

Conflict *without* Casualties

GROUP DISCUSSION GUIDE

*Facilitating Group Conversations
and Team Development Around
Compassionate Accountability*



next element



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EXTENDING THE VALUE OF *Conflict without Casualties*

Conflict without Casualties Group Discussion Guide is a companion to the book, *Conflict without Casualties: A Field Guide for Leading with Compassionate Accountability*. Use the discussion questions and activities in this guide to expand on your own insights, share learning, and turn concepts into action for your group or team.

HOW TO USE THIS GUIDE

Every chapter in *Conflict without Casualties* is packed with insights, actionable strategies and applications for groups working together to accomplish their mission. This discussion guide is designed to help you and your team maximize the potential in the book. For each chapter we've provided questions and activities to stimulate discussion, facilitate learning and invite real-life application.



BOOK STUDY

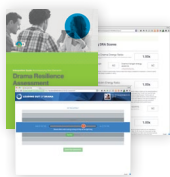
The first set of questions is designed for book-study groups where stimulating conversation around key insights is the goal. Select questions to suit your goals.



TEAM BUILDING

The second set of questions is designed to help teams focus on applying the concepts from *Conflict without Casualties* to reduce drama and improve Compassionate Accountability. Facilitators, select the questions and activities that suit your

goals. For a more intensive experience, work through all the questions in each chapter, paying special attention to goal setting and commitments at the end of each section. If you are a professional coach or facilitator, use these questions and activities to supplement your work.



THE DRAMA RESILIENCE ASSESSMENT™ (DRA™)

Any great learning quest involves a solid assessment of your current state, and measurement of change along the way. We've developed the *Drama Resilience Assessment (DRA™)*, an online assessment, to help you gain insight into your drama tendencies and compassion potentials.

Inside each copy of the book, *Conflict without Casualties*, is a code to complete the DRA. Go to <https://getmydra.com> and use your code to complete one free assessment and receive your basic DRA™ report along with a self-study guide.

Use these results to add context and value to your book study or team-building efforts. If you don't have access to a code, you can purchase a DRA from the same website for a nominal fee. Do you want to measure change in your Compassionate Accountability? Take the DRA again after you've completed the program and compare your results.

If you complete the DRA as part of a Leading Out of Drama® (LOD®) training or coaching program facilitated by a certified LOD Provider, you may have the opportunity to rate your team or another individual and receive a more comprehensive profile report.

LEADING OUT OF DRAMA® APPLICATION PACKS

Do you want to build a culture of Compassionate Accountability in your organization? We have just the right resource for any level. We offer a series of self-guided application workbooks with templates to apply Compassionate Accountability to the most common problem areas, such as conducting productive meetings and meaningful performance conversations. We will continue to refine these application workbooks and develop new ones. Pair specific application modules with the book and discussion guide to gain greater awareness and insights. Mix and match resources to customize your own training program.

GETTING HELP FROM A CERTIFIED LOD PROVIDER OR PRACTITIONER

Next Element certifies LOD providers with advanced knowledge and skills to teach the concepts of Leading Out of Drama. If you'd prefer working with a certified LOD Provider, visit our website to find a provider near you.

