

# SUBJECT INDEX

## A

- Abilene Paradox, 785  
 accuracy motivation, 461–462, 468  
 acquisitions, 800–802  
 action evaluation, 839–841  
 action research, 828–829  
 action science, 490–492, 496–501  
 active listening, 153–154  
 activity inhibition, 128  
 actor-observer biases, 276  
 Administrative Dispute Resolution Act  
 of 1990, 733  
 adolescence: development of conflict resolution skills in, 377–381; friends' influence during, 378–379; friendship and cooperation in, 379–380; perspective taking for, 380; role of conflict in, 380–381; self-esteem of, 378–379; stage theories for, 378–380  
 adulthood and conflict resolution, 381–384  
 advocacy teams, 83–85  
 AEIOU coding sheet, 708  
 AEIOU communication behaviors, 707–708  
 affiliative needs, 105  
 After Action Review (AAR), 502–503  
 aggression and violence, 509–532; behaviorism, 517; conditioned responses in, 517; culture of, 519–520; described, 511–512, 514–515; design strategies, 524–525; development of, 512, 515–516; diagnosis of, 524; disposition of, 514–516; ethical considerations of, 528; evaluation of, 527; moral theories of, 520–523; physiology, 512–513; social influences, 512, 517–519; solutions for, 525–526; types of, 513–514, 516–517, 523  
 agreeableness, 347–348  
 Agreement Circumplex, 419–427  
 airline instrument accuracy, 69  
 alternation, 424  
 ambivalence, 112  
*AmericaSpeaks*, 762–763  
 analogical reasoning, 261–262  
 anchors, 209–210  
 anger, 275–276, 713–714  
 anti-Semitic harassment case story, 573–577  
 antisocial personality disorder, 513  
 antiviolence projects, 526  
 apologies, 107–108  
 applied linguistics (AL), 161  
 applied peace linguistics (APL), 171; appreciative inquiry (AI), 164–166; constructive communication (CC), 167–170; language, 162, 172; nonviolent communication (NVC), 162–164; powerful non-defensive communication (NDC), 166–167  
 appreciative inquiry (AI), 165–166, 574; applied peace linguistics (APL), 164–166, 171

## 930 SUBJECT INDEX

- Appreciative Inquiry Summit, 763–764  
 arousal and aggression, 515–516  
 arousal levels, 307  
 assertion, 126  
 assertive strategies, 135, 136  
 assertiveness, 742  
 attacking, 350, 706–707  
 attitudes, 25–26, 80; and objectives, 699–700  
 attribution error, 629–630  
 attribution theory, 275–276  
 authoritarianism, 54, 127  
 authority, 817–818  
 autistic hostility, 28  
 autonomy, 126, 135  
 avoidance, 336, 350
- B**
- back-channel responses, 153  
 “bare bones” model, 710  
 bargaining chips and chops, 703  
 behavioral decision making (BDM), 211–212  
 behavioral skills, 262–264  
 behavioral synchrony cues, 259  
 behaviorism, 517  
 beneficial conflict, 809–813  
 best alternative to a negotiated agreement (BATNA), 135  
 better outcomes, 202–203  
 biased punctuation, 246, 855  
 biases, 245, 460–461; actor-observer, 276;  
   linguistic, 151. *See also* cognitive biases;  
   judgmental biases  
 bilateral escalation, 855–858  
 boss-subordinate stress, 785–786  
 bottom-up power, 124  
 brain function, 271–272, 299  
 brainstorming: creativity, 411, 427–428;  
   problem solving, 216  
 bridging: creativity, 418–419, 421, 424–425;  
   problem solving, 201–202  
 broaden-and-build model, 287  
 bungling actions, 24, 26  
 Bush and Folger critique, 206–207
- C**
- calculus-based distrust (CBD), 100–105  
 calculus-based trust (CBT), 94–95, 100–103;  
   building, 103–104  
 Calcutta red light district, 120  
 Camp David, 640–642  
 catharsis theory, 771  
 causal modeling, 834–835  
 change, 436–454; commitment to, 440,  
   449–450, 452–453; defined, 436; driving  
   and restraining forces of, 438–439; managing  
   planned change, 441–442; motivation for,  
   442–444, 451; process of, 437–441; refreez-  
   ing, 440–441; resistance to, 444–449, 452;  
   theories of, 326–327; training implications,  
   450–453; unfreezing, 437–438, 442–444  
 change agents, 874–875  
 chemical plant decision, 82–83  
 children: custody cases, 203; fighting over  
   hose, 23–24  
 China, 671–692; constructive controversy in,  
   672–678; cooperation and competition in,  
   671–672, 676–678, 682–683; cooperative  
   goals in, 684–685; cross-cultural studies,  
   678–681, 683; experiments in, 675–676; goal  
   interdependence in, 683; leadership in,  
   681–682; positive diversity in, 686–687;  
   practical implications, 684–686; research  
   methods in, 674–676; values in, 679–681;  
   Western theories, validity of, in, 673–674  
 choice and decision making, 208–209  
 circular causality, 547  
 civilized oppression, 43–44  
 claim for superiority, 53  
 climate, 702  
 coercive methodologies, 613–614  
 cognitive biases: egocentric judgments of,  
   248–249; intergroup conflict and, 181–182;  
   and judgmental biases, 244–249; simplifying  
   conflict within, 245–246; systematic  
   processing of, 460–461  
 cognitive control ability, 296  
 cognitive orders of consciousness, 383  
 cognitive orientation, 343–344  
 cognitive reasoning, 79  
 coherence, 565  
 cohesiveness, 183  
 Coleman Raider models. *See* workshop  
   training  
 collaboration, 404–405, 777–778  
 collaborative climates, 720–721  
 collaborative negotiation model, 843  
 collective interests, 256–257  
 commitment and change, 440, 449–450,  
   452–453  
 communication and conflict, 144–157; dialogic  
   paradigm of, 152–154; encoder-decoder par-  
   adigm of, 145–147; intentionalist paradigm  
   of, 147–150; message form of, 154–155;  
   obstruction through, 155–156; perspective-  
   taking paradigm of, 150–152. *See also*  
   language  
 communication behaviors, 706–708  
 communication chains, 858–859

