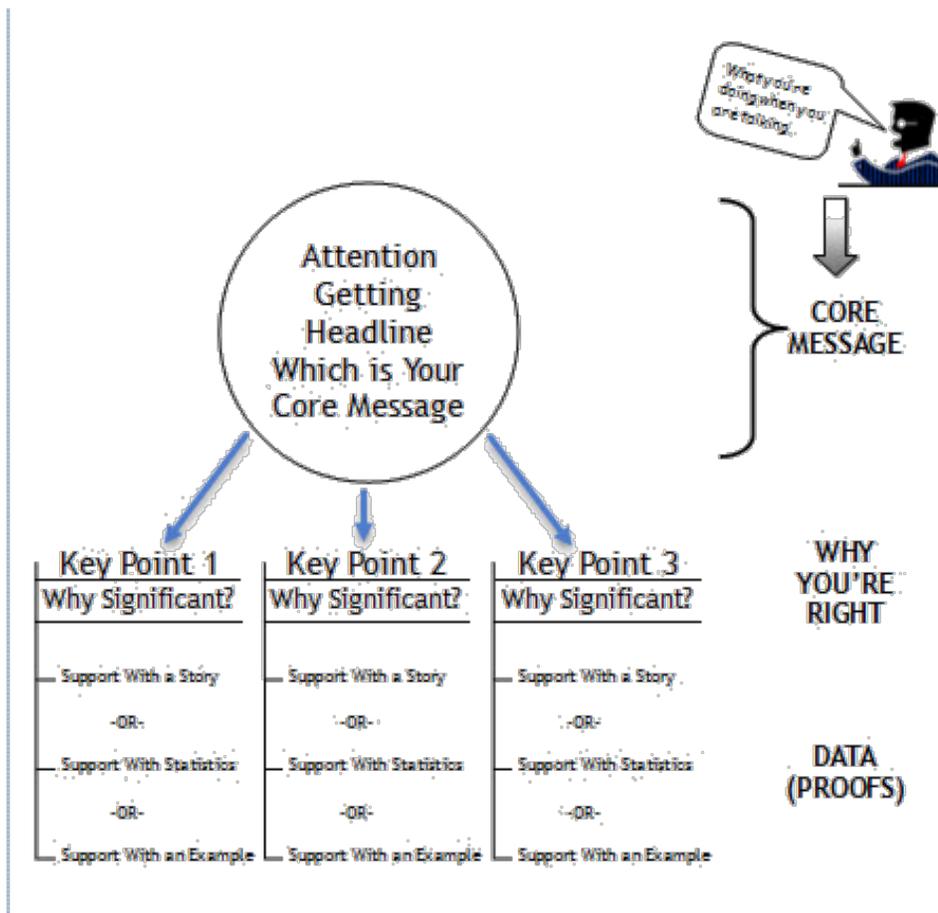
What else should the DRC know about this event? How else can the DRC support you in your speaking engagements?

A message map is a framework used to create compelling, relevant messages for an audience. After doing your Speaker's Bureau Client Intake you are ready to map out what messages you will deliver and how you can present these so they are compelling (and fun!).

If you want to watch a short video on how to create a message map, see: <https://www.youtube.com/watch?v=phyU2BThK4Q>.

How to use a Message Map?

With your audience analysis firmly in mind, write out a single "core message" that is the most important thing for that specific audience to understand. After that write out three key secondary messages that support your core message. Staff are available to help with this process and have language ready to use if needed. To double check your final messages, imagine what the audience members are likely to ask you. Doing so helps make sure you cover the most important topics. Here is what a message map looks like:



Tools for Getting Started: Message Map Template

Try out this template to map out the messages you want to deliver in your presentation.

Audience: Question or concerns to be answered:		
Core Message:		
Key Point 1: (6–12 words):	Key Point 2: (6–12 words):	Key Point 3: (6–12 words):
Supporting information 1.1 (story, statistics, example):	Supporting information 2.1 (story, statistics, example):	Supporting information 3.1 (story, statistics, example):
Supporting information 1.2 (story, statistics, example):	Supporting information 2.2 (story, statistics, example):	Supporting information 3.2 (story, statistics, example):
Supporting information 1.3 (story, statistics, example):	Supporting information 2.3 (story, statistics, example):	Supporting information 3.3 (story, statistics, example):
Add material here, such as notes about exercises, visual aids, etc. you will use.		

