



Volunteer News

Spring 2006

Happy Birthday!

March

- 11 Judy Drickey-Prohrow
- 21 Steve Lyders

April

- 7 Bridget Roads
- 7 Kelly Goldsmith
- 13 Julia Graf
- 19 Bruce Wysocki
- 30 Patricia Markel

May

- 23 Elaine Kassimatis

Introducing the Class of 2006

The spring 2006, 40-hour mediation class has come to a close. We had 16 enthusiastic students of which at least 10 are eager to volunteer for the Community Mediation Program. We also had three Our Family staff members complete the class. Two of them are fluent Spanish speakers and are willing to mediate cases with Spanish speakers. This group includes people with a wealth of experience in human resources, law, fair housing, civil rights, and family mediation. Get to know them a bit by perusing their bios in this newsletter.

The new volunteer mediators will sign up for mediations beginning April 2006. They will get their feet wet in mediation practice by pairing up with the program's existing volunteer mediators. This will be a great opportunity for mutual learning, sharing ideas, and discovering complementary styles.



40-Hour Mediation Training Class of 2006

The Community Mediation Staff wants to extend a big thanks to our volunteers who coached this year's role-plays and covered extra mediations. March was a busy month for mediations in addition to the 40-hour class.

Welcome to our new volunteers. You are joining the wonderful group of volunteer mediators who keep the Community Mediation Program running and well-respected in our community.

Amelia Harrison is an undergraduate student at the University of Arizona and will be graduating in May 2006 with a B.A. in Psychology. She plans to pursue a career in prevention and education in the field of Community Development.

Ann Hall has lived in Tucson for six years after emigrating from New Hampshire. She obtained her B.A. from the University of Arizona in Women's Studies and went on to work at a local domestic violence services agency. She arrived at Our Family in November 2005 and has been happy as a clam ever since. She has a dog and a boyfriend and hopes one day to go sea kayaking.

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Class of 2006 (cont'd)

Catalina Cañez is an Our Family employee who has over 31 years experience working in the prevention field. She is the mother of a 19-year-old University of Arizona student and a 28-year-old who is a practicing attorney in San Francisco. She loves to bowl and garden.

Dwight Shenk recently arrived from the East Coast where he did domestic relations mediations in Washington D.C. He's pleased and proud to join the Our Family Community Mediation team and says "bring on the barking dogs!"

Elaine Kassimatis lived in Greece for 20 years and has been in Arizona since 1988. She is a single parent of two grown (& married) children. She has worked in Retail Management for the past 25 years and is currently working at Mervyn's as Assistant Manager of Operations. She also has volunteered as a leader of Divorce Recovery groups. If she didn't have to work, she would volunteer all day.

Judy Carroll, M.S.W., A.C.S.W., works for the State of Arizona as a Program Specialist and facilitates Family Group Decision Making meetings. She really enjoyed the Community Mediation Program training and looks forward to applying her new mediation skills to her job. She hopes to be able to volunteer for mediations soon!

Judy Drickey-Prohow was an attorney with the Civil Rights Division of the Arizona Attorney General's Office for almost 28 years until her retirement in February 2006. She has recently established a private practice with Lori Jones. Their practice is limited to consulting, training, and mediation in the areas of EEO, ADA, and fair housing.

Lori Jones has been a civil rights attorney for more than 14 years, first with the U.S. Department of Justice and then with the Arizona Attorney General's Office. In February 2006, she and Judy Drickey-Prohow started their own law firm that will specialize in EEO, ADA and fair housing consulting, mediation and training.

Maggie Pearson works as a counselor in the Child and Family Counseling department of Our Family. She is from Mexico and has been living in Tucson for two years. She has a B.A. in Psychology and an M.A. in Gestalt Psychotherapy.

Maureen Andrew has over 15 years of Human Resources management experience in private industry and 10 years experience as a Community Specialist, working with youth and families in foster care. She is a graduate of the University of Arizona with a B.A. in Vocational Rehabilitation.

Patricia Markel is a certified Human Resources professional who works at the Arizona Cancer Center. She has two college-age children and loves Tucson's hot and dry weather in June.

Rick Rhey is the current Executive Director of the Southwest Fair Housing Council. He has been working in non-profit management for 25 years. He was a former Hearing Officer for Section 8 and found that too often he was mediating, so he decided to go with the flow and become a mediator. SWFHC intends to develop a program for landlord/tenant mediations.

Sandy McRae is a recent law school graduate whose mission is to help people avoid litigation through mediation.