- community strategy, 135
- comparative case analysis, 838–839
- compassionate witnessing, 288
- compensation, 425–426
- competencies, 661
- competition, 30–31, 877–879. *See also* cooperation and competition
- competitive debate, 30
- complexity theory, 657–659
- Comprehensive Peer Mediation Evaluation Project (CPMEP), 841–843
- compromise, 416–417, 422
- concert creation, 816–817
- concurrence seeking, 71, 72, 74
- conditioned responses, 517
- confidants, 812
- conflict resolution continuum, 701
- conflict resolution initiatives (CRIs). *See* research on conflict resolution initiatives
- confrontation, 134, 872
- conscientiousness, 347
- conscientization, 134, 872
- construals, 307
- constructing reality, 627–628
- constructive communication (CC), 167–171
- constructive competition, 30–31
- constructive controversy, 69–91; in academics, 85–89; in China, 672–678; and competitive debate, 30; and controversy groups, 89; and creativity, 80; and culture, 642; and decision making, 77–79, 81–85; and democracy, 90; described, 70–73; intellectual conflict, importance of, in, 69–70; problem solving, 77–79, 83; research results, 77–82; theory of, 73–77
- consumer research, 828
- contending strategies, 204, 350, 852
- context communications, 632–633
- contextual interventions, 740–741
- contingent agreements, 424–425
- contingent mediation, 860–862
- contractual mediation, 734–735
- contrastive metaphors, 161
- controllability, 275
- controversy. *See* constructive controversy
- cool nodes, 300–302, 306
- cooperation, 65, 376. *See also* cooperation and competition
- cooperation and competition, 23–68; constructive and destructive competition, 30–31; effects of, 26–30; and game theory, 16; initiating, 31–32; and judgmental biases, 247–248; and personality, 342; positive and negative characteristics of, 27–28; theories of, 15–16, 24–26, 33–36; training implications, 40–42; understanding conflict in, 33–40; values underlying conflict resolution, 36–37; workshop training using, 698. *See also* China
- cooperative goal structure, 75
- cooperative orientation, 33–34
- Coordinated Management of Meaning (CMM): anti-Semitic harassment case story, 573–577; Daisy Model, 568–569, 575; Hierarchy Model, 571–573, 575–576; LUUUTT Model, 569–572, 574–575; moral conflict, 563, 565–566; Serpentine Model, 567–568, 575
- coordination, 565–566
- core biases and effects, 245
- cosmopolitan communicator, 287
- cost cutting: creativity, 418–419, 421, 425; problem solving, 201–202
- counseling in marital conflicts, 229–230
- counter-phobic defenses, 336
- creative problem solving, 71
- Creative Response to Conflict (CRC), 377
- creativity, 391–401; Agreement Circumplex, 419–427; collaboration and, 404–405; and conflict, 402–413, 417–418; constructive controversy, 80; egg drop exercise, 405–406; evolving systems approach, 392–395; game of interest chess, 430–431; guidelines for, 406–411; and ideas, 411–412, 427–428; and individuals, 404–405, 415, 427; integrative agreements and, 416–422; locations for, 429; the mix, 428–429; moral development and, 395; networks of enterprise, 394–395; in the outcomes of conflict, 414–435; play ethic, 394–395, 404, 408, 429; points of view, 399–400, 403–404, 429; the process and the product, 415–416, 427; shadow box experiments, 395–399; and tension, 408–409; and time, 394, 404, 429
- critical reflection, 489–490
- cross-categorical knowing, 378
- Cuban missile crisis, 251
- cultural chauvinism, 634
- cultural differences, 875–877
- Cultural Grids, 662–667
- cultural identity development models, 655–656
- cultural imperialism, 45, 55
- cultural relativism, 610, 636–637
- culture, 625–648; aggression and violence, 519–520; attribution error, 629–630; and communications, 629–630, 632–633; constructive controversies, 642; cultural relativism, 636–637; diplomatic example, 640–642; education, 633–639; individuals and, 627–629, 634–635; intercultural

