

# Ltr<sup>©</sup>M

Leadership through  
Peer Mediation

# Leadership through Peer Mediation



## Student Manual



THE PEACE  
FOUNDATION  
Te Tuapapa Rongomau o Aotearoa

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# Leadership through Peer Mediation - Student Manual - Fourth Edition - 2018



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*He aha te mea nui o te ao  
he tangata, he tangata, he tangata*

*What is the most important thing in this world?  
It is people working together - the sanctity of humanity.*





Peaceful Conflict

Resolution =

AROHĀ



*Cool Schools Workshop*





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## Introduction ▶▶

***“Conflict is a part of everyday life; it is how you deal with it that makes the difference.”***

Have you ever noticed when two people are arguing with one another that they often have trouble hearing what the other person is trying to say? They may hear the words yet when they are hurt, frightened or angry they cannot understand the meaning of these words.

Have you ever wondered what can be done other than the shouting, name-calling or fighting you often observe?

The LtPM (Leadership through Peer Mediation) training will give you skills you can use to help others really listen to each other. You will learn constructive ways to help peers in conflict find their own solutions to problems. Most importantly, you will gain skills to constructively deal with your own issues, that is, skills to be your own mediator.

LtPM is a peaceful conflict resolution programme which empowers you to become an ‘ambassador of social justice’, a leader in your community who promotes fairness and respect for all individuals, watching out for harassment and bullying and helping others to get the support they may need.

### **LtPM aims to:**

- Raise awareness of conflict and conflict responses.
- Develop empathy so that individuals listen to each other with understanding.
- Teach life long conflict management skills.
- Develop leadership in giving service to others through peer mediation.
- Empower individuals in making positive choices for building successful relationships.
- Grow respectful, global citizens who value diversity and human rights.

LtPM will really contribute to making your life AWESOME with skills that will help you listen to the words and meanings other people are communicating. The result? Successful, happy, harmonious, peaceful relationships with the people in your world.

**LtPM is an opportunity to really make a difference.**

**Start with yourself first.**

### **Christina Barruel**

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Hohou te rongo.

Peace be with you.

***“Students are the agents of change, you give them the responsibility and they will fly with it.”***

**Donna Hourigan-Johnston**

**(Guidance Councillor and LtPM Programme Coordinator at Mount Roskill Grammar School)**





## ***Remember this ...***

### **Keys for Effective Communication ▶▶**

- Put people and friendship first. Remember conflict is a part of everyday life; it's how we deal with it that makes the difference.
- Rapport is the key to good communication. Know what it takes to make and keep a friend.
- You are responsible for yourself, your choices, your actions and your relationships.
- Say only what you mean. Express your own needs, beliefs and ideas honestly, clearly and without blame.
- Determine which person 'owns the problem' in a given situation.
- When you listen to others, they will listen to you.
- Find the courage to ask questions and express what you really need.
- Express yourself in a non-threatening way by using "I" statements.
- Differences in background or culture may affect the way people view or understand a situation.
- Be respectful of others' opinions and beliefs.
- Agree to resolve any conflict in a way that creates a WIN/WIN, constructive outcome.

***Developing effective communication skills is essential for quality leadership.***





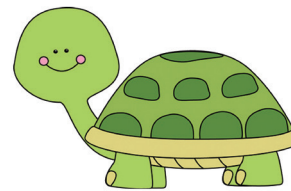
## Responses to Conflict - Approach Options »

The choices you have when facing a conflict or problem with someone.  
(Adapted from The Thomas Kilman Conflict Mode Instrument – TKI).

### Turtle

**Denial, avoid, withdrawal, lose/lose situation**  
*“I’ll think about it tomorrow”*

- Stop talking, ignore, punish with silence.
- Walking away – reducing tensions.
- Knowing your limitations.
- Leaving unimportant issues alone.
- Can become quietly resentful.



### Teddy Bear

**Suppression, accommodating, lose/win situation**  
*“It would be my pleasure”*

- Peace keepers – like to preserve harmony and peacefulness.
- Often say “yes” to preserve the relationship – creating goodwill.
- Stay cheerful, but refuse to talk about the problem – retreating.
- Often cross with yourself afterwards (suppressed feelings of anger and frustration).



### Shark

**Assertive, power, in control, aggressive, win/lose situation**  
*“My way or the highway”*

- Taking quick action or challenging - standing up for vital issues.
- Refusing to take NO for an answer.
- Shouting them down.
- Protecting yourself by taking control.
- Laying down the law (making unpopular decisions).







## Fox

**Compromising, negotiating, win some/lose some situation**  
***"Let's make a deal"***

- Do what's fair.
- I'll give if you give – trade off.
- 'Split the difference' to keep a friendship. Gain something for yourself.
- Finding the middle ground.



## Owl

**Collaborative, co-operative, working with, problem solving, win/win situation**  
***"Two heads are better than one"***

- I want to win and I want you to win too.
- I will state my feelings and needs and listen to yours too.
- Ability to listen, understand and empathise.
- Brainstorming ideas together to seek mutually acceptable solutions.
- Non-threatening communication – using "I" statements to express needs.



## What is your tendency?

**Turtle? Teddy Bear? Shark? Fox? Owl?**

**Can you be all of these animals? What are the influencing factors?**

**Who you are having the conflict with?**

(Mum, Dad, brother, sister, friend, teacher, etc.)