Sarina Fifer works at a family law firm in Tucson. The firm specializes in divorce, child custody, child visitation, and estate planning. Sarina finished law school and sits for the Arizona Bar in July 2006.

Tracy Stillwell has an almost empty nest after raising four wonderful offspring for 24 years. She is finishing an Interdisciplinary Studies degree in Sociology, Psychology, and Communication and will be graduating in May 2006 from the University of Arizona.

Volunteer In-Service Training Update

The next in-service will be a 4-hour process-based training covering a refresher on Transformative Mediation and addressing guidelines, as well as tools and strategies for getting at underlying needs and beyond impasse. For those of you who attended the previous 4-hour training in November 2005, this is basically the same training. You are welcome to attend but the material covered will be the same. We are still holding it on Saturday from 8:30 a.m. to 12:30 p.m. Saturdays still work best for continuity of the training.

Spring 2006 In-Service Training Calendar	
April 22 (Saturday)	4-hour process-focused training
May 10 (Wednesday)	Roundtable discussion
June 6 (Tuesday)	2-hour skill builder

The last two in-services of the fiscal year (ending June 30, 2006) will be a roundtable in May and a skill-builder in June. These will be evening sessions from 6:00 to 8:00 p.m. The three sessions listed below will be the only opportunity to meet the 6-hour requirement for the year. If you attend a training that pertains to mediation outside of Our Family, please let us know prior to attending so we can count it toward the requirement.

Upcoming Northwest Fire District 40-Hour Training

We have been invited to present a 40-Hour Mediation Training for the Northwest Fire/Rescue District. They will be creating an internal mediation program as a means to help deal with disagreements among staff without automatically resorting to disciplinary measures. The District has a code of conduct—the Northwest District Way—which describes the respectful atmosphere the District is seeking to create among firefighters and community members alike. Modeled after the Phoenix Fire Way, which also uses a mediation program, the Northwest District Way seeks to build a strong foundation for a rapidly growing Fire District.

The training will be held May 22-26 and we need your help! We will have several role plays and a couple mock mediations built-in throughout the training. We will need coaches to help make the training a success. Please let us know if you are available during the week of May 22-26 and we will let you know which dates and times we will need your assistance. The training will be held at the Northwest Fire/Rescue District Training Site. Contact Andrea or Victor with any questions.

What to Do If...Some Tips for Dealing with the Unexpected

Sooner or later it happens. You and your co-mediator are getting ready to start a mediation and then there's a knock on the door. One of the CMP staff steps into the room with an "uh-oh" expression on his/her face and proceeds to tell you that the unexpected has come up. CMP staff do their best to inform clients about who/what to bring or not bring to their mediation, but occasionally clients will bring someone or something to the mediation that doesn't belong there. What should you do?

Here are a few tips on how to deal with some of the more frequent unexpected situations that may arise. For most situations, it is best to bring all parties into the mediation room as soon as possible to deal with the problem privately. If parties to the mediation can not agree to a course of action, it may be best to cancel or reschedule the mediation. Last but not least, if you don't know what to do, you can always request help from CMP staff.

What to Do If...(cont'd)

...a client shows up with children.

CMP staff request that clients not bring small children, since discussions in mediation can get heated and children can be a distraction. If a client shows up with small children and there is another adult with that party, see if one of the adults is willing to sit out in the lobby with the children, while the other attends the mediation. If a client shows up with a teenager, it may be OK (and sometimes appropriate) for the teen to participate in mediation. It can be an opportunity for the teen to experience effective ways of communicating as well as giving him or her a chance to be heard. Check with all parties and see what they are willing to do.

...a client shows up with neighbors or witnesses.

Again, bring all parties into the room. You may address the issue as “It looks like there are more people here than we expected to have. Before we start the mediation, we’d like to find out what brings everyone here today.” It helps if the mediators can learn why those extra parties are there. Are they there for moral support, as a witness, or are they also directly involved in the conflict? If they are there as a witness, the mediators can explain that the mediation process does not require evidence or testimony and it is best to limit the mediation to the parties directly involved. If they are there as a co-complainant, the mediators can explain that they can address the issue in mediation, but they need to make a separate appointment.

...a client shows up with a tape recorder or wants to take notes in mediation.