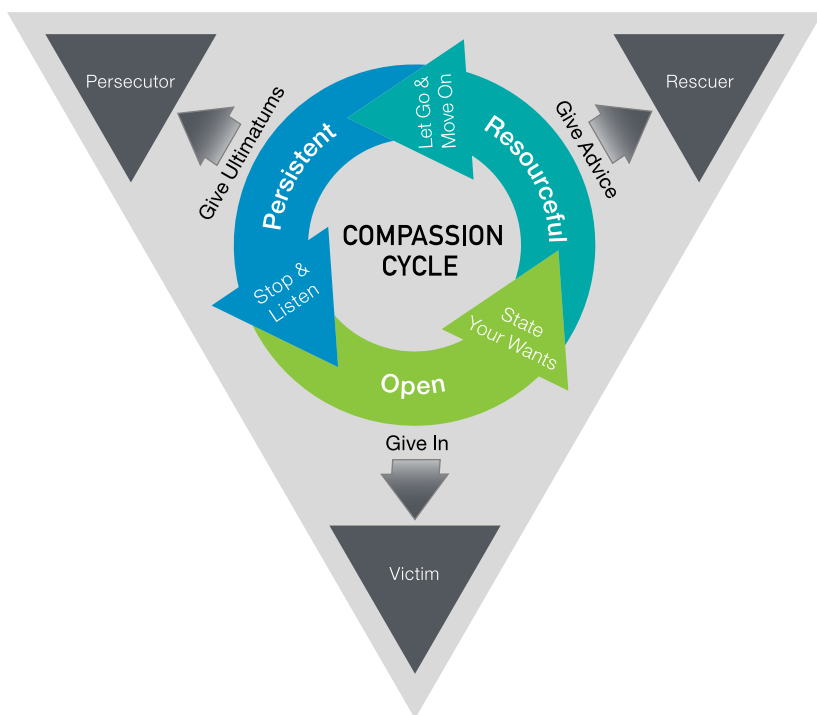
Would you like to enhance your LOD skills for daily interactions? Consider LOD Practitioner Certification, an intensive course to hone your skills in all the LOD Compassionate Accountability and conflict tools.

Do you want to take your skills to the next level and become part of our worldwide practitioner/provider network? Leading Out of Drama is our system for comprehensive training, skill-building and coaching for Compassionate Accountability.

THE NEXT ELEMENT IMMERSION EXPERIENCE

For change agents seeking an exclusive and high-intensity deep-dive into the signature communication and conflict tools from Next Element, enroll in one of our immersions and join a small cohort of other motivated leaders for a leadership boot camp like no other.

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Conflict:

THE BIG BANG OF COMMUNICATION



- Share your reactions to Ken Blanchard's quote, "A problem only exists if there is a difference between what is actually happening and what you desire to be happening." What is your perspective on this definition of conflict?
- What is your relationship with conflict? How have you experienced it in the past? Do you have examples of conflict that was destructive? What about conflict that created something positive?
- Compassion is about struggling with others instead of against them (drama). How does this align with, or challenge, your understanding of compassion?
- Describe some of your heroes who demonstrate compassion. What do you admire about them?



- How do you handle discrepancies between what you want and what you are experiencing with your team?
- When conflict comes knocking, how does your team struggle? List positive and negative ways your team struggles.
- Why are you using this book with your team? What issues do you want to address? What outcomes are you looking for?

Notes:

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Drama:

MISUSING THE ENERGY OF CONFLICT



The basic DRA you obtained by using the code inside your *Conflict without Casualties* book will show a risk index for each of the three Drama Roles. The closer your score is to 100, the more frequently you will play this role. These scores are one point of reference as you consider these questions.

If you don't have a report, you can order one by going to <https://getmydra.com>, or combine what you know about yourself with what you've learned in this chapter to make your best guess.

Note: The complete DRA report (obtained only through certified LOD Providers) contains the comprehensive set of scores associated with all LOD skills and concepts.



- Where do you see drama in your family, team, organization or community?
- This is a true story. One mid-sized community hospital identified that drama cost them \$13 million on one project. They wanted to implement a new

medical record system, and researched what they believed was a good fit for their hospital. The price tag was \$8 million over three years. Two years into the project, they had made negligible progress and abandoned implementation. Why? Drama. Department heads didn't want to give their managers time to learn the new system. The head of IT was jealous of the outside vendor and put up barriers to access. The HR director made excuses for managers who didn't meet deadlines. All in all, they estimated \$5 million in lost productivity, coupled with the \$8 million investment in the new system, with nothing to show for it. Discuss your response to this story.

- What has drama cost you in your own life? Make a list and identify as closely as you can the value in terms of productivity, time, money spent, relationships and lost opportunity.
- Looking at the lists of positive strengths behind negative behaviors (pp. 28-31), what negative behaviors in yourself and others are particularly difficult for you to negotiate? Why? Share with the group. What positive strengths might be hiding behind these behaviors? In what areas would you like to improve?
- Refer to the Cultural Consequences of Drama-Based Leadership (pp. 31-32). Which ones to you resonate with? What additional consequences can you identify?
- What goals does this group want to set about different behaviors in the future?



