



Partnership for Social Accountability Network - Mongolia

Social Accountability Learning-in-Action Program

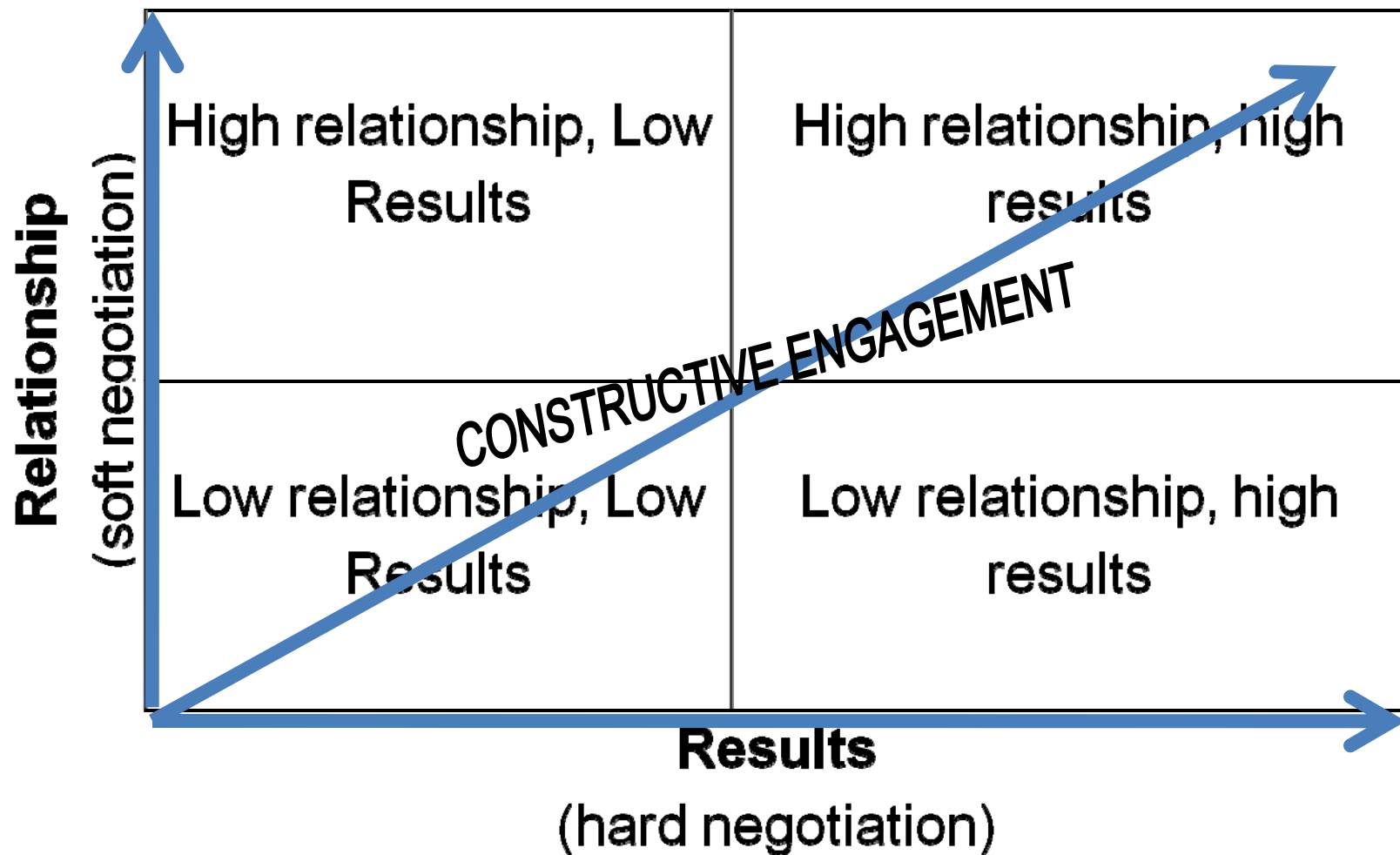


# Constructive Engagement: Dialogue and Collaborative Problem-Solving

16 November 2010

# Learning Objectives

# Purposes and Strategies for Entering into Constructive Engagement



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# Strategies for Constructive Engagement