**What the conflict is about?**

(Needs or values based)

**When the conflict is taking place?**

(In the morning, evening, beginning of term, end of term, during exams)

**Where the conflict is taking place?**

(At home, mall, supermarket, movie theatre, etc.)

**Culture, religion, well-being, emotional state, response received,  
can also play a part in your choice of response.**



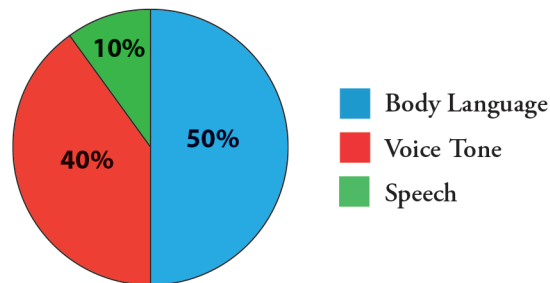


## Building Rapport is the Essential Key to Good Communication ▶

Rapport is a state or feeling of being comfortable, relaxed and in-tune with yourself and another. It allows us to see life for others as it appears in their world. If we learn skills in communicating in a positive way we will increase the choices we have. Rapport happens automatically at a subconscious level. We get into rapport with others without thinking about it.



### Effective Communication is:



### You can create rapport any time you want to by matching another person's:

1. Voice: tone, speed, pitch and volume
2. Breathing
3. Gestures and general posture
4. Eye movements



### Matching Body Language

Adopt the same position as the other person. Example: both crossing right leg over left. This will help make the other person feel at ease with you.

and ...

### Body Mirroring

Mirror image position. You are reflecting the other person's body position. Example: your left leg crossed over right; their right leg crossed over left. This creates a closer connection and is very useful when you want to create trust with somebody. The other person experiences you as being the same as them.

### Indicators of Rapport

- Feeling of oneness
- Leading occurs
- Observable colour change of skin
- Words - E.g. "I feel comfortable with you"





## Active Listening Skills ▶▶

Active Listening Skills	
Non-listening	Active Listening
▪ Look away.	▪ Keep eye contact.
▪ Cross your arms, defensive posture.	▪ Uncrossed arms, open posture.
▪ Give your version of events.	▪ Summarise reflecting key points back to the speaker.
▪ Talk about yourself.	▪ 'Check out' your summary by asking the speaker for feedback on whether it is accurate.
▪ If you do not understand, say nothing.	▪ Ask for clarification from the speaker when you do not understand.
▪ Contradict the speaker.	▪ Acknowledge the speaker's feelings.
▪ Introduce new topics, get side tracked.	▪ Do not interrupt.
▪ Think about something else while the speaker is talking.	▪ Give your full attention to the speaker.
▪ Agree, criticise and reassure the speaker.	▪ Do not diagnose, encourage, criticise or talk about yourself.
▪ Fill silences.	▪ Allow for silences, pauses.

## Ten Keys to Effective Listening ▶▶

1. Physically engage - be close to the person and at their height.
2. Face the person and lean towards them a little.
3. Use open body gestures (legs and arms uncrossed).
4. Match and mirror the speaker's body posture and voice tonality.
5. Nod your head occasionally as they speak.
6. Encourage them with comments like; 'yes', 'uh huh', 'hmmm', 'okay'.
7. Stay focused on the speaker. Use appropriate eye contact.
8. Switch off your cell phone, computer and music.
9. Be non-judgemental - focus on understanding the meaning of what is being said. Ask questions to clarify if need be.
10. Wait your turn without interruption. You can always express your thoughts, if appropriate or relevant, when they have finished speaking.

## Active Listening ▶▶

### Preparing to Actively Listen

Active or reflective listening is the verbal part of rapport. To actively listen you are required to give your whole attention to the person speaking in order to hear and understand what they are saying. You are using both your ears and your eyes and listening to the words, the emotions and the body language.





Active or 'reflective' listening is a learned skill but with practice it can become routine. Learning to become a good listener will be a real asset to your friendships and will help others to really talk openly about something. Although we are constantly listening to people in our day-to-day lives, many of us have learnt bad habits, such as multi-tasking or planning our response before the other person has finished talking. Learning to listen will also help you avoid misunderstandings and will build a sense of trust.

### Reflecting Starters

Reflect content (paraphrasing):

*Example:*

*Speaker:* "I can't cope! I've got so much homework and I have a music exam on Saturday morning."

### Identifying and reflecting the feeling state:

"So you're feeling overwhelmed?"

### Other reflection starters:

"So the way you see it is ..."

"So you are saying that ..."

"I hear you say that ..."

"I understand that ..."

"Am I correct in hearing you say that ..."

"So it seems to you that ..."

"You said that ..."

"What you said was ..."

"Okay, what you're saying is ..."

### Remember ...

When reflecting back information, you aim to reflect the basic meaning that the person is trying to communicate. When the sender of the message hears your restatement, it helps them to clarify what they meant. Even if the reflective listening is not 'correct', it still works! When your reflection is accurate, the person will usually nod, say 'yes', or continue talking almost unaware of your presence. If your reflection sounds different to what they meant, they may frown, shake their head, or attempt to re-explain. Either way, your reflection has worked!