Encourage your host to introduce you using an introduction you provide. Most meeting organizers do a poor job of preparing an audience to listen to a speaker. So do it yourself! How? Write and give the host an introduction that is right for you and right for the occasion with a friendly invitation: “Here are some notes for an introduction. If you find these notes helpful, feel free to just read them.”

Purpose. An introduction is a valuable moment in your presentation, even though you are not the person speaking. A good introduction accomplishes two objectives. First, it introduces you as a credible and appropriate source for the information you are about to present. Second, an introduction frames the topic so the audience knows why their time will be well spent participating in your presentation.

Approach. Your introduction should be short, very short. 125 words or less is a nice target. Your introduction should not be fluff (like listing your education background unless it is directly relevant). Use plain, everyday language (i.e., eschew multisyllabic and/or arcane and/or profession-dependent terminological referents). If you have a name that can be mispronounced, provide a phonetic spelling.

Content. Include who you are and why you are a credible speaker for this occasion. What the audience is going to see/hear from you? Why they should care about your presentation, expressed as “What’s In It For Me?” as a listener. End with the applause line “Please welcome [insert your name]. Then, when you are walking to center stage, pause to shake your host’s hand and thank him/her for the introduction.

Example Introduction. Type in large font (16 pt min.) and wide line and paragraph spacing.

Mike Fraidenburg (Fray-den-berg) is one of about 100 mediators at the Thurston County Dispute Resolution Center, or the “DRC,” as it likes to be called – located in downtown Olympia.

When Mike is not volunteering his time at the DRC he owns The Cooperation Company, a consulting firm that helps clients across the nation resolve disputes over natural resources.

The DRC helps people in our community resolve nearly 400 disputes each year. Think back to a recent conflict of your own. Would things have been better if there had been a safe place to work out a solution? That is the kind of work Mike does for the DRC.

Today Mike is here to talk about how the DRC creates this kind of safe place and to talk about how to access the DRC’s services. Please help me welcome Mike.

Building Interest Into Your Presentation:

Ideas to Grab Attention

3-1

Who would you rather listen to? A speaker who starts with a dull 'n boring introduction full of platitudes, salutations, and, well, boring detail not related to the subject of the speech - or- a speaker who starts the speech with enthusiasm, shows how much they enjoy their subject, and grabs your attention from the get-go with relevant and thought-provoking information?

The first speaker creates yawns. The second (that's you) has the audience leaning forward in anticipation of the next thing you are going to say. Here are seven ways to open you speech to grab attention and get your listeners leaning forward to hear what comes next.

Opening Method 1: Arouse suspense or curiosity.

When you start your speech with suspense, the curiosity of listeners increases. Think about movies that start with a mystery. You'll be curious to know who committed the crime. Create suspense or curiosity in the minds of your audience.

Example: "Today, I'm going to talk about how conflict is a good thing to have in your life. Do you wonder how that can be?"

Opening Method 2: Make a startling statement (often with an interesting statistic).

Audiences typically are passive when you begin speaking. They expect the usual "Yada... Yada... Yada..." introduction. So, be different by beginning your speech with a startling statement to make their heart rate bump just a bit.

Example: Over 1,000 people each year in Olympia find a better way to unravel the mess conflict has brought to their lives. The question for tonight is, "How did they do it?"

Opening Method 3: Tell a story.

Humans are story tellers and love listening to stories. Instead of beginning your speech with "I'm going to talk about how the DRC has a model for constructive conflict resolution", you can start with a short story like:

"One night at a church here in town I met Ann and George. They cared deeply for their two toddler children but, unfortunately, they no longer cared for one another. In their own ways both parents talked about their pain: 'I feel alone and lost now that I am single again'; 'I have lost the sound of my children's voices for several days every week while they were with my former spouse'; 'I am afraid that the children will be hurt by the anger we as their parents still have for each other.' But, these parents also had the courage to try and work things out for the benefit of their kids. Tonight we are going to talk about how they did it."

Opening Method 4: Ask a rhetorical question.