1. Framing of own message in assertive and non-adversarial manner
2. Effective communication (active listening, reframing of toxic statements, non-intrusive probing, and non-threatening feedback)



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# 1. Framing and Delivery of the Message

- Be specific in describing issues
- Be conscious of how you position yourself and the others

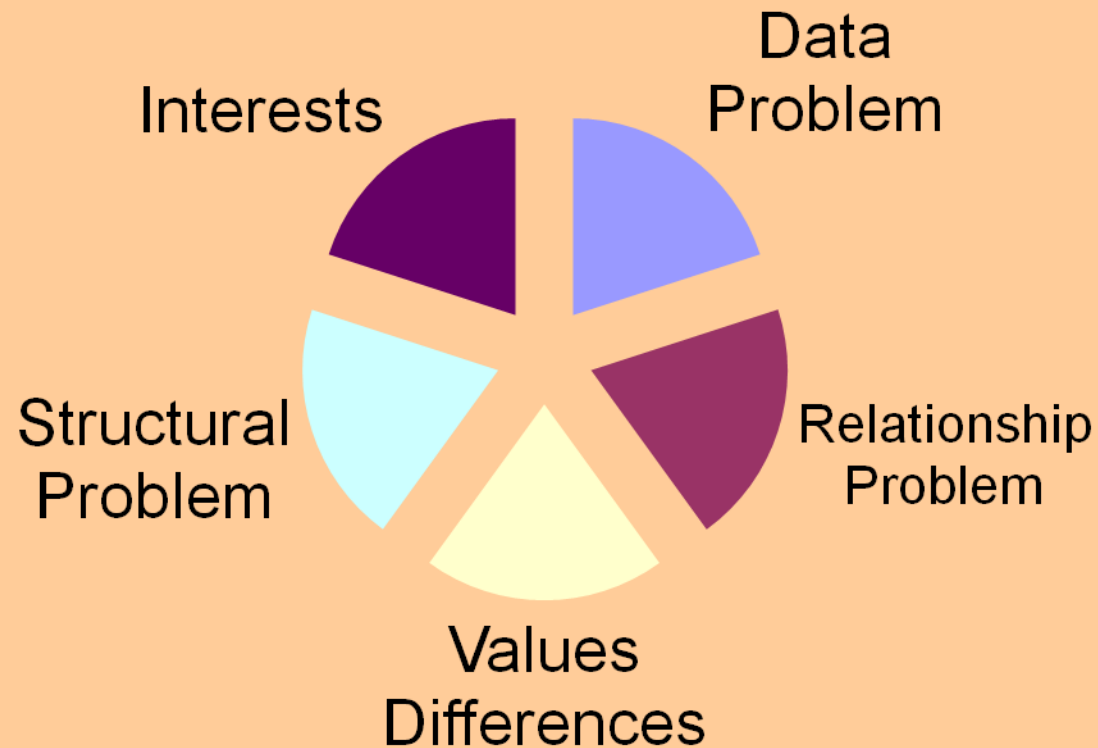


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# Definition and Diagnosis of Communication Issues



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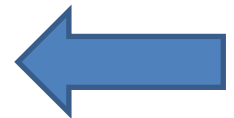
# Data Problem

- Lack of information
- Conflicting information/data
- Different analysis of information
- Lack of credibility of information



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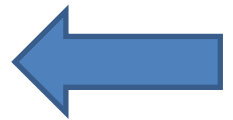
# Relationship Problem

- Past unresolved misunderstanding and quarrels
- Strong emotions
- Incompatible personalities



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# Values Differences

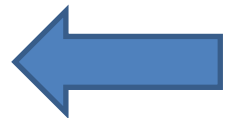
Differences in beliefs and attitudes towards the issue and the parties

- Own rights and duties as far as the issues in conflict are concerned;
- Rights and duties of the other parties
- How conflict should be resolved



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# Structural Problem

Problems caused by external factors, which cannot be resolved through negotiation between/among disputing parties.