# Universal Human Needs/Values ▶▶

The needs below are grouped into categories of core needs, 3 meta-categories and 9 subcategories

## WELL BEING (peace)

### Sustenance/Health

Abundance/thriving  
Exercise  
Food, nutrition  
Nourishment  
Rest, sleep  
Shelter  
Sustainability  
Support/help  
Wellness  
Vitality, energy, aliveness

### Safety/Security

Comfort  
Confidence  
Emotional safety  
Familiarity  
Order, structure  
Predictability  
Protection from harm  
Stability  
Trust, faith

### Rest/Recreation/Fun

Acceptance  
Appreciation, gratitude  
Awareness  
Balance  
Beauty  
Ease  
Equanimity  
humour  
Movement  
Play  
Relaxation  
Rejuvenation  
Space  
Tranquillity  
Wholeness  
Wonder

## CONNECTION (love)

### Affection/Warmth

Beauty  
Closeness, touch  
Companionship  
Compassion, kindness  
Intimacy  
Mattering/importance  
Nurturing  
Sexual connection  
Respect, honouring  
Valuing, prizing

### Empathy/Understanding

Awareness, clarity  
Acceptance  
Acknowledgement  
Communication  
Consideration  
Hearing (hear / be heard)  
Knowing (known / be known)  
Presence, listening  
Respect, equality  
Receptivity, openness  
Recognition  
Seeing (see / be seen)  
Self-esteem  
Sensitivity

### Community/Belonging

Cooperation  
Fellowship  
Generosity  
Inclusion  
Interdependence  
Harmony, peace  
Hospitality, welcoming  
Mutuality, reciprocity  
Partnership, relationship  
Support, solidarity  
Trust, dependability  
Transparency, openness

## SELF-EXPRESSION (joy)

### Autonomy/Authenticity

Choice  
Clarity  
Congruence  
Consistency  
Continuity  
Dignity  
Freedom  
Honesty  
Independence  
Integrity  
Power, empowerment  
Self-responsibility

### Creativity/Play

Adventure  
Aliveness  
Discovery  
Initiative  
Innovation  
Inspiration  
Mystery  
Passion  
Spontaneity

### Meaning/Contribution

Appreciation, gratitude  
Achievement, productivity  
Celebration, mourning  
Challenge  
Efficacy  
Effectiveness  
Excellence  
Feedback  
Growth  
Learning, clarity  
Mystery  
Participation  
Purpose, value  
Self-actualisation  
Self-esteem  
Skill, mastery





## How we are likely to feel when our needs are being met:

Absorbed	Comfortable	Enlivened	Happy	Overjoyed	Stimulated
Adventurous	Complacent	Enthusiastic	Helpful	Overwhelmed	Surprised
Affectionate	Composed	Excited	Hopeful	Peaceful	Tender
Alert	Concerned	Exhilarated	Inquisitive	Perky	Thankful
Alive	Confident	Expansive	Inspired	Pleasant	Thrilled
Amazed	Contented	Expectant	Intense	Proud	Touched
Amused	Cool	Exultant	Interested	Quiet	Tranquil
Animated	Curious	Fascinated	Intrigued	Radiant	Trusting
Appreciative	Dazzled	Free	Invigorated	Rapturous	Upbeat
Ardent	Delighted	Friendly	Involved	Refreshed	Warm
Aroused	Eager	Fulfilled	Joyous, joyful	Relaxed	Wide-awake
Astonished	Ebullient	Glad	Jubilant	Relieved	Wonderful
Blissful	Ecstatic	Gleeful	Keyed-up	Satisfied	Zestful
Breathless	Effervescent	Glorious	Loving	Secure	
Buoyant	Elated	Glowing	Mellow	Sensitive	
Calm	Enchanted	Good-humoured	Merry	Serene	
Carefree	Encouraged	Grateful	Moved	Spellbound	
Cheerful	Engrossed	Gratified	Optimistic	Splendid	

Source: Groktheworld.com

## How we are likely to feel when our needs are not being met:

Afraid	Broken-hearted	Dismayed	Frustrated	Irritated	Overwhelmed
Aggravated	Chagrined	Displeased	Furious	Jealous	Panicky
Agitated	Cold	Disquieted	Gloomy	Jittery	Passive
Aloof	Concerned	Distressed	Guilty	Keyed-up	Perplexed
Angry	Confused	Disturbed	Harried	Lazy	Pessimistic
Anguished	Cool	Downcast	Heavy	Leery	Puzzled
Annoyed	Cross	Downhearted	Helpless	Lethargic	Rancorous
Anxious	Dejected	Dull	Hesitant	Listless	Reluctant
Apathetic	Depressed	Edgy	Horrible	Lonely	Repelled
Apprehensive	Despairing	Embarrassed	Horrified	Mad	Resentful
Aroused	Despondent	Embittered	Hostile	Mean	Restless
Ashamed	Detached	Exasperated	Hot	Miserable	Sad
Beat	Disaffected	Exhausted	Humdrum	Mopey	Sacred
Bewildered	Disappointed	Fatigued	Hurt	Morose	Sensitive
Bitter	Discouraged	Fearful	Impatient	Mournful	
Blah	Disenchanted	Fidgety	Intense	Nervous	
Blue	Disgusted	Forlorn	Irate	Nettled	
Bored	Disheartened	Frightened	Irked	Numb	