## 932 SUBJECT INDEX

- culture (*continued*)  
 explorations, 642–645; micro culture  
 creation, 637–639; mindsets, 627, 639–640;  
 peace building and, 642; perceptions of,  
 631–632, 643–644; and power, 131; stereo-  
 types, 630–631; workshop training, 711–713.  
*See also* multicultural conflict resolution  
 culture of conflict, 187  
 custody cases for children, 203
- D**
- Daisy Model, 568–569, 575  
 debate, 71–72, 74  
 decision making: anchors, 209–210; applied  
 approach, 210–211; behavioral decision  
 making, 211–212; in conflict situations, 210;  
 constructive controversy, 77–79, 81–82;  
 fairness interpretation, 213; frames, 209;  
 gender conflict and the family, 227–228; by  
 groups, 211–213; by individuals, 208–210;  
 power imbalance in, 212–213; Problem  
 Solving and Decision Making (PSDM)  
 Model, 208–213; reference points for, 209;  
 relationship preferences in, 213  
 deep structure of conflicts, 130–131  
 deeply rooted conflict. *See* intractable conflict  
 defense motivation, 461, 462, 468–469  
 dehumanization, 185  
 deindividuation, 185  
 delay of gratification paradigm, 295–296,  
 302–303  
 deliberate discourse, 71  
 democracy, 90  
 denial, 336  
 dependent strategy, 135  
 design strategies, 524–525  
 deterrence-based trust, 94  
 Deutsch's Crude Law of Social Relations,  
 31–32, 184, 287  
 development of conflict resolution skills,  
 356–388; adolescence, 377–381; adulthood,  
 381–384; cognitive orders of consciousness,  
 383; early childhood, 358–371; emotions  
 and, 365, 368; middle childhood, 371–377;  
 psychosocial stages, 373; social cognitive  
 approaches, 361–362; social-emotional  
 learning, 357–358  
 developmental impact, 553–554  
 developmental research, 827  
 deviance, 513–514  
 dialogic paradigm, 152–154  
 dialoguing, 377  
 difficult life conditions, 53  
 difficult personalities, 351–353  
 displacement, 336  
 disposition, 514–515  
 distributive injustice, 44, 45–47, 59  
 distributive justice, 859  
 distrust, 97, 107. *See also* trust  
 division of labor, 820  
 domestic work balance, 233  
 double-loop learning, 491  
 double-swing model, 284  
 dual-concern models: creativity, 418; inter-  
 group conflict, 189; personality, 348–349;  
 problem solving, 204  
 dual-process theories, 458  
 durable categories, 372–373  
 duty for self-respect, 288  
 dynamic interactions and power, 122
- E**
- early childhood: development of conflict  
 resolution skills, 358–371; Early Childhood  
 Social-Emotional Learning (ECSEL) curricu-  
 lum, 368–371; friends' influence in, 359–360;  
 individual differences in, 364–366; motivation  
 and personality in, 366–368; neural activity  
 in, 364; role of conflict, 360–364; SOAR  
 model, 370; social cognitive approaches,  
 361–362; stage theories of development,  
 359–364  
 Early Childhood Social-Emotional Learning  
 (ECSEL) curriculum, 368–371  
 earnout, 425  
 economic inequality, 5–7, 179  
 effective actions, 24, 26  
 effective power, 124  
 egg drop exercise, 405–406  
 ego-oriented performance orientation, 288  
 ego-reality conflict, 334  
 egocentric perspective, 205, 248–249  
 egotistical deprivation, 47  
 electronic negotiation, 259  
 elicitive approaches, 877  
 emergent mediation, 735, 858  
 emotion work, 228–229  
 emotional intelligence (EQ), 295–296  
 emotionality, 539  
 emotions, 268–293; anger, 275–276; brain  
 function, 271–272; and conflict, 273–282,  
 365, 368; control of, 285–290; fear, 274–275;  
 guilt, 280–282; hope theory, 282–285;  
 humiliation, 276–280; nature of, 270–273;  
 shame, 281; workshop training, 713–714  
 empathy, 61–62, 366  
 employees trying to avoid layoffs, 120  
 encoder-decoder paradigm, 145–147