A challenging question that is not meant to be answered by the listener makes the listener think about the hard facts/reality that is occurring in the present. Instead of beginning your speech with "I'm going to tell you about..." you can ask:

"How many of you want to make conflict something you can manage and, even, manage in such a way that it becomes a strength? In the next 20 minutes you are going to learn simple techniques to move toward that goal."

Opening Method 5: Begin with a quotation.

Quotes help you to get the attention of the audience and, importantly, add credibility to your speech. If someone else has talked about your subject, by quoting them you are "borrowing" their credibility to add to your own as the presenter. Instead of starting your speech with an introduction like... "Conflict management is an important skill if you want to be a leader who is successful. So, I'm sure you are curious to know more about how to manage conflict", you can use quotes to say the same thing and demonstrate credibility for your message. For example:

"You don't always have to fight to win. Give peace a chance." — Lailah Gifty Akita

"We don't get harmony when everybody sings the same note. Only notes that are different can harmonize. The same is true with people." — Steve Goodier

"Compromise . . . it is what makes nations great and marriages happy." — Ralph Waldo Emerson —

"Don't find fault. Find a remedy." — Henry Ford

"The better able team members are to engage, speak, listen, hear, interpret, and respond constructively, the more likely their teams are to leverage conflict rather than be leveled by it." — Runde and Flanagan

"Where all think alike, no one thinks very much." — Walter Lippmann

"The Law of Win/Win says, 'Let's not do it your way or my way; let's do it the best way'." — Greg Anderson

Opening Method 6: Reference the occasion.

If I tell you that I know why you are meeting, then I am also telling you that I care about you. As Steven Covey once said, "People don't care how much you know, until they know how much you care." You can do this by referring to something in your audience's life that is currently on their minds. It could be the formal reason they are meeting, an event that occurred just before your session, a recurring challenge they deal with, etc.

Example: "I read in the paper that for the last six months your organization has been preparing to move into new facilities. Congratulations! But I also understand this last six months have not gone entirely smoothly. Let's take a few minutes to talk about how adding the capacity to manage conflict can make the next six months go better. Tonight we are going to cover..."

Opening Method 7: Use a fun and informative exercise.

A "show of hands" exercise usually works well:

Before you say anything else, ask the following two questions:

- a) How many of you here today, woke up this morning planning to confront, accuse, or otherwise get in someone's face, or under someone's skin?
- b) How many here got up this morning thinking someone else in your life woke up just itching to confront, accuse, get in your face, or otherwise get under your skin?

After the exercise (and the laughs) tell the audience, what's In It for me?" to listen to what you have to say. Something like the following usually works.

- Well, it's good that it's rare that people act that way.
- But, still, conflict happens.
- Especially to people in your situation.

Then give a list of attributes about your audiences' particular situation that makes it necessary for them to deal with conflict. Such as the following example of the speaking technique of providing a list:

- Sounds like you're perpetually in the middle.
- Constantly torn between competing forces.
- Dealing with difficult people and difficult situations.
- Often with little or no direct authority over key decision or the staff who do the hands-on work.

In a recent survey by the Harris Poll, almost half of the respondents admitted to doing something other than listening during a co-worker's presentation—popular answers included sending a text message (28%), checking email (27%), and falling asleep (17%). To say the least, it can be difficult to hold an audience's attention, let alone get your message across.

One of the best ways to get your audience to stay focused is to make them part of your story. Here are a few simple activities you can use to get your audience involved in your presentation.

Exercise 1: 6 In the Air Exercise

Key Message: The DRC uses a structured process that causes people to feel safe so they feel more comfortable about moving in a new direction.

Audience Activity:

1. **Set-up (Introduction):** The DRC uses a structured process that encourages clients to decide they can try a new approach to their conflict. Here is an exercise to demonstrate how this works.
2. **Conducting the Activity:**
 - Everyone move your chair back from the table to comfortably extend your leg.
 - While remaining seated, please raise you *right* leg with your knee straight.
 - Slowly and comfortably rotate your extended leg in a clockwise direction.
 - Now, raise your *right* hand up to a 45° angle above your head with the index finger extended and the arm straight.
 - Now, as you keep slowly rotating your leg, with your index finger draw the number 6 in the air.
3. **Effect:** Most people's rotating leg will stop or even start rotating in the opposite direction; let them laugh about it.
4. **Debrief:** Ask what happened to their legs when they drew the 6. Explain that the 8-step process we use is like the guided directions given during this exercise. As mediators, when we implement the steps of the process we are actually guiding the disputants through a change process where they feel safe and where they remain in control.