Source: Groktheworld.com

\*\*\* **NONVIOLENT COMMUNICATION - Identifying and Expressing Feelings** \*\*\*





# Feelings and Emotions ▶▶

## ANNOYED

Bitter  
Edgy  
Exasperated  
Frustrated  
Grumpy  
Impatient  
Irritable  
Irk

## ANGRY

Agitated  
Enraged  
Exasperated  
Furious  
Irate  
Outraged  
Resentful  
Upset

## AVERSION

Appalled  
Contempt  
Disgusted  
Dislike  
Horrorified  
Repulsed

## CONFUSED

Baffled  
Bewildered  
Dazed  
Hesitant  
Lost  
Mystified  
Perplexed  
Puzzled  
Torn

## DISCOMFORT

Agitated  
Alarmed  
Discombobulated  
Disturbed  
Perturbed  
Rattled  
Restless  
Shocked  
Startled  
Surprised  
Troubled

Turbulent  
Uncomfortable  
Uneasy  
Unsettled

## DISCONNECTED

Apathetic  
Bored  
Distant  
Distracted  
Indifferent  
Numb  
Uninterested  
Withdrawn

## EMBARRASSED

Ashamed  
Flustered  
Guilty  
Self-conscious

## FEARFUL

Afraid  
Apprehensive  
Anxious  
Distress  
Frightened  
Hesitant  
Nervous  
Panicked  
Paralysed  
Petrified  
Scared  
Tense  
Terrified  
Worried

## PAIN

Agony  
Devastated  
Heartbroken  
Hurt  
Lonely  
Miserable  
Regretful  
Remorseful

## SAD

Depressed  
Despondent  
Disappointed  
Discouraged  
Disheartened  
Dismayed  
Gloomy  
Heavy hearted  
Hopeless  
Troubled  
Unhappy  
Wretched

## STRESSED/TIRED

Burnt out  
Depleted  
Exhausted  
Fatigued  
Listless  
Overwhelmed  
Restless  
Sleepy  
Wearry  
Worn out

## VULNERABLE

Fragile  
Guarded  
Helpless  
Insecure  
Leery  
Reserved  
Sensitive  
Shaky  
Tender

## YEARNING

Envious  
Jealous  
Wishful

## AFFECTION

Compassionate  
Friendly  
Loving  
Sympathetic  
Tender  
Warm

## INTERESTED

Absorbed  
Alert  
Curious  
Enchanted  
Engaged  
Fascinated  
Intrigued  
Spellbound  
Stimulated

## GLAD

Alive  
Amazed  
Awe  
Encouraged  
Energetic  
Enthusiastic  
Excited  
Grateful  
Happy  
Hopeful  
Inspired  
Invigorated  
Joyful  
Motivated  
Optimistic  
Pleased  
Thrilled

## GRATEFUL

Appreciative  
Moved  
Thankful

## HOPEFUL

Encouraged  
Expectant  
Optimistic

## PEACEFUL

Calm  
Comfortable  
Centred  
Composed  
Content  
Fulfilled  
Relaxed  
Relieved  
Satisfied

## RESTED

Alert  
Alive  
Energised  
Invigorated  
Refreshed  
Rejuvenated  
Relaxed  
Renewed  
Strong

**The following words are sometimes confused as feelings when in fact they are perceptions (opinions)**

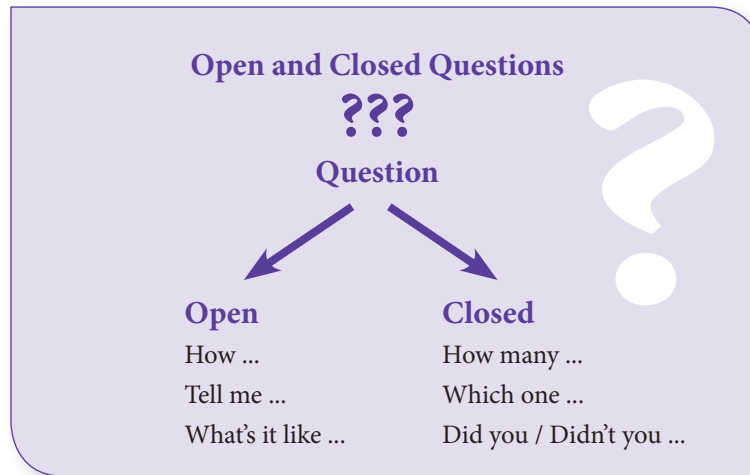
Abandoned  
Abused  
Attacked  
Betrayed  
Blamed  
Bullied  
Cheated  
Criticised  
Ignored  
Invisible  
Intimidated  
Let down  
Manipulated  
Misunderstood  
Neglected  
Over worked  
Patronised  
Pressured  
Provoked  
Rejected  
Put down  
Threatened  
Tricked  
Unappreciated  
Used

Source: [Groktheworld.com](http://Groktheworld.com)





## Effective Questioning ▶▶



Questioning can either help or hinder your ability to listen. Overuse of questions (interrogating) is not helpful when listening. Often the challenge to those learning to listen is to use fewer questions, not more.