- Compare the following sources of information about you: your DRA profile results, your own self-assessment using the information from this chapter, and feedback from several trusted persons in your life. Are there discrepancies? Are there areas of agreement? What does this mean? Discuss these items with your team, coach or mentor.
- Identify the beliefs and myths associated with your most likely drama roles (see p. 23). How do they manifest in your life? What do you think, say or do that reinforces them? Where did you learn these beliefs and myths? What are some negative consequences of believing in these myths?

- Identify the projected emotions associated with your most likely drama roles (p. 23). How do you use them, and in what situations do they show up? What impact do they have on the people around you, including customers and/or employees?
- What does your internal drama triangle dialogue sound like (p. 25)? How does it serve to perpetuate your external drama role(s)? Whose voices from your past (or present) are you hearing?
- For larger groups: get into small teams of three to four and list as many costs/ consequences of drama as you can think of. Which ones resonate with you? What additional consequences can you identify?
- In small groups, use post-it notes or index cards to write down one cost of drama per card. Post them on a large wall. Ask each of the small groups to report to the larger group what they've discovered. Give time for group participants to look over the "wall of drama" and identify any costs that resonate with them.
- If you set a goal to see changes in your DRA profile, what kinds of changes are you hoping to make? If you took the DRA again in the future, how might you use it to track changes?
- What goals would this team like to set going forward?

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THREE

But I'm Just Trying to Help:

GOOD INTENTIONS, UNINTENDED
CONSEQUENCES



Combine what you know about yourself with what you've learned in this chapter to make your best guess about your most likely drama-based helping patterns, Allies and Adversaries.

Note: If you are using a complete DRA report (obtained only through a certified LOD Provider), your profile will include scores for your Drama-Based Helping Patterns, and most likely Drama Allies and Adversaries. These scores are one point of reference as you consider these questions.



- Do you see drama-based helping in your family, team, organization or community? Describe behaviors you've identified. What are the consequences? What perpetuates this behavior?

- This chapter asserts that most gossip involves people in drama looking for allies. Do you agree or disagree? Discuss.
- What are your reactions to the two stories at the end of the chapter (pp. 46-48). Have you experienced similar switches with people in your life?
- What insights did you gain from this chapter?
- In what areas would you like to improve?
- What goals does this group want to set about different behaviors in the future?



- Compare the following sources of information about you: your DRA profile results, your own self-assessment using information from this chapter, and feedback from several people you trust. Are there discrepancies? Areas of agreement? What does this mean? Discuss this with your team, coach or mentor.
- Drama-based helping is fueled by myths. What myths do you believe? How did you develop these myths? How do they impact you today?
- For larger groups: get into smaller groups of three or four and share a situation in which you helped from a drama position. What were your motives? How did it turn out? Identify the myths driving your behavior.
- Do you have Drama Allies? Drama Adversaries? Identify these relationships and discuss the dynamics with your coach, mentor or team. What are the consequences for you?
- What changes would you like to make as a result of this chapter? Set goals, determine how you will achieve them, and find accountability partners to help you along the way.

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Compassion:

NOT FOR THE FAINT OF HEART



The basic DRA you obtained by using the code inside your *Conflict without Casualties* book will show a strength index for each of the three Compassion Skills. The closer your score is to 100, the stronger this skill is for you. Your report also shows a ratio to indicate the balance between compassion-drama in each area of your life. These scores are one point of reference as you consider these questions.

If you don't have a report, you can order one by going to <https://getmydra.com>, or combine what you know about yourself with what you've learned in this chapter to make your best guess.

Note: The complete DRA report (obtained only through certified LOD Providers) contains the comprehensive set of scores associated with all LOD skills and concepts.



- Share anything in this chapter that was particularly important for you, and anything about which you had a strong positive or negative reaction. Why?
- Where do you see Compassion Skills being exercised in your family, team, organization or community?
- Which Compassion Skills are strongest for you? Which are weakest? What are the consequences?
- Dr. Regier suggests there are certain myth-based emotions (p. 63) that only serve to re-victimize people when we use them. What's your perspective?
- Winston Churchill said this of optimism, "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty." This suggests that optimism is a quality of persistence, a discipline to be developed. What's your perspective?
- At the conclusion of each Compassion Skill section, there is a list of things you might gain by practicing this skill. Discuss these positive outcomes in your group. Which ones are most important to you? Which ones are most lacking in your work culture or community?
- In what areas would you like to improve? What goals does this group want to set about different behaviors in the future?



