



Inclusive Listening: Building Understanding, Supporting Collaboration

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January 29, 2014
11:30 am – 12:45 pm PACIFIC TIME

Note: The PowerPoint is currently available on the CADRE website:
www.directionservice.org/cadre/charkoudianwebinar.cfm

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Inclusive Listening™ ~ Part 2

**Building Understanding,
Supporting Collaboration**

Presented by:

Lorig Charkoudian & Erricka Bridgeford

Inclusive Listening™ In a Nutshell

Inclusive Listening™ is the process of listening to a positional statement and breaking it into three parts – feelings, topics, and “what’s important”.

Hearing participants in this way helps you to work on understanding what they are saying without judgment.

Listening for Feelings Expressed

- ❖ Feelings are emotion words.
- ❖ Feelings should reflect the degree of intensity participants express.
- ❖ Make sure that you listen for the feelings that people are expressing, not your opinion of what their feelings must be.
- ❖ Make sure you listen for feelings that people are expressing, not your analysis of what's going on inside of the speaker.

Listening for Topics

Listening for concrete topics helps you avoid judgment because you are hearing in a way that removes the blame and focuses on things people may want to make plans about.

When naming a topic, check it through the *Topics Grinder*:

- ✓ Someone has talked about having conflict around this thing
- ✓ It is specific and/or concrete
- ✓ It does not blame anyone
- ✓ It does not take anyone's side
- ✓ It does not set up “yes someone should” or “no someone shouldn't” (ex. “Cleaning the house” would not be a topic)

Examples of topics: parking, communication, schedule, clothing, dog, food, activities, guests, mornings, homework...

Listening for Values/What's Important

“What’s important”/Values are usually phrased as one or two key positive words reflecting the needs, goals and values participants express.

- ❖ Listening for values helps you hear what’s important to participants in the midst of blame language, insults, name calling, etc.
- ❖ Be sure to listen for values that focus on what the participant is saying is important to them, not focusing on what they dislike about others (their position).
- ❖ Often, you can hear values very clearly out of an insult a participant is making about someone else.

Listening Beyond the Blame

Sometimes, it can be challenging to think of the value words that capture the participant's needs using words that sound positive. The goal is to work on understanding the wants/goals people express in a way that is not loaded, where possible.

- ❖ Ex.: “Because she slashed my tires, she needed to get what was coming to her. Since I went through having to miss work to get my car fixed, she should have to see what that feels like. So that’s right, I put a brick through her windshield.”
- ❖ Value being expressed *could be*: revenge, payback, etc. **AND be sure to take note of value words like “understanding”, “justice”, & “fairness” as well.**



INCLUSIVE LISTENING™

The Practice of Working on
Understanding

School Scenario

Options for Note Taking

IEP Chair: You know, at this point we have brought the best technology, most current methods, and some of the best trained teachers to Daniel's program. We are totally committed to Daniel's progress, and we know he can make great progress. But we can't teach children who are not in school. We have had this conversation over and over again. We have reviewed the data with you. Looking at it now, Daniel has 6 absences and was tardy 12 times in the last quarter, sometimes missing half the day. That's just too much. You complain about Daniel not making progress and you have inappropriately criticized my staff members. But this is a partnership. You need to get Daniel to school or we can't teach him.

Feelings

dedicated
proud
confident
exasperated
disrespected
protective
set up
hopeful

Values/What's Important

partnership
follow-through
accountability
respect
progress
availability
opportunity

Topics

attendance
communication

Mother: Do you have any idea about what it takes to get Daniel moving in the morning? He's getting bigger now and I'm a small woman. I have to get him bathed and dressed and into his chair. And don't get me started on feeding breakfast. As he gets older, he can resist more if he's feeling cranky. I'm doing this all by myself and some days it's just too much. Then I come in here and you all sit there all high and mighty and tell me I'm not doing a good enough job and that it's my fault he's not making progress.

Feelings

overwhelmed
exhausted
insulted
judged
misunderstood
alone
blamed

Values/What's Important

recognition
understanding
support
awareness

Topics

mornings
communication

Working to Understand Everyone

IEP Chair's Feelings & Values	Topics	Mom's Feelings & Values
set up (f) partnership (v) accountability (v) progress (v)	Attendance	
disrespected (f) exasperated (f) respect (v) protective of staff (f)	Communication	insulted (f) judged (f) blamed (f) understanding (v) recognition (v)
	Mornings	overwhelmed (f) exhausted (f) misunderstood (f) alone (f) support (v) awareness (v)



YOUR TURN!