Supporting Materials: None.

Props Needed: None.

Key Messages:

- People in conflict must be heard before they can listen and negotiate.
- People will repeat what they are saying until they feel heard and understood.

Audience Activity:

1. **Set-up (Introduction):** Most people we encounter who are in a conflict are talking to one another, but they are not hearing each other. Often, progress in mediation comes simply by helping people hear each other and acknowledge that they “get it” even if they do not agree with the other person. Let’s do an exercise to see what this is like.

2. **Conducting the Activity:**

- Define Active Listening:
 - Saying/reflect back the **FACTUAL** content of the speaker’s statement.
 - Saying/reflect back the **EMOTIONAL** content of the speaker’s statement.
 - Active Listening is **NOT**:
 - Giving advice.
 - Agreeing.
 - Fixing the problem or proposing solutions.
 - Telling your story or preparing your response.
 - Asking “Why?” (many people experience “Why?” as cross examination).
- Describe why active listening is important, and give examples:
 - “You got mad (upset, angry) when you heard the vendor say the project was complete and they were leaving.”
 - “When the state agency project manager told his staff to ignore your suggestions, you were shocked and surprised.”
- Exercise:
 - Form pairs. Choose who will be the “Talker” (talk first) and who will be the “Listener” (listen first). Stress that the Listener is to respond only non-verbally (i.e., use non-verbal communication).
 - Round 1 (plan for 2 minutes):
 - Speaker: Talk about your shoes. Describe everything about them that you like.
 - Listener: Do everything you can think of to non-verbally demonstrate you ARE NOT interested.
 - Round 2: Reverse roles (or you can keep the original role assignment) (plan for 2 minutes):

- Speaker: Talk about everything you like about your office (or equivalent work area).
 - Listener: Do everything you can think of non-verbally show you ARE genuinely interested.
3. **Effect:** Usually a lot of laughter, especially in Round 1. Let that happen. People will notice they are or are not being listened to. When you ask, they will be able to describe the differences they saw between Round 1 versus Round 2 behaviors. Look for rude avoidance and, especially, for the Talkers to up the ante of their talking the more they were ignored.
4. **Debrief:** Ask the following,
- What did you notice between Round 1 and Round 2?
 - In Round 1, as they kept talking what were the Talkers' behaviors the more they were ignored?
 - As the Talker, how did you feel as Round 1 progressed? How did Round 2 feel in contrast?
 - What dynamics and impact did non-verbal communication have between the two rounds?
 - If you have one, tell a story of a turning point in a mediation you conducted that came about because one party listened and the other party felt heard.

Supporting Materials: None.

Props Needed: None.

Key Messages:

- The DRC uses a guided process that causes people to feel safe while helping them move in a new direction.
- And the process encourages them to think about the value of the relationship they have with the other party and to consider “holding” that relationship wisely.

Audience Activity:

1. **Set-up (Introduction):** The DRC uses a guided process that encourages people to feel safe and inspires them to consider how their relationships have value and that they might like to “hold” on to these relationships. Here is an exercise to demonstrate how this works.
2. **Conducting the Activity:**
 - Part 1:
 - Everyone please stand in a comfortable position, facing me.
 - With your right elbow at your side hold your right hand out in front with the palm facing down.
 - Now, without twisting your wrist turn your palm so it is facing up.
 - Let the audience members contort and fail. You will need to re-direct those folks who twist their wrist despite your instruction to not do so. Have these people start again.
 - The object is to let them fail in this first attempt.
 - Mini-debrief: The experience you just had is a metaphor. It is hard to hold something in your hand with the palm facing down. Wouldn't it be easier if the palm was facing up?
 - Part 2:
 - Let's try the same exercise again, this time using a guided process. Follow my moves and verbal directions.
 - We will use a carefully crafted process to turn your palm so it is facing up, without twisting your wrist.
 - Give these instructions, one at a time while demonstrating them in front of the group and having the audience members mimic these moves:
 - a) With your right elbow at your side hold your hand in front with the palm facing down, elbow still at your side and bent at a 90° angle.
 - b) Without twisting your wrist, move your hand to the left until it touches your body, palm down.