The CMP does not allow clients to tape record mediation sessions, as this would compromise the safe and neutral atmosphere and confidentiality that we guarantee clients. If a client insists on bringing in a tape recorder, the mediators can reiterate why we do not allow tape recorders and remind them that mediation is voluntary. If they cannot agree to leave the tape recorder outside, then the mediation cannot take place. The same goes for taking notes in mediation. Again, mediation is an informal opportunity for clients to work out their issues on their own; it is not an opportunity to gather evidence.

...a client shows up with evidence for the mediators.

Mediators can politely let the client know that they do not need to see any evidence; the client is free to share that evidence with the other party, but the mediators are not there as judges and will not evaluate any evidence.

...a client shows up with his/her lawyer.

Again, mediators can emphasize that mediation is a confidential and informal process that allows parties an opportunity to resolve their issue on their own terms. If one party brings a lawyer, it is not fair to the other party and the lawyer’s presence can impede the transformative process, making it difficult for parties to open and honest with each other. If a party insists on having their lawyer there, the mediators can request that the lawyer not participate in the mediation session and wait outside. If a disputant would like to take a break during the mediation to consult with her/his lawyer, they can do so at any time.

...you know one of the clients or have mediated a prior case for one of the clients.

As a mediator, if you know one of the clients well, it is best to excuse yourself from mediating to avoid any conflicts of interest. If you are acquainted with a client or have mediated a case with them before and you feel that your neutrality would not be compromised, make sure to disclose the nature of your acquaintance to all parties at the beginning of mediation. If either party does not feel comfortable with you mediating, then let CMP staff know and one of them will step in for you.

Using Improvisation to Develop Conflict Resolution Skills

By Debra Gerardi

There are oodles of training programs for teaching negotiation and mediation skills. One of the most widely read books, *Getting to Yes*, looks at a four-step process for facilitating negotiation. Developing personal skills for resolving conflict is an important first step before mastering processes of any kind. How to teach the skills of listening and agreement can be challenging. It is important to “show” and not “tell” students the skills of listening, intuiting, and problem solving. The use of improvisation games can facilitate the training process and help mediators, negotiators and parties in “Getting to Yes, And...”

Part One of this article outlined the basic skills necessary for creative problem solving and intuitive conflict resolution. Part Two of the article looks at the principles of improvisation and some of the games that can be used to teach listening, agreement, collaboration, and acceptance.

The Roots of Improvisation

“Through spontaneity we are re-formed into ourselves.” Viola Spolin

Although expressed by the ancient Romans through Commedia del’Arte, improvisation as a recent performance art began with the work of social worker Neva L. Boyd, founder of the Recreational Training School at Chicago’s Hull House, in the 1930’s. Her work in the area of creative group play incorporated storytelling, folk dance and dramatics to stimulate creativity in children. Her techniques were studied and adapted by drama instructor Viola Spolin.

Spolin held the belief that if the environment permits, everyone has the capacity for creativity and improvisation. By increasing an individual’s involvement with their environment intellectually, physically and intuitively, the capacity for creativity can be developed. Spolin’s improvisational games develop an individual’s ability to listen, to agree, and to interact spontaneously to solve problems as a member of a group. Participants, or players, create stories and scenes spontaneously based on suggestions from an audience. The atmosphere is supportive and encouraging and there are no wrong answers during play. The games allow a forum for expression by all players regardless of age, gender or socioeconomic status. The creative ability fostered by improvisation frees the person to explore what is possible and develop flexibility of thought, two essentials for resolving conflict and solving problems.

Some Principles of Improvisation

“Direct communication is the moment of mutual perceiving.” Viola Spolin

Improvisation training begins with warm-up exercises designed to help players become more aware of their environment and the other players. Physicalization (using the body to create objects, emotions, characters), guided imagery, and focus exercises invite players to “get out of their head” and be present in the moment. A common warm-up exercise is “Freeze”. In this game, three players are given the task of moving randomly together in the space. The director asks the audience for an object or location and then calls “freeze.” The players freeze and then begin a conversation that incorporates both the audience suggestion and the positions into which they are frozen. This game forces the players to solve the problem of integrating the position with the suggestion by using each other’s ideas.

Improvisation is based on spontaneity. Planning ahead or worrying about what to say destroys spontaneity. Just as in a mediation or negotiation, there are unscripted dialogues. Selecting a position or calculating the other side’s interests ahead of time can block spontaneity and lead to impasse. When improvising, it is important to help players let go of control and be open to what is happening around them. This allows them to utilize their senses and intuition when interacting with each other. The point at which the players do not know what to say is the starting point for improvisation. It is the point at which they turn to each other to look for clues for moving forward. It is the impasse point in a mediation or negotiation. It is the point where the participants must let go and utilize their senses and intuition to interact with each other. It is the conversation we have when we have emptied ourselves of our positions and preconceived notions. It is the point at which we are able to perceive together what is happening right now. It is the moment of direct communication.