encodings, 297  
 enculturation, 655–656  
 enduring rivalries. *See* intractable conflict  
 entity theory. *See* implicit theories  
 environmental power, 122–123, 130–133  
 episodic impact, 553  
 epistemic curiosity, 74  
 equality principle, 45–46  
 equity principle, 45–46  
 escalation, 336–337, 853–854, 861; intergroup  
   conflict, 184–185; spirals, 305–306  
 esteem needs, 340  
 ethnocentrism, 181, 629, 634  
 evading, 706–707  
 evaluative type, 743  
 evolution, 512  
 evolving systems approach, 392–395  
 expanding the pie: creativity, 418–419,  
   423–424; problem solving, 201–202  
 expectancies, 297–298  
 experience over time and trust, 99  
 experience surveys, 836–837  
 experiential learning, 492–495  
 experimental research, 833–834  
 extraversion scale, 347

## F

facilitative type, 743  
 fairness, 65, 213, 253–255  
 fallibility of people, 37  
 false dichotomy, 247–248  
 family conflicts. *See* gender conflict and  
   the family  
 fear, 274–275  
 feedback, 260–261, 442–443  
 field theory, 15  
 filter check model, 712  
 final offer arbitration, 56  
 first person inquiry, 503  
 five-factor model (FFM), 346–348  
 fixed pie perception, 212, 246–247, 260  
 flexible attention deployment, 303  
 flexible thinking, 427–428  
 focused social imaging, 555  
 force field analysis, 438–439, 796  
 forest policy, 765–767  
 forgiveness, 62–65, 109  
 fourth force, 649–651  
 frames, 209, 286, 554, 860–861  
 fraternal deprivation, 47  
 freedoms, 164  
 frustration, 515–516  
 fundamental attribution errors, 276, 630  
 fundamentalism, 598

funding agencies, 829–830  
 future planning, 759–767  
 Future Search, 760–762

## G

game of interest chess, 430–431  
 game theory, 16–17  
 gender, aggression and violence, 516–517  
 gender conflict and the family, 223–240;  
   egocentric judgments of, 248; historical  
   changes in, 223–224; individual beliefs  
   about, 232; intervention implications,  
   234–236; marital asymmetry, 230–233;  
   marital benefits, 224–229; racial/ethnic  
   differences, 225–226; societal beliefs about,  
   232–234; understanding the conflict in,  
   229–234  
 general power, 125  
 genocide prevention, 618–620  
 globalization, 289  
 goal interdependence. *See* interdependence  
 golden rule of conflict, 76  
 gratification, 368  
 group decisions, 83, 211–213  
 group labels, 319–321  
 group learning, 87–89  
 group-level forces, 182–184  
 group mobilization, 851–852  
 groupthink, 71, 183–184  
 guided imagination, 61–62  
 guilt, 280–282

## H

healthcare delivery, 768–769  
 help, 806, 807–808  
 heteronomous morality, 359  
 heuristic-systematic model, 458–461,  
   465–466  
 heuristics, 244, 458–459  
 hierarchy, 132–133  
 Hierarchy Model, 571–573, 575–576  
 high context communications, 632–633  
 high power groups, 137–138  
 history of conflict theories, 13–20  
 hockey season canceled, 251  
 honesty, 35  
 hope theory, 282–285  
 hot reactions, 298–299, 304  
 hot spots, 300–302  
 Howard Beach incident, 249–250  
 human construction, 615  
 human nature, 651–652  
 human relatedness, 53, 65  
 human relations paradigm, 543