- Compare the following sources of information about you: your DRA profile results for Compassion Skills, your own self-assessment using the information form this chapter, and feedback from several trusted persons in your life. What discrepancies or areas of agreement did you discover? What does this mean? Discuss this with your team, coach or mentor.

- Assess your level of confidence and competence in each of the nine compassion strategies. Where are your strengths? Where are your challenges? How does this affect your personal and professional effectiveness and well-being?
- The last section in this chapter explores balance among the Compassion Skills, including how each can be beneficial when used in moderation, and the dangers of overuse (pp. 74-77). What is the distribution of Compassion Skills within your team? How is it managed? Discuss applications and insights in your life, your team, your organization.
- In terms of building your Compassion Skills, where would you like to focus your personal or professional development efforts? Are there any particular relationships you'd like to work on?
- If you were to set a goal to see changes in your DRA profile, what would it look like? If you took the DRA again in the future, what scores would you like to achieve?
- For larger groups: get into small teams of three to four and identify behavioral patterns (words, tone of voice, body language) that indicate whether someone is being Open, Resourceful or Persistent. What might be some signature behavioral features for each Compassion Skill?
- What goals does this team want to set for new behaviors going forward?

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Compassion and the Cycles of Human Civilization:

WILL WE GET IT RIGHT THIS TIME?



The basic DRA you obtained by using the code inside your *Conflict without Casualties* book will show a ratio to indicate the balance between compassion-drama in each area of your life. These scores are one point of reference as you consider these questions.

If you don't have a report, you can order one by going to <https://getmydra.com>, or combine what you know about yourself with what you've learned in this chapter to make your best guess.

Note: The complete DRA report (obtained only through certified LOD Providers) contains the comprehensive set of scores associated with all LOD skills and concepts.



- Share anything in this chapter that was particularly important for you, and anything about which you had a strong positive or negative reaction. Why?
- The concept of a cycle of change is not new. Several other models for understanding change have been listed in the footnotes. What connections do you see between the Compassion Cycle and other models of change?



- Albert Einstein said, “Insanity is doing the same thing over and over, expecting different results.” Do you think humans are insane? Is it inevitable we will end up in a Persecuting role? How can we get back on track?
- This chapter suggests that ideological systems arise during the Persistence phase of human civilization and are often intermixed with efforts to protect access to resources. Where do you see this playing out in our world today? Where does it play out in your own life?
- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?
- Braden suggests five typical crises that signal a tipping point for civilizations: 1) An unsustainable population, 2) Climate change, 3) Growing shortages of resources, 4) Growing gaps between poverty and wealth, health and disease, education and illiteracy, and 5) Growing threat of war and other violent conflict. Could the same be said for organizations? Which ones are present in your team or organization? What are the implications?
- How do people and systems keep from getting stuck at Persistence and ending up at Persecutor? What can you do to keep the cycle moving productively in your team or organization?
- Are you stuck? If so, where? What changes do you want to make to get unstuck?

[illegible]

Violators Will Be Prosecuted:

THREE RULES OF THE COMPASSION CYCLE



This chapter does not have a corresponding DRA index.



- What about this chapter was particularly important for you? Anything about which you had a strong positive or negative reaction? Why?
- What is your perspective on Juanita's response to Sally? How do you think such an approach would work with drama adversaries and allies in your own life?
- Have you ever tried to confront drama and the other person rejected your attempt? Discuss your experience with others in the group.
- How do the three rules for the Compassion Cycle challenge the way you normally handle conflict? What insights did you gain?

- Explore what can happen if you (or others) violate one or more of the rules. For example, how do you respond when someone enters at Persistence, reminding you of rules and commitments before disclosing their feelings (Open) or offering any information (Resourceful)?
- How could the three rules for the Compassion Cycle be applied to common activities in your organization or team? For example: meetings, change management, performance reviews, supervision and mentoring.
- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?