Listening Intuitively

“When we listen, we place our perceptions.”

“You must create a space in which listening can occur.” William Isaacs

As William Isaacs says in his book, *Dialogue and the Art of Thinking Together*, listening opens a door within us to a greater sense of participation in the world. Listening is the key to improvisation. Improvisation is what we do when we carry on a conversation with others or when we enter into a negotiation or mediation. There may be a process or set of ground rules, but they do not tell us what to say. Knowing what to say requires that we listen.

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Knowing what to say involves listening for clues from the environment. There are many blocks to participation that prevent people from listening. Being “stuck in your head” while planning a strategy or story keeps you from hearing what was just said to you. Clinging to a position, refusing to consider alternatives, or being judgmental block listening. Strong emotions, distracting noises, worrying, and constant busy-ness all block the ability to listen to the environment. They also block the ability to listen to the intuitive voice inside of us.

Improvisers frequently play a game called “Story-story” to develop listening skills. Listening as a team is a challenging skill. The game of Story-Story involves five or six volunteers who are invited to come up and tell a story that has never been told before. The audience is asked for a title to the story and the name of one character. The players line up and begin to tell the story one word at a time. By pointing randomly to the players, the director conducts the story, requiring each player to watch the director and listen to what was said just before his or her turn. Once players have mastered speaking one word at a time to build the story, the play progresses to one sentence at a time. The director continues to randomly select players to prevent them from mentally “writing” the story in advance. Play is further advanced by switching players in mid-sentence, requiring each player to finish the previous player’s thought or word. Players are instructed to accommodate any conflicting statements made due to a lack of listening, by justifying what was said and incorporating it seamlessly into the story. At the end of each game, the director “gives notes” and solicits feedback from the players as to what worked and what did not. The players have the opportunity to learn from immediate feedback from the other players and the audience.

Facilitating listening games enables the players to observe the consequences of not listening. The player’s natural tendency to craft a response before hearing an initiation leads to a disjointed flow of dialogue. Additionally, listening games teach the peril of making assumptions. Jumping to conclusions or assuming the intent of another player’s actions or words leads to conflict. In a playful setting, this conflict leads to big laughs. In real life, this conflict leads to the courts. Using games with made-up relationships or locations enables the players to critique the performance of a “character” rather than a peer or themselves. They are able to see typical human behavior without feeling singled out or judged. It is important that the director remember that there are no wrong answers during play and no bad ideas. The atmosphere must be supportive of all players. It is the skills of listening and agreement that are important and not the content. As players become more comfortable with each other, their creative ability will improve and the collective genius of the group will shine through.

Agreement

Getting to Yes, And...

Fostering communication is the meat and potatoes of every mediation. Reaching agreement is the dessert. Facilitating movement toward agreement is an art and requires that the mediator know just how unnatural agreement can be. One of the many hurdles all improvisers must face is learning how to agree. Initially, players are nervous and may want to control the scene to contain their fear. This is also true of parties in a conflict. One way to control a dialogue is to disagree with ideas offered by the other person. Another strategy is to frequently ask questions of the other person, thus putting that person on the spot and forwarding the questioning player’s own agenda. Practicing agreement scenarios is a great way to teach players how to overcome the natural tendency to disagree. Learning agreement is best taught through the game, Yes, and...

The game “Yes, and...” is a perfect method for showing how difficult it is to reach agreement and how revealing non-verbal communication can be. Two players are invited to play. They are instructed to agree with whatever the other player says and add information. To foster spontaneity, the audience is asked to suggest a fictional relationship for the two players. Examples include, husband and wife, sisters, lovers, and so on. The facilitator should avoid any real relationships between the players to enhance creativity. Next the audience is asked for a location where the two people may be having a conversation. Once the players have been given the relationship and location, they commence to have a conversation. The conversation is allowed to continue without interruption to its natural conclusion. The players may struggle with the simple task of agreeing with each other. Quite naturally, most players will begin to play, “Yes, but...” which leads to conflict as they attempt to verbalize agreement without actually agreeing.