Time to Practice

What Feelings are Expressed?



Choose Which Feelings Are Being Expressed

Participant #1: “The bottom line is that if we don’t bite the bullet and implement appropriate zoning to limit development in the rural parts of this county, then we’ll have insane sprawl with all of its negative implications. The septics everywhere are terrible for the watershed; we lose the agricultural character of this county; and providing services to residents sprawled all over the county is not an efficient use of tax money. Not to mention the environmental impact of the pollution associated with the increased traffic to and from the metro centers and the big box stores that will then start popping up all over the currently rural areas. I want my kids and grandkids to be able to enjoy the same beautiful county I grew up in, to swim in the rivers and play in the fields.”

A. Worried

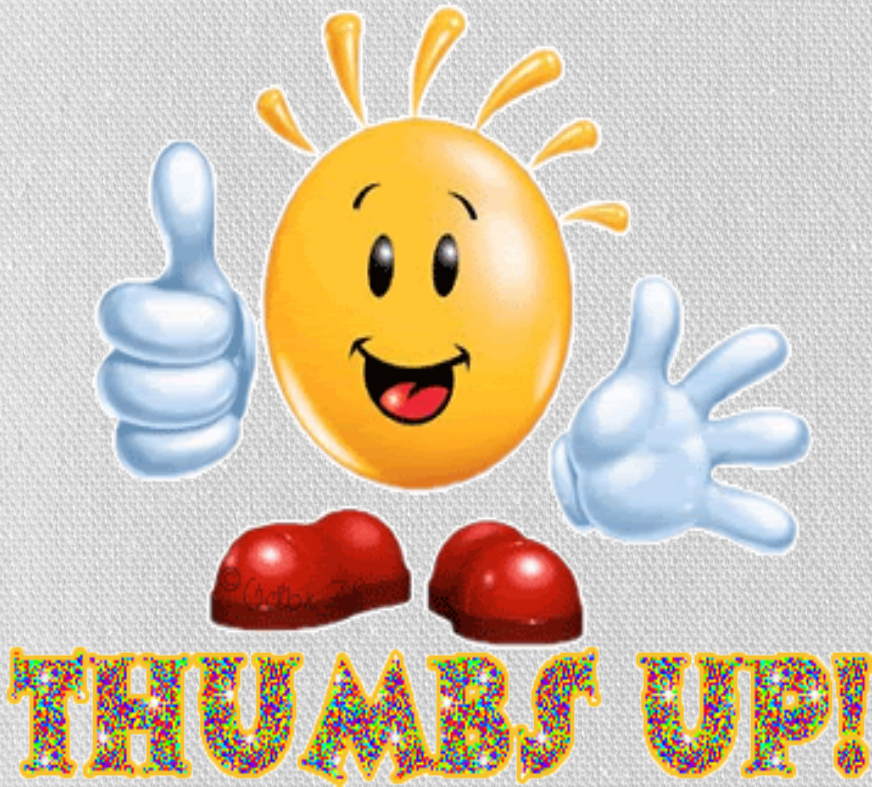
B. Lost

C. Anxious

D. Committed

E. Nostalgic

F. Inefficient



Feelings Expressed

A. Worried

C. Anxious

D. Committed

Let's Check out the Other Feelings



Why Aren't These the Speaker's Feelings?

- B. Lost = the speaker spoke of losing things, but didn't say he was lost
- E. Nostalgic = your analysis
- F. Inefficient = speaker's assessment of the potential problem

Choose Which Feelings are Being Expressed

Participant #2: “It’s fine for you to sit there and say you want to protect the agricultural character of this county, while you’ve got your retirement account nicely squared away. But the farmers who have been farming their whole lives are ready to retire and don’t have a fund. Their fund is their farm. You show up here with those maps, drawing arbitrary lines and you have no idea whose lives you are ruining. If you downzone this county, you’ll crush their property values. Not only will they not be able to sell it to developers, the price they would get to sell it to other farmers will fall through the floor. And their kids who are just getting started in farming won’t be able to leverage the value of the farm for credit to buy farm equipment, because the land won’t be worth anything. That’s a hell of a way to protect the agricultural character of this county.”