- c) Lift your hand up and to the right keeping it against your chest, again leaving your elbow at your side and not twisting the wrist until the hand is vertical.
- d) Lower your hand straight down in front of you until the elbow is again at a 90° angle in front of you (now the palm should be facing left).
- e) As in Step b), move your hand to the left until it touches your body (now the palm will be facing your body).
- f) As in Step c), lift your hand up and to the right keeping it next to your chest, again leaving your elbow at your side and not twisting the wrist until the hand is vertical (now the palm will be facing your shoulder).
- g) As in Step d), lower your hand straight down in front of you until the elbow is again at a 90° angle in front of you (now the palm will be facing up).

3. **Effect:** You did it! Congratulations. You moved your palm from face down, a position where it is hard to hold onto a relationship, to face up, where it is easier to hold a relationship for you to use in the future.

4. **Debrief:** Ask what happened to their palms – you should get some descriptive answers. Explain that the 8-step process we use is like the guided directions you gave for this exercise. As mediators, we implement the steps of the process and we guide the disputants through a change process but one where they feel safe and where they remain in control.

Supporting Materials: None.

Props Needed: None.

Key Messages:

- Typically, people who are in a dispute don't hold themselves accountable for their own behavior to the same degree they do with someone with whom they have a positive relationship.
- Thus, they give themselves a certain "permission" to interact in ways that do not support relationship building (e.g., blaming, making assumptions, discounting the other person).
- Mediations create a place and time where people can choose to hold themselves to a different standard, one that encourages more positive interactions.
- Let's do an exercise to simulate that experience.

Audience Activity:

1. Set-up (Introduction):

- Please partner with the person next to you.
- Decide who will talk first. They are Person 1.
- Decide who will listen first. They are Person 2.
- Move your chairs so you and your partner are sitting comfortably back to back with your chairs close together.

2. Conducting the Activity:

- Round 1:
 - In a moment, I am going to give Person 1 something to say to Person 2. When I say "Go" I want Person 1 to say the sentence vigorously (loud and with a lot of energy).
 - Person 1, here is what I want you to say to your partner, "What you did was completely wrong and I think you are a complete jerk for doing it!"
 - Now, in a loud voice you say, "Go" (i.e., tell Person 1 to implement your instruction and say that phrase to Person 2).
 - Usually, in this first round people will not be very vigorous so be prepared to tell them say the sentence again. You will likely have to repeat the instruction and increase your own energy level as a role model: "What you did was completely wrong and I think you are a complete jerk for doing it!" Have Person 1 do it again.
 - At this point there will usually be a bit of chatting between partners. Let that happen for a few moments.

- Round 2:
 - Now have the partners change roles and repeat the same process as above with the talker/listener roles reversed.
 - If needed, have Person 2 say the sentence a second time if that person does not use enough energy in the first try.
- Round 3:
 - Now, let's see what happens in a mediation.
 - Please turn your chairs around so you and your partner are sitting face-to-face.
 - We're going to do exactly the same thing as before starting with Person 1 but this time you are to make eye contact with your partner.
 - Now, say to your partner "What you did was completely wrong and I think you are a complete jerk for doing it!"
- Round 4:
 - Switch roles and have Person 2 be the talker and, while making eye contact with their partner, say the same thing, "What you did was completely wrong and I think you are a complete jerk for doing it!"

3. **Effect:** People find it easier to be mean in the back-to-back position, but when sitting face-to-face they will be kinder (hold themselves accountable for their own behavior).

4. **Debrief:**

- What did you notice between the back-to-back versus the face-to-face rounds?
- Tell me, what was different?
- Speculate, why was it different?
- End with a reflection on how you have seen mediations work to change how people interact with one another simply because the mediation process creates a place where these higher-accountability behaviors are able to surface.
- If you have a story from a mediation you conducted of an actual interaction like this, this is a good place to tell that story.

Supporting Materials: None.

Props Needed: None.

The exercise is most suitable for an agency or business presentation.