- Which of the three rules is easiest for you to follow? Which is most difficult? Why? Discuss in small groups.
- Does your team violate any of the rules? Describe and discuss the impact it has on your team.
- The chapter outlines predictable consequences of violating the rule “The only way forward is forward,” and what happens if we skip any of the three Compassion Skills. Review this list and discuss which, if any, you have experienced. What would you add to the list of consequences?
- In small groups, develop a template for how you could use the Compassion Cycle and the three rules of compassionate conflict to conduct a meeting, performance review, negotiation, or other critical interaction. Share with the rest of the group.
- What outcomes would you anticipate if you used the Compassion Cycle as a framework for conducting your most important activities?
- In what areas would you like to improve? What goals or commitments would this team like to set about different behaviors in the future?

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Warning! Drama Approaching!

THREE LEADING INDICATORS



Combine what you know about yourself with what you've learned in this chapter to make your best guess about your most likely Leading Indicators for Drama.

Note: If you are using a comprehensive DRA report (obtained only through a certified LOD Provider), your profile will include scores for your Leading Indicators. These scores are one point of reference as you consider these questions.



- What about this chapter was particularly important for you? Anything about which you had a strong positive or negative reaction? Why?
- Where do you see Leading Indicators in your life? How do they affect you personally and professionally?
- Where do you see Leading Indicators in the world around you? Politics? Religion? Society? How do they affect conversation in those settings?

- Each Leading Indicator is followed by three personal affirmations to help you get back on track. Which ones resonated most with you? Why? What would you add?
- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?



- Are Leading Indicators present in your team? Which ones? How do they show themselves?
- How does Leading Indicator behavior affect conversation within your team? How does it affect productivity, morale and trust?
- Compare your Leading Indicator Risk Index with others. What do you notice? Ask others how they would rate you and compare to your own rating. If you have a group aggregate report, compare your scores to the overall team score. Discuss implications.
- Practice responding to Leading Indicators with a Compassion Skill.
 - Find a partner.
 - One person offers a Leading Indicator and the other one responds with a complimentary Compassion Skill.
 - Repeat several times, then switch partners.
 - Rotate through at least three different partners.
 - Share your experience with the larger group.
- Each Leading Indicator is followed by three personal affirmations to help you get back on track. Have each person select one or two affirmations that resonate most. Share with a partner or in small groups.
- If the team was to select three affirmations to be a “team mantra” which ones would you pick? How might you support and reinforce these affirmations within your team? What could change if you followed through with your team mantra?

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It's All About Choices:

THREE CHOICES TO MOVE



Combine what you know about yourself with what you've learned in this chapter to make your best guess about your Choices to Move.

Note: If you are using a comprehensive DRA report (obtained only through a certified LOD Provider), your profile will include your Choices to Move competency scores: State your Wants, Let go & Move on, and Stop & Listen. Use these in conjunction with your own experience to explore your ability to make the three Choices to Move and set goals. These scores are one point of reference as you consider these questions.



- What about this chapter was particularly important for you? Anything about which you had a strong positive or negative reaction? Why?

- Discuss the quotes at the beginning of the chapter. What do they mean? What wisdom might they be conveying?
- Which of the three Choices to Move is easiest for you to make? Most difficult? Why?
- What is the difference between victimization and playing the victim role? Have you worked with people who were victimized and in real physical danger? How might these principles apply to their lives?
- Discuss the case study, *Dan: The CEO Who Couldn't Let Go and Move On*. What resonated most with you? Why? Which of Dan's characteristics do you see in yourself? What is it like to work with someone like Dan?
- How could the three Choices to Move be incorporated into your everyday workplace activities? For example, how might you apply these choices to meetings, performance reviews, supervision and negotiating change?
- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?



- Which of the three Choices to Move is easiest for you to make? Which is most difficult? Why? How do you know? What are the consequences? Discuss in small groups, or with your coach, mentor or facilitator. Share with the larger group.
- Compare your three Choices to Move index scores with others. What do you notice? Ask others how they would rate you and compare to your own rating. If you have a group aggregate report, compare your scores to the overall team score. Discuss implications.
- Describe a time when you or your team faced one of the three Choices to Move and couldn't make it. How might the concepts in this chapter help you understand what happened?
- This chapter explores what can happen when people don't make the Choice to Move. Does your team suffer from this kind of avoidance? Why? What are the consequences? How can you get better at making the Choice to Move?