A. Insulted

E. Hypocritical

B. Worried

F. Protective

C. Ruined

G. Discounted

D. Crushed



Feelings Expressed

A. Insulted

B. Worried

F. Protective

G. Discounted

Let's Check out the Other Feelings



Why Aren't These the Speaker's Feelings?

- C. Ruined = your analysis of the speaker's outcome
- D. Crushed = speaker's opinion about what will happen to property values
- E. Hypocritical = speaker's accusation

What Values do You Hear?



What's Important to the Speaker ... Using Value Language?

Participant #1: “The bottom line is that if we don’t bite the bullet and implement appropriate zoning to limit development in the rural parts of this county, then we’ll have insane sprawl with all of its negative implications. The septic tanks everywhere are terrible for the watershed; we lose the agricultural character of this county; and providing services to residents sprawled all over the county is not an efficient use of tax money. Not to mention the environmental impact of the pollution associated with the increased traffic to and from the metro centers and the big box stores that will then start popping up all over the currently rural areas. I want my kids and grandkids to be able to enjoy the same beautiful county I grew up in, to swim in the rivers and play in the fields.”

A. Efficiency

B. Clean Water

C. Appropriateness

D. Control

E. Clean Air

F. Beauty

G. Limiting Sprawl

H. Legacy

I. Small Businesses

Values Expressed



A. Efficiency

B. Clean Water

E. Clean Air

F. Beauty

H. Legacy

Why Aren't These the Speaker's Values?



- C. Appropriateness = vague and does not create clarity
- D. Control = your opinion
- G. Limiting Sprawl = speaker's suggestion

What's Important to the Speaker ... Using Value Language?

Participant #2: “Its fine for you to sit there and say you want to protect the agricultural character of this county, while you’ve got your retirement account nicely squared away. But the farmers who have been farming their whole lives are ready to retire and don’t have a fund. Their fund is their farm. You show up here with those maps, drawing arbitrary lines and you have no idea whose lives you are ruining. If you downzone this county, you’ll crush their property values. Not only will they not be able to sell it to developers, the price they would get to sell it to other farmers will fall through the floor. And their kids who are just getting started in farming won’t be able to leverage the value of the farm for credit to buy farm equipment, because the land won’t be worth anything. That’s a hell of a way to protect the agricultural character of this county.”

A. Fairness

B. Raising Values

C. Property Value

D. Opportunity

E. Listening

F. Young Farmers

G. Security

H. Character

I. Awareness

Values Expressed



- A. Fairness
- C. Property Value
- D. Opportunity
- G. Security
- I. Awareness

Why Aren't These the Speaker's Values?



- B. Raising Values = your assumption about what the speaker wants
- E. Listening = not mentioned at all
- F. Young Farmers = a group that the speaker mentioned
- H. Character = a word mentioned by the speaker, but it's vague and we don't yet know what is important about the character

What Things Does the Speaker Have Conflict About?



What are the Topics?

Participant #1: “The bottom line is that if we don’t bite the bullet and implement appropriate zoning to limit development in the rural parts of this county, then we’ll have insane sprawl with all of its negative implications. The septics everywhere are terrible for the watershed; we lose the agricultural character of this county; and providing services to residents sprawled all over the county is not an efficient use of tax money. Not to mention the environmental impact of the pollution associated with the increased traffic to and from the metro centers and the big box stores that will then start popping up all over the currently rural areas. I want my kids and grandkids to be able to enjoy the same beautiful county I grew up in, to swim in the rivers and play in the fields.”

A. Pollution

B. Zoning

C. Limiting Development

D. Grandkids

E. Services

Topics That Pass the Grinder



WHO'S AWESOME?
YOU'RE AWESOME

B. Zoning

E. Services

Let's Test the Other Topics

Topics Grinder

- ❖ Something the person said they have conflict about
- ❖ Specific/concrete
- ❖ Doesn't blame anyone
- ❖ Doesn't take anyone's side
- ❖ Doesn't set up yes/no scenario

Not Topics Because ...

Pollution: blames

Limiting Development:
takes a side, sets up yes/no

Grandkids: isn't what they
have conflict about

What are the Topics?

Participant #2: “Its fine for you to sit there and say you want to protect the agricultural character of this county, while you’ve got your retirement account nicely squared away. But the farmers who have been farming their whole lives are ready to retire and don’t have a fund. Their fund is their farm. You show up here with those maps, drawing arbitrary lines and you have no idea whose lives you are ruining. If you downzone this county, you’ll crush their property values. Not only will they not be able to sell it to developers, the price they would get to sell it to other farmers will fall through the floor. And their kids who are just getting started in farming won’t be able to leverage the value of the farm for credit to buy farm equipment, because the land won’t be worth anything. That’s a hell of a way to protect the agricultural character of this county.”