Helpful questioning is best understood as an invitation to the other person to talk. Sometimes people will prefer not to talk when they are upset and just to be near them may be the best thing you can do.

If your friend is unusually quiet, sometimes a simple question such as: “What’s on your mind?” or “Tell me, how do you feel about that?” may help them to start talking. Such questions can be used in the middle of a conversation to help the person say more.

### There are two kinds of questions: Closed and Open.

#### Closed Questions

Closed questions can be answered with the words ‘yes’ or ‘no’ or with a one word specific piece of information such as a number.

*Example:* “Do you like it here?” “Don’t you think you could ask him?” “What time is it?”

In ordinary conversation when nobody owns a problem, closed questions usually get perfectly good answers. However, when people are upset, they often reply with a straight ‘yes’ or ‘no’, forcing you to ask another question. This can end up with the speaker saying less and less as the listener asks more and more. Closed questions are best used to check a very specific issue, and are a technique to use sparingly in conflict resolution.

#### Open Questions

When you are in a listening situation and want to invite someone to talk more, open questions (which can’t be answered by ‘yes’ or ‘no’) will work better.

Open questions usually begin with words such as ‘what’, ‘how’ or the phrase ‘tell me about’. *For example:* “What was that like for you?” “How is your new job going?” “Tell me what happened before that.”







**REMEMBER:** The word ‘why’ also begins open questions but most people find ‘why’ questions difficult to answer. They may hear it as a judgement about what they did.

‘How’ questions get a better response. *Example:* “How did you end up in this situation?” They ask for a simple description of what went on.

### Useful Open Questions for Peer Mediators

(Questions that require an explanation or a description as a response)

- Tell me more?
- What happened?
- Can you explain further?
- Can you be a bit more specific?
- And then?
- How do you see the problem?
- How are you feeling about this?
- What is most important to you about this situation?
- What could you do differently next time?
- How could you act differently next time?
- What can you do to help solve the problem?
- What do you need to make things better?
- Is there anything else you want to say?
- What else can you tell me?
- What were you thinking at the time?

## The Five Magic Open Questions



What happened ... *or* ... What is the **problem**?

What are you **feeling** about this?

What are you **thinking** about this?

What do you **need** right now?

What can you **do** to help solve the problem?



**Important:** In order for the ‘magic’ to work, the questioner/listener must reflect back the information they hear using key words from the person with the problem’s story. They must do this after each question is asked, paying attention not to ask any other questions other than the five questions given here. The process of asking the five magic open questions empowers the person with the problem to do their own problem solving.

Be careful not to ‘roadblock’! Advising, analysing, ordering, praising, probing, diverting, blaming, lecturing, moralising, labelling, reassuring or threatening, is dis-empowering. It takes the focus away from the person with the problem and does not help them to solve it by finding their own solution. At the end of Question 5, do not be afraid of a silent pause. Wait. If the person with the problem then asks for your assistance in solving their problem, then this is a good time to give your opinion, advice, etc. Or ... if they are stuck, you can ask them if they would like/value your opinion.





## Using 'I' Statements ▶▶

**Remember:** Being assertive is about expressing your own thoughts/opinions and feelings.

Change your communication from "YOU" statements to "I" statements.

### Why?

The first thing you say in a disagreement is crucial. When you insult, judge or blame someone else they will feel threatened, become defensive and may react negatively with their words. *Example:* "You liar! I didn't use your mobile phone!" In defensive mode, the responder may put up a defence (flight, fight or freeze) to protect him or her self from harm. This closes the door for effective, open communication.

An "I" statement explains exactly what the problem is for you instead of leaving the other person to guess.

- It does not put the other person down therefore maintains their self-esteem.
- Preserves the relationship.
- Prevents similar problems happening again.

So ...

Give the other person information about how their behaviour is making you feel.

*Example:* Instead of saying "You always take my phone without asking!"

Say: "I feel annoyed when you take my phone without asking me first because I may need it."

## Giving an "I" statement: the two levels to remember are:

### Level One

I feel ... (state the feeling)

When ... (describe what happened to cause the feeling)

Because ... (explain the consequence for you)

*Example:* "I feel frustrated when you constantly interrupt because it is my turn to speak."

Have a go ...

**Scenario A:** You have just heard your sibling (brother or sister) say something unpleasant about your friend.

**Scenario B:** Your parent has asked you to do the dishes for the third night in a row. You have other siblings living at home.

**Scenario C:** Your best friend is ignoring you. You bump into him/her in the corridor.



I feel ... \_\_\_\_\_

When ... \_\_\_\_\_

Because ... \_\_\_\_\_





## Level Two

When a negative response is given to your 'I' statement then, at level two, reflect back their response including the feeling to show that you are trying to understand their point of view.

*Example:* "I feel frustrated when you constantly interrupt because it is my turn to speak."

Negative response given: *Example:* "But you are lying!"

Reflect back their response as you understand it: "So you are irritated because you think I'm not telling the truth".

Wait for their response.

If the response is not agreeable to you then restate your feeling and use an 'I' statement to ask for what you need to feel happy/satisfied.

*Example:* "I still feel frustrated. I need you to show patience until it is your turn to speak."