-
- In small groups, develop a template for how you could incorporate the three Choices to Move into a meeting, performance review, negotiation or other daily activity. Share with the rest of the group.
 - Refer to the chapter section, *A Nested Constellation*. Discuss how the Compassion Cycle can be used at a micro and macro level, or even as a mini-cycle within a larger cycle.
 - In what areas would you like to improve? Does this team want to set any goals or commitments about different behaviors in the future?

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Coaching Accountability When There's No Drama:

MATCH AND MOVE



Combine what you know about yourself with what you've learned in this chapter to make your best guess about your Choices to Move.

Note: If you are using a comprehensive DRA report (obtained only through a certified LOD Provider), your profile will include your Choices to Move competency scores: State your Wants, Let go & Move on, and Stop & Listen. Use these in conjunction with your own experience to explore your ability to make the three Choices to Move and set goals. These scores are one point of reference as you consider these questions.



- What about this chapter was particularly important for you? Was there anything about which you had a strong positive or negative reaction? Why?

- What experiences have you had with helpers in your life who either met you where you were, or expected you to join them at their level?
- For each Compassion Skill, there are additional phrases to Match and Move. Do any of these resonate with you? Why?
- Match and Move works up, down or sideways. Which one would be easiest for you? Most challenging? Why?
- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?



- What experiences have you had with people in a supervisory or administrative role who either met you where you were, or expected you to join them at their level?
- How might Match and Move apply to your supervision, coaching or client relationships? In small groups, discuss how you could apply this strategy to common interactions—e.g., an employee asks for help dealing with another employee, getting better guidance from your boss, or conducting a sales call. Share with the larger group.
- Match and Move works up, down or sideways. Which would be most challenging within your team? Why?
- Practice Match and Move. In small groups:
 - One person makes a statement representing one of the Compassion Skills
 - Another person matches their statement, and invites them to make the Choice to Move
 - Debrief and rotate
 - Share learnings with the larger group
- In what areas would you like to improve? Does this team want to set any goals or commitments about different behaviors in the future?

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The Formula for Compassionate Conflict:

CONFRONTING DRAMA WITH
COMPASSIONATE ACCOUNTABILITY



This chapter does not have a corresponding DRA index.



- What about this chapter was particularly important for you? Anything about which you had a strong positive or negative reaction? Why?
- Share what resonated with you about the case studies of *CFO Sam* and *Farmer Sam*. What's your perspective on how these were handled using the Formula for Compassionate Conflict?
- What components of the Formula for Compassionate Conflict would be easiest for you? Most difficult? Why?
- Discuss your reactions to the ORPO apology. How is this similar or different from what you consider to be a good apology?

- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?



- How does your team engage in conflict? How could using the Formula for Compassionate Conflict affect your team interactions, morale and productivity?
- Practice The Formula:
 - In small groups, review the section, *Applying The Formula to Typical Conflicts*.
 - With which scenarios can you relate most?
 - With your group, select one of the scenarios and develop another example of what you could say that follows the template provided.
 - Share with the larger group.
- Share your reactions to the ORPO apology. Would an apology like this satisfy you? How would things change if your team adopted this template for apologizing to each other?
- Review the *Tips for ORPO Success*. How could your team support each other in applying these tips?
- In what areas would you like to improve? Does this team want to set any goals or commitments about different behaviors in the future?

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Conflict Without Casualties:

PREPARING TO STRUGGLE WITH



This chapter does not have a corresponding DRA index.



- What about this chapter was particularly important for you? Anything about which you had a strong positive or negative reaction? Why?
- Which of the six Stress Coping Habits resonate most with you? Are the suggested solutions realistic? How could you see yourself implementing these solutions?
- The section, *Preparing for Conflict: Building Your ORPO Bank*, outlines a seven-step process. Appendix B offers a template. Discuss these questions:
 - Could you see yourself using this template? Why or why not?
 - Would this template be helpful in helping you prepare for conflict?
 - Where do you want to start applying this template in real life?