Key Messages:

- People should think of conflict as a business decision, just like any business interaction that takes the time of your employees.
- Conflict is costly in at least two ways:
 1. Money losses. People spend time on the conflict instead of their work. In other words, they are working on the wrong thing! An environment with a lot of conflict prevents people from being efficient workers.
 2. Relationship losses. Unresolved conflict leads to hurt feelings and these negative feeling will interfere in the future, the next time these employee work together.

Audience Activity:

1. **Set-up (Introduction):** The people we work with are often surprised about how fast the costs of conflict will add up. Employers and employees are also often not aware of the hidden cost of conflict. Let's take a look at these costs of conflict.
2. Conducting the Activity:
 - Post the Cost of Conflict poster at the front of the room. Be sure to study the poster ahead of time so you understand the questions it asks your audience to answer and how the calculations are made. This material is simple, so do not worry about it being overly complex for you to administer. Attached is a copy of this poster. The poster will be kept at the DRC and is 36" wide x 24" tall.
 - Ask for a volunteer to assist you during this exercise. Ask for someone who is comfortable using his/her telephone calculator to make calculations at your direction. This volunteer can remain seated.
 - Top 2/3 of the Poster: Now turn to the audience to collect the "data" for the top 2/3 of the poster. As you negotiate a single answer with the audience transcribe that answer to a Post-It Note. Stick the Post-It to the correct place on the Cost of Conflict poster.
 - Ask the audience members to think about a conflict they experienced. Then say something like "To start understanding how the expense of conflict mounts up we need estimates of the items on the top part of the poster that I just put up." Explain that you are not looking for a perfect set of data, just some average figures for an average conflict in their lives.
 - Next, ask the audience to answer each of the cost questions on the top 2/3 of the poster. You may have to "negotiate" with them to arrive at a single answer for each variable.

- Definition: Directly involved people are the people who have the actual dispute.
 - Definition: Indirectly involved people are the people who have to manage the consequences of the dispute, for example supervisors, co-workers, personnel officers, etc.
 - When the answers for the questions on the poster are complete, ask your volunteer to do the simple multiplications in the “Total” boxes.
- Bottom 1/3 of the poster: Explain that “soft” costs also arise when there is conflict. These are costs such as damaged relationships. For the same conflict they had in mind above explain that you want them to use a sliding scale to imagine the costs for three of these relationship costs.
 - Begin with Reputation: Ask the audience to remember what happened to reputations as a result of the conflict.
 - Then, standing on the far right put your finger at the +100% position. Explain that if they were to choose that number it signifies that reputations were improved by 100%. Similarly explain that if they were to choose the opposite answer (-100%) it signifies that reputations were damaged by 100%. Note that the “0%” position signifies no change.
 - Next, explain that starting from +100% you are going to move your finger to the left and when your finger gets to the place on the sliding scale corresponding their assessment of the impact to reputations they are to raise their hands.
 - Then visually determine the place on the scale where most of the audience raises their hands.
 - Put a Post-It Note at that position with a large ‘X’ on it.
 - For Credibility: repeat the process used above.
 - For Trust: repeat the process used above.

3. Effect:

- *For Direct Costs*: usually, people are surprised to see how easily money costs mount up. But even if that result is not large with your audience you are now well positioned to make the point that letting conflict go unmanaged is making a business decision to incur costs such as these.
- *For Indirect Costs*: people will note that there were negative costs, and you are now positioned to make two points:
 - 1) These are usually unacknowledged costs of conflict but they are still real

2) These soft costs should be managed just like monetary costs

4. Debrief:

- What did you notice in doing a simple cost breakdown like this?
- What's the difference between the costs on the top 2/3 of the poster versus the bottom 1/3?
- Are both kinds of costs real?
- What is a list of things that happen if
 - You do not manage for the costs on the top 2/3 of the poster?
 - You do not manage for the costs on the bottom 1/3 of the poster?
- When is the best time to intervene in managing either kind of cost?
- Now imagine you hire someone like the DRC to help resolve a conflict. Is the price of a conflict resolution process an expense or an investment? Why?

Supporting Materials: Post-It Note pad (3" x 3"); marker pen (dark color); blue masking tape for hanging the poster.