## Practice helps!

Using scenarios A, B and C from Page 18, take your 'I' statement to Level Two as a result of receiving a **negative response**, reflecting back their response to show understanding and as a result, still receiving back a negative response.

### Level One:

I feel ... \_\_\_\_\_

When ... \_\_\_\_\_

Because ... \_\_\_\_\_

### Level Two:

**So you are feeling ...** (name their feeling) **because ...** (name what caused their feeling).

Wait for their response. If it is again negative, say ...

**I still feel ...** (restate your feeling). **Next time I need you to ...** (ask for what you need to feel happy/satisfied).





## Mediation is ...

Mediation is a structured PROCESS that uses a neutral person/s (the mediator/s) to HELP the people in a conflict (the disputants) to come up with their OWN solution/s for a WIN/WIN outcome.

*Mediation is both voluntary and confidential.*

## Qualities of a Good Mediator (Owl) »

- Calm
- Empathetic
- Impartial
- Non-judgemental
- Confidential
- Trustworthy



### **A Mediator DOES:**

- Listen
- Stay neutral
- Reflect back information
- Ask effective questions (open and closed)
- Guide a process of problem-solving

### **A Mediator DOES NOT:**

- Make decisions/problem solve
- Take sides
- Offer solutions
- Judge anyone
- React to criticism





## Ten Top Tips for Mediators »

by Aly Roberts (accredited adult mediator)

*“I have picked the ten top things I find really useful to remember when I’m facilitating a mediation.”*

1. Really listen to what each person is saying. If they say something about how they are feeling about the issues make sure you feedback on their feelings. It is really important in helping them to feel heard and understood. It’s also good for the other person to hear it again.
2. Eye contact – look at the person talking. Give them your full attention.
3. Give each person or group equal time and attention so they know you are being impartial (fair).
4. Remind them that the conversations you are having are confidential (private).
5. Ask them to agree how they will talk about the mediation to friends and others who know about the dispute. This is done to avoid gossip. *Example:* “We agree to tell others that we’ve reached an agreement and the problem is now all sorted.”
6. Keep asking open questions to check there is nothing more they want to say or are concerned about.
7. Don’t be afraid of silence – give the person the space and time to answer a question. It may be difficult for them to talk about their feelings or thoughts.
8. Be respectful towards the people in dispute. This sets a good example and you set the tone for how the mediation should be.
9. Remember you are not responsible for the disputants reaching an agreement. It is up to them to make the most of the opportunity that mediation is giving them. You are there to facilitate that. Look after yourself and don’t feel responsible if they can’t agree to a solution.
10. Congratulate the disputants at the end for their hard work and commitment to mediation. People can feel quite drained and even emotional after a mediation. They can also feel really happy and relieved to have sorted out the problem – so its good to congratulate them and yourself too.





When you are reflecting back information to the speaker, try and vary your sentence starters.  
This helps keep the reflection interesting for the speaker.

## Restating Starters ▶▶

### Examples

So you are saying that \_\_\_\_\_

You said that \_\_\_\_\_

I hear you say that \_\_\_\_\_

What you said was \_\_\_\_\_

I understand that \_\_\_\_\_

You're saying that \_\_\_\_\_

I heard you say that \_\_\_\_\_

Okay, what you're saying is \_\_\_\_\_

I'm hearing that \_\_\_\_\_

Did you say that \_\_\_\_\_

Am I correct in hearing you say that \_\_\_\_\_

### Other Examples:



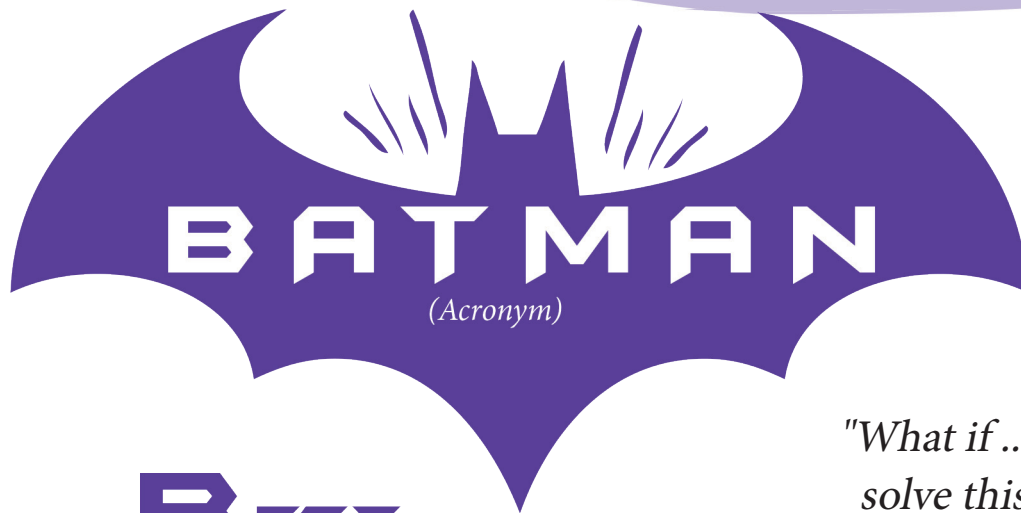
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(Acronym)

**B**EST

**A**LTERNATIVE

**T**O

**M**EDIATING AN

**A**GREEMENT

**N**OW

*"What if ... you don't solve this problem with mediation ... What may happen?"*



**N.B.** Remember **BATMAN** when you are getting frustrated as a mediator with the level of progress being made by the disputants to reach an agreement. Offering **BATMAN** is getting the disputants to think about the other choices. These may or may not be preferable to mediation. After a **BATMAN** reflection the disputants may be more motivated to reach an agreement through mediation.