A. Development

B. Credit

C. Zoning

D. Downzoning

E. Protecting Farmers

F. Price of Farm Land

Topics That Pass the Grinder



B. Credit

C. Zoning

F. Price of Farm Land

Let's Test the Other Topics

Topics Grinder

- ❖ Something the person said they have conflict about
- ❖ Specific/concrete
- ❖ Doesn't blame anyone
- ❖ Doesn't take anyone's side
- ❖ Doesn't set up yes/no scenario

Not Topics Because ...

Development: not specific

Downzoning: sets up yes/no

Protecting farmers: takes a side, isn't specific, sets up yes/no

What Feelings are Expressed?



Choose Which Feelings are Being Expressed

Mother: “I have had it with this bullsh*t. I just can’t trust you to have visitation with them overnight, on school nights. It creates chaos the way you do things however you want. You don’t get them to bed on time and they are way too tired the next morning. They don’t eat the lunch you pack for them, because it tastes nasty. So the next day, my kids come home from school hungry and tired and I’m left to clean up the mess. From now on, you can have overnight visits with them every other Saturday and dinner on some weeknights, but only if you feed them decent food.”

A. Exasperated

B. Chaotic

C. Worried

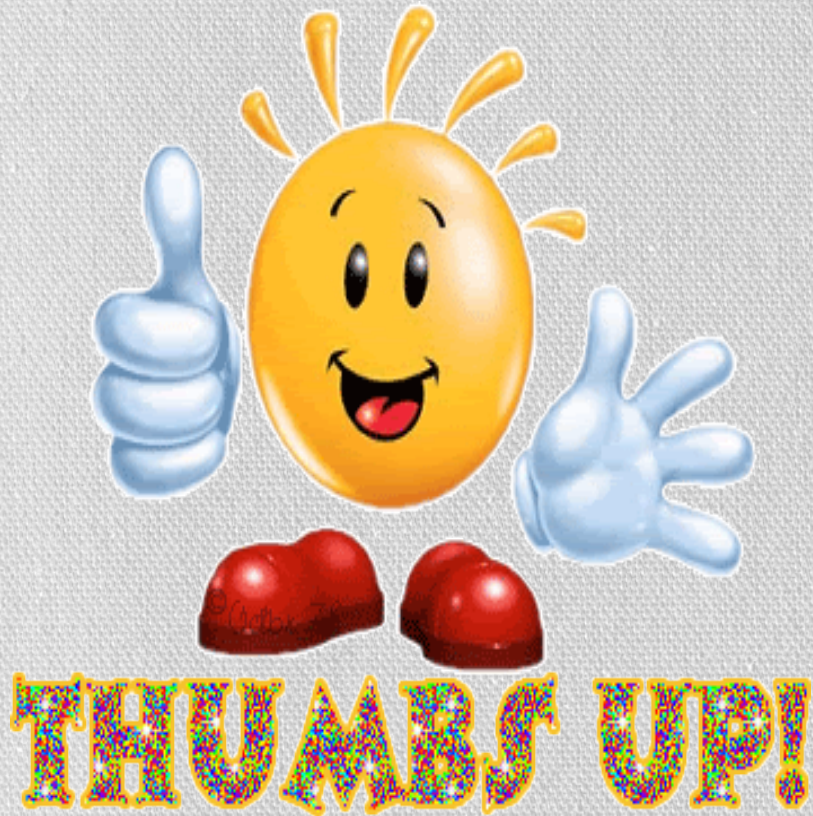
D. Inappropriate

E. Hungry

F. Burdened

G. Arrogant

H. Unsupported



Feelings Expressed

A. Exasperated

C. Worried

F. Burdened

H. Unsupported

Let's Check out the Other Feelings

Why Aren't These the Speaker's feelings?