Props Needed: Cost of Conflict Poster.

Key Message: The words people use to talk about their conflict with another person tend to describe what is wrong with that other person or what was wrong about what they did. However, there almost always is something else going on behind the words people use to describe their conflict. In mediation we try to identify these “underlying” interests or needs because parties can resolve their conflict more easily by addressing their unmet interests or needs than they can be trying to prove there is something wrong with the other person.

Audience Activity:

1. **Set-up (Introduction):** Much of our intervention as a mediator involves asking questions to clarify what’s going on in a dispute and what’s most important to the people involved. One kind of question we ask is called a “Golden Question.” We have three Golden Questions. Let me describe these to you but, more importantly, let’s have an experience to see how they work.
2. **Conducting the Activity:**
 - Give a short lecture.
 - Hand out mail labels with the three Golden Questions printed on them. Describe how the audience members can stick these labels to their personal calendar, wallet, etc. to always have them at hand.
 - Present the three questions:
 - What is your greatest concern?
 - What do you most want to see happen?
 - What do you most want the other person to understand?
 - Describe, in your own words, why the questions work. For example:
 - Asks the party to think about what is important behind the position they are taking.
 - Asks them to prioritize among the many concerns they have.
 - Invites them to think about and, more importantly, articulate specifics about what they “need” versus what they “want.”
 - Invites the parties to move into future thinking about their issues, not dwell on past heart burns.
 - Describe how these are “safe” but effective questions because they do not elicit a negative response while at the same time usually reveal new thinking about a conflict.

- Exercise:
 - Have the audience get into pairs. Decide who will be the “Talker” and who will be the “Questioner.”
 - Round 1:
 - Instruction to Talker: “Tell the questioner about a recent and real conflict in your life. Choose something that is real but you feel safe and comfortable talking about. Describe what is happening (or happened) and what it means for you.”
 - Instruction to Questioner: “Ask the Talker only Golden Questions. That should pretty much be all you do. Use active listening skills but refrain from adding commentary or analysis. Just practice asking the Golden Questions. Try to ask all three of the questions. Listen to hear what happens.”
 - Let this round run for 3-4 minutes.
 - Round 2: Have the pairs switch roles and do another round.
3. **Effect:** The Talker will quickly “go deeper” in his/her conversation and it will be noticeable.

4. Debrief:

- What happened when the Talker first described his/her conflict?
- What happened when he/she started answering Golden Questions?
- As the person answering the Golden Questions did it feel unacceptable or too uncomfortable?
- How did it feel to be the person asking the Golden Questions?
- If you have a mediation story of when a Golden Question worked well, now is a good time to tell that story.
- Close with a summary of how this is one example of how we mediators manage conversations to new and deeper levels so a resolution to the conflict can be built on this stronger foundation.

Supporting Materials: Golden question stickers, provided by DRC.

Props Needed: None.

Key Messages:

- In disputes the parties often have a clear idea of what they want but are not able to access or accept the needs of the other party.
- Also, the parties are usually thinking most about what they want and not about any co-responsibility they might have to help the other party get what they need. The parties often think that the “right” resolution of the conflict is a one-way trade in favor of them.
- Yet, any collaborative resolution to a conflict requires that each side of the dispute have their needs met, at least “good enough.”
- As mediators we work to bring the parties together to craft a mutually respectful trade where parties satisfy not only their own needs but also the needs of the other party.

Audience Activity:

1. **Set-up (Introduction):** In disputes the parties often have a clear idea of what they want but are not able to access or accept the needs of the other party. Let’s do an exercise to examine how mediation changes this dynamic.
2. **Conducting the Activity:**
 - Divide the audience in half so you have two different teams for this exercise. If you do not enough people in the audience to have at least five people on each team, then don’t do this step—simply use everyone in the audience for each round. Having people stand up and having the two teams face each other about 8-10 feet apart works very well.
 - Set up a silly work project for each team to complete (instructions to follow). Most of the time we have them plan a picnic for an imaginary organization but we have seen others successfully use deciding how to dress a doll, deciding on a vacation for the family, etc. We will use planning a picnic for the rest of these instructions.
 - Round 1:
 - Turn to the first team and give them the following instructions:
 - As a team you are going to plan a picnic for the _____ organization.
 - Think about the kinds of decisions that need to be made to create a picnic. You will need a menu, a venue, activities, and make other decisions like these.
 - Tell the person closest to you that the exercise will start with him or her.