## 934 SUBJECT INDEX

- human rights, 602–622; coercive methodologies, 613–614; and conflict resolution, 613–618; current understanding, 608–610; equity, belief in, 37; genocide prevention, 618–620; history of, 602–606; progression of conflict, 612; universal declaration of human rights (UDHR), 606–608, 610–612
- humiliation, 276–280
- I**
- id-superego conflict, 334
- ideas, 216, 411–412, 427–428
- identification-based distrust (IBD), 100–103, 106–107
- identification-based trust (IBT), 94, 96–97, 100–103; building, 105–106
- identity: and culture, 628–629; and religion, 593–595, 597
- ideological frames of reference, 128–129
- ideology, 537–538
- idiographic study, 332
- image exchange, 791–793, 799
- imbalance of power, 212–213
- implicit power theories, 129
- implicit theories, 317–330; changing, 326–327; comparing theories, 318–322; and conflicts, 322–327; and early childhood development, 366–367; entity theory, 317; incremental theory, 317, 322; punishment *vs.* negotiation, 324–325; self-theories and, 325–326
- impression motivation, 461, 462–464, 469–470
- inaction in problem solving, 204
- inalienability of rights, 608
- incremental theory. *See* implicit theories
- India, teaching in, 637–639
- individual accountability, 84, 87
- individualistic efforts, 72–75
- individuals: creative work of, 404–405; decision making by, 208–210; early childhood of, 364–366; employees, 783–784; gender conflict and the family, 232; and human rights, 603–604; problem solving of, 204–205
- inductibility, 26
- inequitable opportunity structures, 133
- informing, 706–707
- ingroups, 472–474, 538
- injustice, 44–55, 59–60; in conflicts, 56–57. *See also* justice and conflict
- innovation, 879–880
- instability, 537
- instrumental cooperation, 417
- integration, 416–417, 635
- integrative potential, 416–417
- integrative solutions, 201–202
- intellectual opposition. *See* constructive controversy
- intellectualization, 337
- intentionalist paradigm, 147–150
- intercultural explorations, 642–645
- interdependence, 24–26
- interfaces, 783
- intergroup conflict, 176–196; analyzing the conflict, 187–188; cognitive factors for, 180–182; confronting the conflict, 188–189; escalation dynamics, 184–185; group-level forces, 182–184; intractable conflict, 538; linguistic bias, 151; organizations, 787–800; perceptual factors for, 180–182; resistances to resolution, 185; resolving the conflict, 189–190; sources of, 178–180; training implications, 190–194; understanding of, 186–187
- intergroup conflict meetings, 790–799
- intergroup cooperation, 87
- interminable moral conflict, 561
- interpersonal conflict, 303–308
- interpersonal justice, 859
- interpersonal negotiation strategies (INS), 205–206
- interpersonal relationships, 204–205, 784–787. *See also* small group conflict
- intervention, 234–236, 546–555
- intractable conflict, 533–559; characteristics of, 534–541; human relations paradigm, 543; instability and, 537; intervention in, 546–555; medical paradigm of, 544; outcomes in, 540–541; post-modern paradigm of, 544–545; processes of, 539–540; realist paradigm of, 542–543; in relationships, 538–539; system change initiatives and, 553; systems paradigm of, 545–546; and tractable conflicts, 534–536; training implications, 555–556
- Intrapersonal Cultural Grids, 662–667
- Irish conflict, 5–7; mediation, 858–859
- J**
- job security, 784
- judgmental biases, 243–267; cognitive biases, 244–249; collective interests, 256–257; cooperation and competition, 247–248; emotional opposite results, 257–258; exaggeration of conflict, 249–250; fairness judgments, 253–255; invalid perceptions of control, 252–253; lose-lose outcomes, 251–252; schmooze effect, 259; training implications, 260–264; transparency, illusion of, 255–256
- justice and conflict, 43–68; described, 57–58; and injustice, 44–57, 59–60; and mediation,

859; training implications, 58–67;  
understanding conflict in, 55–58  
justifying, as negotiation tactic, 58