- B. Chaotic = the speaker's opinion of what's happening
- D. Inappropriate = not an emotion
- E. Hungry = Speaker's opinion about how the children feel
- G. Arrogant = your opinion



Choose Which Feelings are Being Expressed

Father: “I’ll take your *ss to court if I have to. I should have the kids for more overnights, not less. By the time they get through the crazy number of things you have them doing (soccer, gymnastics, violin, drama), it’s so late I barely get to see them before they go to bed. I am lucky that my pre-teen kids want to talk to me, since most kids this age don’t. Talking to our kids is more important than any of the other nonsense. If we had time to talk earlier or on more days, they would not stay up as late talking. You give me more days without all that other crap jammed in and I’ll get them to bed earlier. But I’m not sacrificing my relationship with them. As for food, just because you have sold out to this culture of McDonalds and mac and cheese, does not mean I have to. I feed the kids whole grains, legumes, and a range of fruits and vegetables, as is recommended by every health and diet expert. The more they are exposed to it, the more likely they are to eat it. And if they are hungry and not let off the hook with your chicken nuggets, they are more likely to try it.”

A. Determined

E. Persecuted

B. Too Much

F. Protective

C. Cheated

G. Grateful

D. Manipulated



Feelings Expressed

A. Determined

C. Cheated

F. Protective

G. Grateful

Let's Check out the Other Feelings

Why Aren't These the Speaker's Feelings?

- B. Too Much = not an emotion
- D. Manipulated = your analysis, not expressed by the speaker
- E. Persecuted = your opinion, not expressed by the speaker



What Values do You Hear?



What's Important to the Speaker ... Using Value Language?

Mother: “I have had it with this bullsh*t. I just can’t trust you to have visitation with them overnight, on school nights. It creates chaos the way you do things however you want. You don’t get them to bed on time and they are way too tired the next morning. They don’t eat the lunch you pack for them, because it tastes nasty. So the next day, my kids come home from school hungry and tired and I’m left to clean up the mess. From now on, you can have overnight visits with them every other Saturday and dinner on some weeknights, but only if you feed them decent food.”

A. Rest

E. Taste

B. Control

F. Stability

C. Trust

G. Respect

D. Nutrition

H. Consistency

Values Expressed



A. Rest

C. Trust

E. Taste

F. Stability

H. Consistency

Why Aren't These the Speaker's Values?



- B. Control = our opinion
- D. Nutrition = your assumption, be careful not to assume nutrition is the value when food is mentioned
- G. Respect = your assumption

What's Important to the Speaker ... Using Value Language?

Father: “I’ll take your *ss to court if I have to. I should have the kids for more overnights, not less. By the time they get through the crazy number of things you have them doing (soccer, gymnastics, violin, drama), it’s so late I barely get to see them before they go to bed. I am lucky that my pre-teen kids want to talk to me, since most kids this age don’t. Talking to our kids is more important than any of the other nonsense. If we had time to talk earlier or on more days, they would not stay up as late talking. You give me more days without all that other crap jammed in and I’ll get them to bed earlier. But I’m not sacrificing my relationship with them. As for food, just because you have sold out to this culture of McDonalds and mac and cheese, does not mean I have to. I feed the kids whole grains, legumes, and a range of fruits and vegetables, as is recommended by every health and diet expert. The more they are exposed to it, the more likely they are to eat it. And if they are hungry and not let off the hook with your chicken nuggets, they are more likely to try it.”

- A. Relationship
- B. Sacrifice
- C. Dialogue
- D. Not Selling Out
- E. Natural Consequences
- F. Nutrition
- G. Whole Grains
- H. Developmentally Appropriateness
- I. Health
- J. Openness
- K. Persistence

Values Expressed



- A. Relationship
- C. Dialogue
- E. Natural Consequences
- F. Nutrition
- I. Health
- J. Openness
- K. Persistence

Why Aren't These the Speaker's Values?



- B. Sacrifice = what he doesn't want
- D. Not Selling Out = speaker's blame
- G. Whole Grains = speaker's solution
- H. Developmentally Appropriateness = vague; does not create clarity; the speaker never articulated this as important, rather referenced a developmental stage in explaining his value of "relationship" and "dialogue"

What Things Does the Speaker Have Conflict About?



What are the Topics?

Mother: “I have had it with this bullsh*t. I just can’t trust you to have visitation with them overnight, on school nights. It creates chaos the way you do things however you want. You don’t get them to bed on time and they are way too tired the next morning. They don’t eat the lunch you pack for them, because it tastes nasty. So the next day, my kids come home from school hungry and tired and I’m left to clean up the mess. From now on, you can have overnight visits with them every other Saturday and dinner on some weeknights, but only if you feed them decent food.”