- Discuss your reactions to Sandy's Story (pp. 211-215). What value do you see in using the Formula for Compassionate Conflict for personal crises like Sandy's?
- Discuss the Six Emotional Motives. With which ones do you relate the most? Why?
- In what areas would you like to improve? Does this group want to set any goals or commitments about different behaviors in the future?



- Which of the six Stress Coping Habits apply most to your team? Why? Are the suggested solutions realistic? How could you imagine your team implementing these solutions?
- Practice preparing for conflict:
 - With a partner, or in small groups, review the section, *Preparing for Conflict: Building Your ORPO Bank* and Appendix B.
 - Make copies of Appendix B for each person.
 - Select a conflict situation in your life and work through the template, filling in the spaces to build your ORPO bank.
 - Share what you feel comfortable sharing with others in the group, and help each other out.
 - Debrief the activity with the larger group.
- In small groups, or as a larger group, discuss how the six emotional motives manifest in your team. Do the members of your team have safe opportunities to share and get support for their emotional motives? Why or why not? Do you think it's important for this to happen?
- Taibi Kahler said, "Maturity is living a mythless life." Is this possible? Is it worth striving for? What would your team or work culture be like if you pursued mythless living?
- In what areas would you like to improve? What goals or commitments does this team want to set about different behaviors in the future?

[illegible]

Glossary of Terms

Compassion

Compassion is what happens when we struggle with others and ourselves, with intention, to be effective and take responsibility for our behaviors and choices, in order to create something amazing.

Compassion Cycle

Next Element's model for "struggling *with*" self and others by engaging in positive conflict through Compassionate Accountability.

Compassionate Accountability

The process of engaging in positive conflict for the purpose of catalyzing positive outcomes.

Drama

Drama is what happens when people struggle against each other and themselves, with or without awareness, to feel justified about their negative behavior.

Drama Adversary

A Drama Adversary is someone who reinforces your drama position by playing a complementary drama role. The motive is to pit two roles against each other.

Drama Ally

Someone who reinforces your drama position by helping you justify your drama role. The motive is to join roles against a third party.

Drama-Based Helping

Helping while in a drama role. Good intentions often result in unintended negative consequences.

Drama Resilience Assessment

Next Element's online assessment of a person's drama risks and compassion potential. Go to <https://getmydra.com> to get your DRA™

Formula for Compassionate Conflict

The strategy for responding to drama with positive conflict. It is known as O-R-P-O, which stands for Openness, Resourcefulness, Persistence and Openness.

Karpman's Drama Triangle

A diagram developed by Dr. Stephen Karpman showing the unhealthy dynamics played between the roles of Victim, Persecutor and Rescuer in the throes of drama.

Match and Move

The technique for facilitating Compassionate Accountability when there is no drama.

Openness

The healthy alternative to Victim, involving transparency, courage with self and others, self-awareness, empathy, confidence in one's own adequacy, and a willingness to ask for and receive help.

Persecutor

A drama role that verbally attacks or blames from a position of "I'm OK. You're NOT OK."

Persistence

The healthy alternative to Persecuting. It involves dependability, perseverance, courage, enforcing boundaries in healthy ways and a commitment to optimism.

Rescuer

A drama role that overdoes for someone, reinforcing overdependence from a position of "I'm OK. You're OK if you accept my help."

Resourcefulness

The healthy alternative to Rescuing. It involves creativity, openmindedness, curiosity, problem-solving, innovation, the quest for discovery and the resilience to bounce back from failure.

Three Choices to Move

Three key decisions for personal responsibility that must be made in order for a person to move around the Compassion Cycle and adhere to the Three Rules.

Three Rules of the Compassion Cycle

Rules that govern the best use of Compassion Skills to engage in positive conflict.

Three Leading Indicators for Drama

Warning signs that a person is slipping into drama.

Victim

A drama role that over-adapts or feels hurt in response to being attacked or blamed, from a position of “I’m NOT OK. You’re OK.”

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Building cultures of compassionate accountability.

414 N. Main, Suite 200
Newton, KS 67114

316.283.4200

Next-Element.com