## K

kinetic power, 123  
Kluckhohn-Strodtbeck Model, 652  
knowledge-based trust, 94  
knowledge expansion, 527, 821  
Kosovo conflict, 869–870

## L

labels, 319–322  
ladders of inference, 497–498  
language, 158–175; applied linguistics (AL),  
161; appreciative inquiry (AI), 164–166, 171;  
constructive communication (CC), 167–171;  
described, 159; linguistics, defined, 161;  
nonviolent communication (NVC), 162–164,  
171; of peace, 160–161; poem on language,  
174–175; powerful non-defensive communi-  
cation (NDC), 166–167, 171; resolution of  
conflict, 160; threefold repetition of the  
initial letter (THRIL) technique, 170–171.  
*See also* communication and conflict  
large group methods, 757–780; Appreciative  
Inquiry Summit, 763–764; collaboration,  
new patterns of, in, 777–778; described,  
758–759; future planning and, 759–767;  
Participate Design, 769–772; problem solving  
for, 772–777; redesign process of, 770–772;  
and work design, 767–772  
latent causes of conflict, 743  
law of nature, 604  
layered personality, 334  
leadership, 183; in China, 681–682; and  
religion, 589–591, 596  
learning: by analogy, 837–838; constructive  
controversy and, 77–79; from the field,  
578–579; by groups, 87–89; to learn, 879;  
social context of, 40  
learning through reflection, 486–506; action  
science, 490–492, 496–501; and conflict,  
495–504; critical reflection, 489–490;  
experiential learning, 492–495; ladders of  
inference in, 497–498; Marsick and Watkins’  
learning model, 487–488; model of learning,  
486–489  
legal positivism, 605  
legitimizing myths, 131  
linguistic intergroup bias, 151  
linguistics. *See* language  
listen to understand, 148  
literal vs. intended meanings, 148–150

logrolling: creativity, 418–419, 421, 422–423;  
problem solving, 201–202  
Lord’s Resistance Army (LRA), 582–583  
lose-lose outcomes, 246–247, 251–252  
loss-averse decision making, 209  
love needs, 339–340  
low context communications, 632–633  
low power groups, 137–138  
LUUUTT Model, 569–572, 574–575

## M

marital benefits, 224–229  
marital conflicts, 1–3; counseling for, 229–230.  
*See also* gender conflict and the family  
marriage, historical overview, 224  
marshmallow test, 295–296, 302–303  
Marsick and Watkins’ learning model, 487–488  
Maslow’s hierarchy of needs, 339–340  
meaning making in language, 164  
meaning perspectives, 489  
measuring theories, 318–322  
mediation, 726–756; contingent, 860–862;  
effectiveness or ineffectiveness of, 727–732;  
emergent mediation, 858; framework for,  
732–735; justice and conflict, 859; narrative,  
859–860; Northern Ireland conflict, 858–859;  
outline for parents, 739; research gaps in the  
study of conflict resolution, 858–862; rival  
approaches to, 859–860; training implica-  
tions, 750–752; transformative, 860; users  
of, 745–747; workshop training, 715. *See also*  
mediators  
mediators: assertiveness of, 742; behavior of,  
735–742; contractual and emergent,  
734–735; interventions of, 740–741; multiple  
mediators, 858–859; parents’ outline as, 739;  
realistic expectations for, 747–748; reflective  
learning, 748–750, 752; reflexive interven-  
tions, 738–740; stylistic preferences of,  
742–745, 748; twelve stages of mediator  
moves, 736–737  
medical paradigms, 544  
mental illness, 513–514  
mergers and acquisitions, 800–802  
micro culture creation, 637–639  
microcultures, 625–626  
middle childhood and conflict resolution,  
371–377  
middle-out power, 124  
mindfulness, 286  
mindsets, 627, 639–640  
minimization, 337, 635; of differences,  
643–644  
miscommunications, 629–630