A. Meals

B. Parenting

C. Bedtime

D. Cleaning Up the Mess

E. Better Lunches

F. Schedule

Topics That Pass the Grinder



WHO'S AWESOME?
YOU'RE AWESOME

A. Meals

C. Bedtime

F. Schedule

Let's Test the Other Topics

Topics Grinder

- ❖ Something the person said they have conflict about
- ❖ Specific/concrete
- ❖ Doesn't blame anyone
- ❖ Doesn't take anyone's side
- ❖ Doesn't set up yes/no scenario

Not Topics Because ...

Parenting: not specific

Cleaning up the Mess: not specific, blames, takes a side, sets up yes/no

Better Lunches: blames, takes a side, sets up yes/no

What are the Topics?

Father: “I’ll take your *ss to court if I have to. I should have the kids for more overnights, not less. By the time they get through the crazy number of things you have them doing (soccer, gymnastics, violin, drama), it’s so late I barely get to see them before they go to bed. I am lucky that my pre-teen kids want to talk to me, since most kids this age don’t. Talking to our kids is more important than any of the other nonsense. If we had time to talk earlier or on more days, they would not stay up as late talking. You give me more days without all that other crap jammed in and I’ll get them to bed earlier. But I’m not sacrificing my relationship with them. As for food, just because you have sold out to this culture of McDonalds and mac and cheese, does not mean I have to. I feed the kids whole grains, legumes, and a range of fruits and vegetables, as is recommended by every health and diet expert. The more they are exposed to it, the more likely they are to eat it. And if they are hungry and not let off the hook with your chicken nuggets, they are more likely to try it.”

A. Schedule

B. Health Experts

C. Activities

D. More Days

E. Food

F. Children

G. Bedtime

Topics That Pass the Grinder



A. Schedule

C. Activities

E. Food

G. Bedtime

Let's Check the Other Topics

Topics Grinder

- ❖ Something the person said they have conflict about
- ❖ Specific/concrete
- ❖ Doesn't blame anyone
- ❖ Doesn't take anyone's side
- ❖ Doesn't set up yes/no scenario

Not Topics Because ...

Health Experts: not something he said he had conflict about, takes a side, sets up yes/no

More Days: takes a side, sets up yes/no (because it's the speaker's solution)

Children: not specific



Using Inclusive Listening™

Recommendations for Effective Use

How Can I Use What I've Learned So Far?

In order to use Inclusive Listening™ effectively in dispute resolution processes, CMM recommends complete training in, and practice of, additional listening skills.

Skills to Learn More About

- **Reflective Listening:** Inclusive Listening™ is most effective when used while reflecting back what someone has said, to help the speaker feel heard and understood. Additional training is needed to reflect in a way that doesn't blame someone, or take the speaker's side.
- **Open-Ended Questions:** This skill is essential in working on understanding, unpacking blame language and insults, and creating opportunities for clarity. In the Inclusive Model, mediators use Open-Ended Questions consistently, in conjunction with Inclusive Listening™ and reflecting.

Skills to Learn More About

- **Use values to generate ideas:** “Sounds like you’re saying that accountability is important to you around the project. What ideas would help you get the accountability you’re looking for?”
- **Use values to generate win/win ideas, from participants:** “In terms of food, what ideas do you have that could ensure the good taste you are looking for and support the nutrition and health you are committed to?”
- **Use feelings to test solutions:** “Earlier, you said you felt afraid coming to work. If you all applied the agreement that everyone has come up with, would you still feel afraid?”
- **Use topics to set agenda items:** “It sounds like you all are saying that meetings, projects, and supplies are things to discuss today. Is that right?”

PRACTICE!

- ✓ Watch reality TV
- ✓ Listen to talk radio
- ✓ Eavesdrop on conversations
- ✓ Listen, intently, to angry friends & co-workers
- ✓ Ask people, "How's your day?", and then, listen deeply.

All of these are great opportunities to practice hearing feelings, values, & topics!

Find out More About CMM

- Our Website: www.MDMediation.org
- Find us on Facebook: [CommunityMediationMD](https://www.facebook.com/CommunityMediationMD)
- Learn About Re-Entry Mediation: www.Re-EntryMediation.org



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Upcoming Webinar:

Dispute Resolution National Trends:

8 Years of APR/Section 618 Data

with

Richard Zeller & Amy Whitehorne

February 6th @ 11:30am-12:45pm PST

Register Online:

www.directionservice.org/cadre/DRtrendswebinar.cfm