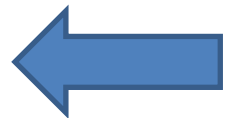
Example:

- The law and its requirements



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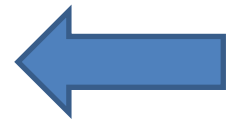
# Interests

- Substantive (tangible needs, access to services, income, etc.)
- Psychological (respect, acceptance, sense of ownership of decision, etc.)
- Procedural (participatory decision-making, clarity of process, etc.)



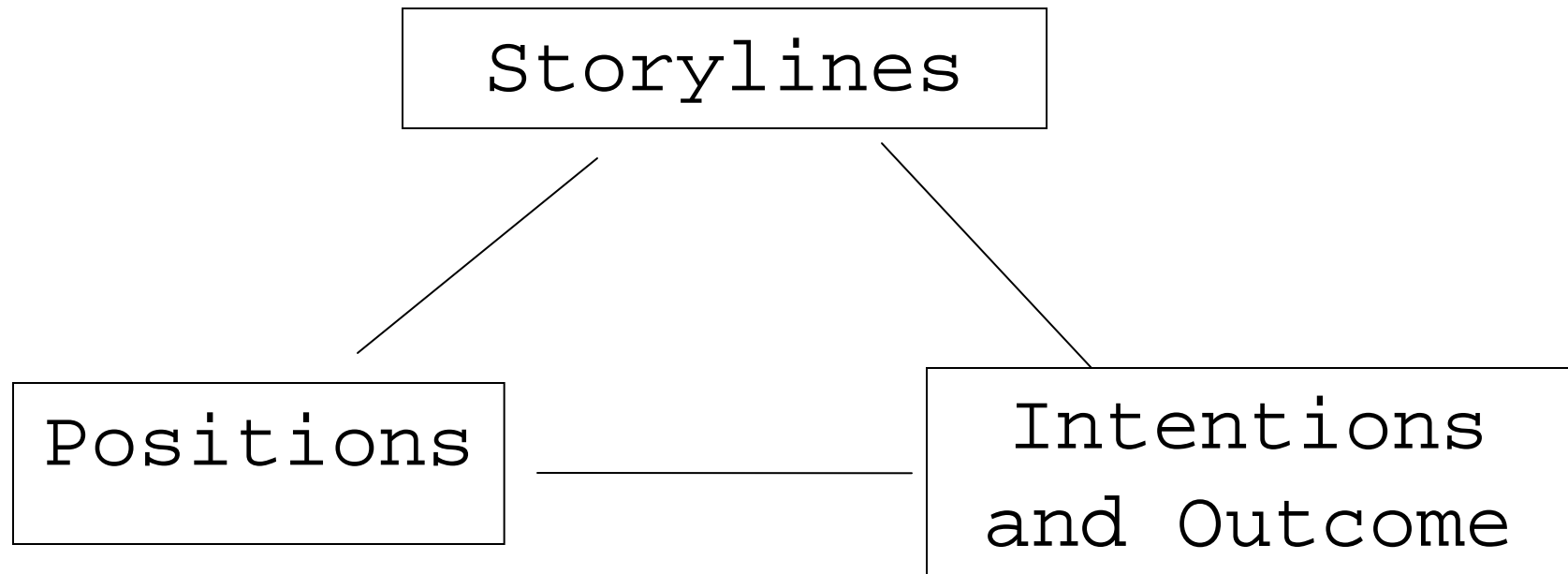
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# Positioning Analysis

The structure of people's messages in social exchanges are viewed to be tripolar:



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# Elements of Positioning Triad

- Storylines are subjective scripts or narrative convention of speakers
- Positions are description of the characteristics of the speakers during the specific setting and time of the exchange (e.g. powerful, powerless, aggrieved, victims, confident, etc.) and their rights and duties.
- Social meaning, function and outcome of statements



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## 2. Effective Communication

- Active listening
- Reframing
- Non-intrusive probing
- Non-threatening feedback