At the end of the scene, the director leads a discussion with the players and audience regarding their observations. The discussion includes the level of agreement, the power structure of the character’s relationship, the body language, and possible barriers to the character’s ability to agree. At certain points, the director may “freeze” the players and discuss the body language and the effects of non-verbal cues on the conversation. The game is repeated with several different pairings to demonstrate various communication styles and the natural progression toward disagreeing. Despite the lack of real life consequences, the players will continue to hold on to their character’s agenda.

Once the game is played correctly, the group becomes aware of the synergistic flow of dialogue that becomes possible when the characters agree. The players who are able to agree are perceived by the audience as: compatible, trusting, friendly, relaxed, open, and fun. The players who master agreement are carried from their initial ideas to a spontaneously crafted scenario developed purely through agreement with the other player. This game is great for

training people how to prevent conflict, how to work as a team and how to overcome fear of letting go of an idea. In the hands of an experienced mediator, the game can be used during a mediation to help parties incorporate agreement into their conversation.

Acceptance

“No one knows the outcome of a game until he plays it. Without the other player, there is no game.” Viola Spolin

A well known principle among improvisers is “follow the follower.” The principle implies that at all times all players are following the lead of another player. Focus is seamlessly transferred from one player to another. The give and take of focus requires the players to watch each other and to listen for clues to the next beat. Follow-the-follower requires that each player accept the other player’s ideas and trust in their own ideas. Acceptance is a skill that requires a level of trust and willingness to let go of a position or agenda.

A simple game used to teach acceptance and the follow-the-follower principle is Siamese Talk Show. Two volunteers are selected to be “experts” on a talk show. The audience gives the players a topic of expertise, the more obscure the topic the better. Acting as a talk show host, the director solicits questions from the studio audience. The rules for the players are simple- the players are Siamese twins who must speak simultaneously when giving answers to the questions from the audience. The players receive questions one at a time from the group and are then given the opportunity to spontaneously answer. Generally, the answers are only one or two words. Asking questions that require longer answers challenges the players. The players are forced to follow each other in determining what to say- they are speaking together as they listen. The audience is able to watch for the give and take of focus, for agreement, and for leading by a dominant player. The content of the answers is not important to the game but yield howls of laughter as the players try to come up with the answer and speak in unison. The more the players trust each other the easier it will be for them to accept the ideas of their cohort.

Improvise, Don’t Ad Lib

“How a problem is solved must grow out of the stage relationship. It must happen at the actual moment of stage lift- right now, and not through pre-planning. HOW kills spontaneity. Direct communication prevents HOW.” Viola Spolin

There is a certain level of planning that goes into a mediation or negotiation. Who will attend, where to convene, and meeting time are all good things to plan. Planning a solution to the problem can be disastrous. Obviously, the problem is not defined clearly until both parties define it together. Drafting positions or solutions in advance of defining the problem will only lead to more conflict. Consequently, the parties and the mediator need the ability to improvise in order to resolve the problem. Improvisation should not be confused with ad-libbing. Improvisation is using everything in the environment to solve the problem. Ad-libbing, or inventing, is a sign that the person is withdrawing from the environment and from the other players. Ad-libbing destroys spontaneity. It indicates the players’ attempt to plan rather than work with the other player to solve the problem. This is common in conflict situations where one party will avoid an uncomfortable moment by reciting policies, the law, or slippery slope consequences that are not relevant or serve as blocks to brainstorming. A good mediator can redirect the parties back to what is happening between them rather than issues outside the relationship. By communicating directly, the parties work collaboratively to come up with creative solutions.

Spread the Love

“The shortest distance between two people is a laugh.” Victor Borge

Providing an interactive, fun-filled environment for learning can spark creativity and spontaneity. Developing skills for solving complex problems, for resolving retractable conflicts, and for preventing escalation of disputes can lead to an environment where ideas and relationships can grow. Tapping the need to play in each individual is an ideal way for building those skills and bringing people closer together.

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**Community Mediation
Program**

PO Box 40250
Tucson, AZ 85717
(520) 323-7862

www.ourfamilyservices.org

April 2006

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June 2006

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May 2006

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Important Dates to Remember

- April 22** 4-hour In-service training (8:30 a.m.– 12:30 p.m.)
- April 26** Attorney General’s Office Victim/Offender Mediation Training (8:30 a.m.– 4:30 p.m.)
Contact the AG’s Office for more info.
- May 10** Roundtable discussion (6-8 p.m.)
- May 22-26** Northwest Fire District 40-Hour Training (8:00 a.m.– 5:00 p.m.)
- June 6** 2-hour Skill Builder training (6-8 p.m.)