## Mediator's Welcome Statement ▶▶

**Thank you for choosing mediation as a way of helping you to solve your problem together.**

My name is ... and this is ...

During the mediation process you will both have a chance to explain what happened and how you are feeling about it. We, the mediators, will then help you on a way forward to sort things out so that the problem does not happen again.

### **We, the mediators:**

- Will not tell you what to do
- Will help you to find your own solution or solutions to your problem
- Will not take sides
- Will not tell anyone about what happens in this mediation unless you share with us something that is against the law or which could be harmful to you or someone else

### **Would you please both agree to:**

- Listen to each other – you'll each get a turn to speak
- No interrupting – one person speaks at a time
- Be respectful – no put-downs or name-calling
- Be honest – tell the truth
- Keep what is said here confidential – just between us
- Try and solve the problem together



*Credit: Cool Schools Workshop*







## The Mediation Process » (In depth)

# In depth

### Stage 1 Welcome

Introduce yourself and your co-mediator. Build rapport and trust. Explain the purpose of mediation and go over the rules. (Refer to “Mediator’s Welcome Statement”) Make sure each disputant agrees to the rules before moving on to the next stage.

### Stage 2 Defining the Problem

**Ask** “Who would like to speak first?” (This is normally whoever is more upset or whoever has requested the mediation. The mediator can nominate a first speaker.)

**Say to the person who is going second:** “You will get your turn and thanks for waiting.”

**Ask First Disputant:**

“Please tell us what happened. How are you are feeling about this?”

Mediator summarises ... *Example:* “So you are feeling ... because ...”

**Ask Second Disputant:**

“Please tell us what happened. How you are feeling about this?”

Mediator summarises ... *Example:* “So you are feeling ... because ...”

**Ask First Disputant:**

“Do you have anything you’d like to add about what happened?”

**Ask Second Disputant:**

“Do you have anything you’d like to add about what happened?”

**Unpack – keep repeating the question above to both disputants until they have nothing else to add.**

### Stage 3 Establishing Needs

**To Second Disputant:**

“What do you need from this mediation?” Mediator summarises.

**To First Disputant:**

“What do you need from this mediation?” Mediator summarises.





# In depth

## Stage 4 Generating Solutions

### *To First Disputant:*

“What can you do to help solve this problem?”

### *To Second Disputant:*

“What do you think about that idea?”

“Is there anything else you could do to help solve this problem?”

### *To First Disputant:*

“What do you think of that idea?”

- Mediator elicits responses from each disputant until an agreement is reached.
- Solutions should be fair, realistic, specific and meet the needs of both disputants.
- Mediator then summarises the agreement reached by the two parties.

## Stage 5 Reaching an Agreement

**Ask disputants.** “Do you think the agreement solves the problem? Are you both happy now?”

- Write up the Agreement on the Mediation Report Form and ask disputants to sign it.
- Arrange a ‘checkback’ date and time.
- Ask both parties to tell their friends the conflict has been resolved in mediation to prevent rumours creating more conflict.
- Congratulate both parties on reaching an agreement.

### How to Deal with Agreements that Won't Work

(Adapted from CRU Institute)

Use any of the following in any order that seems most appropriate.

- Ask the weaker disputant, “does this agreement really work for you?”
- Ask both disputants, “do you have any other ideas?”
- Ask both disputants, “what will happen if you make this agreement?”
- Ask both disputants if they would agree to another solution. If so, brainstorm together and write these on a white board or flip chart so that they can be easily seen and discussed. Think outside the box.
- Talk privately with each disputant, using reflective listening and clarifying questions as listed above.





## The Mediation Process ▶ (In brief)

# In brief

### Stage 1 Introduction and Rules

Introduce yourselves. Build rapport. Explain the purpose and rules of mediation. Get agreement to the rules.

- Listen to each other – you'll each get a turn.
- One person speaks at a time – no interrupting.
- Be respectful – no put-downs or name-calling.
- Be honest – tell the truth.
- Agree to try and solve the problem together.

### Stage 2 Defining the Problem

**“Who would like to speak first?”**

**Disputant going 2nd:** “You will get your turn and thanks for waiting.”

**Ask 1st disputant ...** “Please tell us what happened and how you are feeling about it”.

**Mediator summarises ... Example:** “So you are feeling ... because ...”

**Ask 2nd disputant ...** “Please tell us what happened and how you are feeling about it”.

**Mediator summarises.**

**Ask 1st disputant ... then ask the 2nd disputant:** “Do you have anything you would like to add about what happened?”

- Unpack – keep repeating the above question to both disputants until they have nothing else to add.

### Stage 3 Establishing Needs

**Ask 2nd disputant:** “What do you need from this mediation?”

Mediator summarises.

**Ask 1st disputant:** “What do you need from this mediation?”

Mediator summarises.

### Stage 4 Generating Solutions

**Ask 1st disputant:**

“What can you do to help solve this problem?”