- Each person is going to offer one idea at a time for the picnic. Then we will go to the second person in line who will give one more idea, then to the third person for the third idea, etc., in round robin order.
- Tell them that the following ground rule is required “In giving your idea the first words out of your mouth, before you offer your idea, must be ‘Yeah, but...’.”
- Repeat the ground rule: “Each of you must use the connecting phrase ‘Yeah, but...’ before making your suggestion.”
- Then turn to the first person in line and tell him/her to start by giving the first idea for the picnic.
- Let this run until you hear blocking behavior emerge between the participants. People will start saying things that stops progress on previous ideas. This may take a couple of rounds so do not be afraid to do a second round robin with this team.
- You will usually get some jokes and other humor. Let people laugh as they try to do this task.
- Round 2:
 - Definitely stop Round 1.
 - Now turn to the other team and tell them “Round 1 was so much fun we are going to do it again with your group.”
 - Remind them of the process, “Plan the picnic, one idea at a time, as a round robin process with your team.”
 - But this time the ground rule is different. This time the connecting phrase is “Yes, and...”
 - Turn to the person closest to you in the second team and tell him/her to begin.
 - You may need to remind the second or third person to use “Yes, and...”
 - As in Round 1, let this run but this time you are listening for “building behavior” where folks add-on to others’ ideas.

3. **Effect:** In Round 1 the natural tendency is for block-the-other-person behavior, and in Round 2 for build-upon-the-other-person behavior. Listen for this difference so you can point it out in the debrief.

4. Debrief:

- What differences did you hear between Round 1 and Round 2?

- What were those differences?
- How did Round 1 behavior make you feel? How did Round 2 behavior make you feel?
- Which picnic do you want to attend?
- What one word accurately describes the difference between Round 1 versus Round 2 behavior? One of the participants usually suggests something like “cooperation,” “collaboration,” or “working together.” When you hear it, point it out to the group.
- For you to point out:
 - The people who research how well communities do or do not work define Round 1 as an “under-connected” community. Under-connected communities have trouble because community members don’t feel the own a responsibility to understand each other’s needs and work with them.
 - In contrast, researchers identify Round 2 behavior as a “connected” community because the community members feel they own some level of responsibility to understand the needs of others and work with them.
 - In most disputes we work with each party generally thinks only about his/her own needs, not about the other party.
 - In mediation we guide a process so the parties own some level of responsibility to meet not only their own needs but the needs of the other person as well.
 - The way we do it is simple. We find a diplomatic way to ask the parties to make offers to one another that not only meet their personal need but also meet the other person’s needs at the same time. A typical question we use to do this is, “Can you make a suggestion for how to resolve this conflict that not only meets your needs but also meets the other person’s needs at the same time?”
 - In this way we encourage “Yes, and...” behavior. “Yes I think this proposal I am making will meet my needs and it will meet the needs of the other party at the same time.” If we can help both parties make these kinds of offers to one another we can usually help them find a solution to their conflict.

Supporting Materials: None.

Props Needed: None.

Building Life Into Your Presentation:

This idea may or may not work for you. Take what you like and leave the rest but, most importantly, have the last things you say summarize in optimistic terms how the DRC can help them have a better life, more success, greater peace, or some other array of “feel-good” values. Here is an example.

The DRC is

- 1) 23 year old, volunteer driven, community based, grass roots non-profit organization,
- 2) Breaks cycle of litigation-happy society,
- 3) Promotes conflict resolution and peaceful problem solving,
- 4) Significantly enhances the quality of life in our community by
 - a) Teaching people cooperative conflict resolution skills,
 - b) Directly help people in conflict find solutions that work for them, and most importantly,
- 5) The DRC is only a simple phone call away for you the next time a conflict comes to you.

And, be sure to have your last lines be

- A personal Thank You from you for the chance to present on behalf of the DRC.
- An appreciation for the contribution the group makes in our community.
- A personal invitation to use the DRC’s services.
- And close with a comment about how much you enjoyed yourself meeting them and a definitive “Goodbye”.