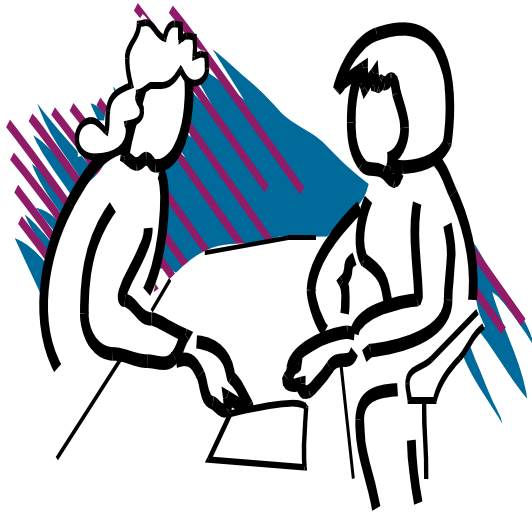


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# Active Listening



Active listening is the capability of one person to demonstrate and prove his/her understanding of the substantive and emotional messages of the speaker



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# Procedures of Active Listening

- Use conducive listening posture;
- Use appropriate eye contact;
- Paraphrase or repeat in own words the message of the speaker to check understanding;
- Reflect the core feelings expressed verbally and non-verbally by the speaker;
- Ask clarifying questions if necessary;
- Give statements of understanding (e.g. I understand; I see...)
- Ask or welcome clarifications and corrections
- Summarize the speaker's core message



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# Reframing



Translating toxic comments (not nice to hear) into neutral, useful comments that focus on interests.



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# Tips in Reframing

- Listen
- Ignore “garbage”
- Work to understand interests;
- Restate in neutral, positive words that capture the speaker’s interests (So, what is important to you is ...”)



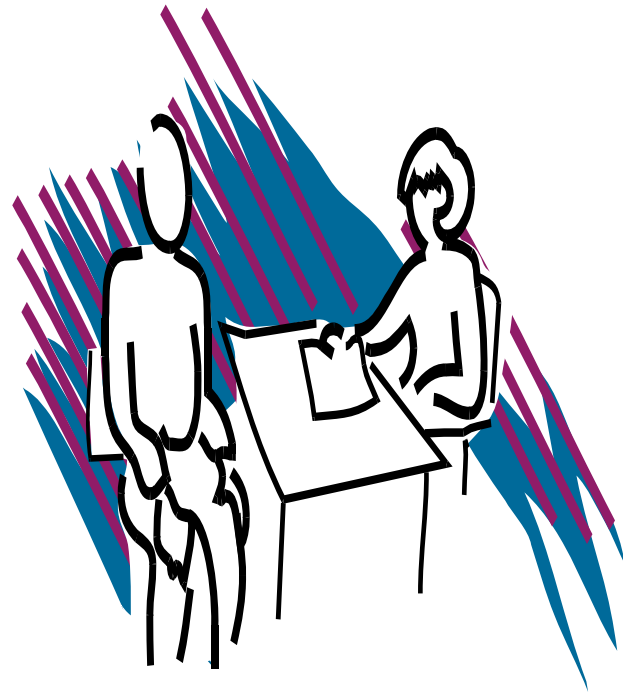
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# Probing

Probes are statements or questions designed to elicit relevant data from another person



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# Procedures of Probing

- Ask open-ended questions: what, why, how
- It will help to organize questions. The ORID framework can help: Objective (situation/facts), Reflective (feelings/values), Interpretative (analysis), Decisive (Actions)
- Ask one question at a time;
- Give the other person time to answer. Don't immediately fill up the silence;
- Reinforce answers verbally



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# Feedback Giving

An invitation to another person or group to continue peace-enhancing behavior or to change inhibiting or conflict-creating behaviors.



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# Procedures of Feedback-Giving

- Start with positive feedback (as much as possible, if there is any);
- Be specific in describing the behavior
- Describe the consequences of the behavior.
- Use "I" messages in giving own opinion, comments or suggestions
- Seek for feedback by requesting him/her in a non-threatening manner for reactions.



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