**Ask 2nd disputant:**

“What do you think about that idea?”

“Is there anything else you could do to help solve this problem?”

**Ask 1st disputant:**

“What do you think of that idea?”

- Mediator elicits responses from each disputant until an agreement is reached.
- Mediator summarises the agreement reached by disputants.

### Stage 5 Reaching an Agreement

**Ask both disputants:**

“Do you think the agreement solves the problem?”

“Are you both happy now?”

- Write up the Agreement on the Mediation Report Form and ask disputants to sign it.
- Arrange a checkback date and time.
- Congratulate disputants on reaching an agreement.





## Being your own mediator »

### Stage 1 – the other person or people

Find out their needs and feelings:

e.g. “What’s going on ... what’s the problem?”

Listen and summarise (reflect key information):

e.g. “So you’re saying that ...”

### Stage 2 – you (if you have a problem too)

Say what you are feeling:

e.g. “I’m feeling ...”

Say what you need:

e.g. “I need ...”

Listen to their response and summarise (reflect key information).

### Stage 3 – together (problem solving – reaching an agreement)

Ask: “What do you suggest we do to solve this problem?” Add your bit if need be ... Say: “I suggest that we ...”

Brainstorm ideas for solutions that meet both your needs until you have an agreement you are both happy with.

N.B. This process is very useful to use if two people have a problem with each other and only one person is skilled ... you! Remember when 'being your own mediator' to establish the rule of one person speaking at a time so that the opportunity for listening to each other is created.

**P**ositive relationships  
**E**veryone is valued  
**A** problem solving attitude  
**C**aring for others feelings  
**E**nvironment for successful learning



Credit: LtPM Workshop





# How am I doing? »

## Self Assessment ...

You have learnt heaps!!! New awareness, understanding and skills to top up your conflict resolution toolkit for life. Awesome!!!!  
Take some time to reflect on your learnings. Answer these questions to see how well you are doing.

A. Name 5 benefits of dealing with conflict in a constructive way:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



B. Describe how to successfully build rapport with another person:

\_\_\_\_\_  
\_\_\_\_\_

C. Write down the 5 Magic Questions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Describe when would you use the 5 Magic Questions?

\_\_\_\_\_  
\_\_\_\_\_

D. Describe 4 features of active listening:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

E. Write a Level One "I" statement for this scenario:

Your brother/sister has borrowed your favourite jacket. You arrive home to find it on the lounge floor with a big red stain on the front.

\_\_\_\_\_  
\_\_\_\_\_

*continued .....*





**F. Describe 5 qualities of an effective mediator:**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**G. List the 5 stages of mediation:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**H. Describe 3 benefits of using mediation to help solve problems:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**I. Describe 2 difficult situations you may encounter as a mediator:**

1. \_\_\_\_\_
2. \_\_\_\_\_

For each of these difficult situations, suggest one solution:

1. Solution: \_\_\_\_\_
2. Solution: \_\_\_\_\_

**J. Write down a personal goal you have achieved recently. Explain briefly the steps you took to achieve this goal:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**You did it! Well Done!**





## What next? ▶▶

### Congratulations!

You have completed the Leadership through Peer Mediation (LtPM) training from The Peace Foundation.

You now have your Certificate of Participation. This will be a helpful addition to your CV (Curriculum Vitae) and useful to mention during job interviews in the future. The LtPM Student Manual is your reference to help you remember the skills you have practiced so that you can help yourself and others deal with conflict in a constructive, respectful, safe and peaceful way. You can also begin using your skills to be of service to others in your home and community.

When you begin to use these skills in your everyday life, then you may find you are curious about what else you can do. Some people find this training can change their life in unexpected ways. You may decide to do additional mediation training through organisations such as:

Resolution Institute - <https://www.resolution.institute>    AMINZ - <https://www.aminz.org.nz>

Interested in going to university?

You can study towards a Bachelor of Arts (Conflict Resolution) at AUT.

[www.aut.ac.nz/study](http://www.aut.ac.nz/study)

You can study at the National Centre for Peace and Conflict Studies at Otago University in Dunedin.

[www.otago.ac.nz/ncpacs](http://www.otago.ac.nz/ncpacs)

### The Peace Foundation, Aotearoa/New Zealand

- The Peace Foundation runs a 'Change-makers for Peace' leadership training retreat for LtPM graduates, in December each year. Contact the office if you are interested to learn more.
- You can do an internship or be a well appreciated volunteer at The Peace Foundation. Look on our website to find out additional information, current news and events.
- Support The Peace Foundation financially and become a member or/and make a donation.
- Come and visit our office. We have a selection of books such as 'Adolescent Volcanoes' by Warwick Pudney and Elaine Whitehouse, for you to read and enjoy.

[www.peacefoundation.org.nz](http://www.peacefoundation.org.nz)

[www.facebook.com/ThePeaceFoundationNZ](https://www.facebook.com/ThePeaceFoundationNZ)

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*"We can never obtain peace in the outer world until we make peace with ourselves". Dalai Lama*



*It isn't enough to talk about peace,  
one must believe it.  
And, it isn't enough to believe it,  
one must work for it."*

Eleanor Roosevelt



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all ages and cultures - from personal to global through education, research and action.*