## 936 SUBJECT INDEX

- model of learning, 486–489  
 modeling, 309–310, 818–820  
 momothetic study, 332  
 moods, 476–479  
 moral community, enlarging, 60–61  
 moral conflict, 560–581; analyzing, 562; anti-Semitic harassment case story, 573–577; Coordinated Management of Meaning (CMM), 563, 565; Daisy Model, 568–569, 575; described, 561–562; engaging the parties in, 563–566; Hierarchy Model, 571–573, 575–576; implications of, 577–579; learnings from the field on, 578–579; LUUUTT Model, 569–572, 574–575; Serpentine Model, 567–568, 575  
 moral development, 395  
 moral exclusion, 44–45, 60, 853  
 moral orientation, 343–344  
 morality of constraint, 359  
 morally attenuated, 561  
 motivation, 298, 343–344; of aggression and violence, 515; for change, 442–444, 451; and personality, 366–368  
 motivation, affect, cognition, behavior, and surrounding environment (MACBE) model, 547, 843  
 motivational biases, 460–461  
 movement, 368, 439  
 multi-trait measures, 346–350  
 multicultural conflict resolution, 649–670; advantages of, 659–661; competencies in, 661; complexity theory, 657–659; Cultural Grids, 662–667; cultural identity development models, 655–656; as a fourth force, 649–651; training implications, 661–663; worldviews, 651–655. *See also* culture  
 multiple audience problem, 152  
 multiple mediators, 858–859  
 multiple offers, 263–264  
 Murray's need theory of personality, 338–339  
 mutual perspective, 206  
 mutual respect, 65  
 mutual security, 64  
 mystery, 565–566  
 mythical fixed pie mindset, 212
- N**
- naming and shaming, 613–614, 617  
 natural law, 603  
 need principle, 45–46  
 need theories, 338–340, 353  
 needs, 127–128, 180, 702  
 negative inductibility, 26  
 negative substitutability, 25
- Negotiation Evaluation Survey (NES), 843–844  
 negotiations, 872; planning form for, 704; and power, 134–135; settings for, 465–466; strategies of, 350  
 nested societal levels, 512  
 networks of enterprise, 394–395  
 neuroticism, 346–347  
 Nobel Peace Prize, 6  
 non-defensive communication (NDC), 166–167, 171  
 nonnegotiable conflicts and marital counseling, 1–3, 229–230  
 nonspecific compensation, 201–202, 418–419  
 nonviolence, 37  
 nonviolent communication (NVC), 162–164, 171  
 norm violations, 521  
 norms of cooperative behavior, 34–36  
 norms of creativity, 431  
 Northern Ireland conflict, 5–7; mediation, 858–859  
 npower, 127–128
- O**
- off-site meetings, 791–798  
 ontogeny, 271  
 Open Space Technology, 772–777  
 openness to experience, 347  
 oppression, 43–44, 871–872  
 organizations, conflict in, 781–804; with individual employees, 783–784; intergroup, 787–800; interorganizational, 800–802; interpersonal relationships and, 784–787; primary contributors to, 782–783. *See also* intergroup conflict meetings  
 orientations of power, 126–127  
 outcomes, 527, 540–541  
 outgroups, 538
- P**
- paradigmatic persuasion experiment, 456–458  
 Participate Design, 769–772  
 partitioning cognition, 429  
 peace, 160–161, 615, 642; sustainable peace, 135, 872  
 peace education, 721–723  
 peace through language. *See* language  
 peer-to-peer conflict, 786–787  
 pendulation, 284  
 perceived power, 125  
 performances, 816–817  
 persistence, 298  
 personal power, 122–123, 126–130

- personality, 331–355; characteristics of, 811–812; difficult personalities, 351–353; multi-trait measures of, 346–350; need theories of, 338–340, 353; psychodynamic theories of, 332–338, 353; psychological orientations of, 342–345; single trait approaches, 345–346; situation *vs.* personality, 351; and social situations, 340–345; trait theories of, 345–353; and trust, 98
- perspective taking, 76, 80, 366, 375–376, 380
- perspective-taking paradigm, 150–152
- persuasion, 455–485; and affect, 476–479; biases and, 460–461; defined, 455; heuristic-systematic model, 458–461; majority sources of, 474–476; minority sources of, 474–476; and moods, 476–479; and negotiation settings, 465–466; paradigmatic persuasion experiments, 456–458; and processing modes, 458–460, 464–465; and processing motives, 461–471; self-affirmation, 471–472; and society, 466–468, 472–474
- phylogeny, 271
- physiological needs, 339
- physiology, 512–513
- Platinum Rule, 642
- play ethic, 394–395, 404, 408, 429
- pluralist frame of reference, 128
- poem on language, 174–175
- points of view, 391–401, 403–404, 429; confidence of, 409; evolving systems approach, 392–395; importance of, 399–400; shadow box experiments, 395–399. *See also* creativity
- polarities, 537
- polarization, 185, 861
- politeness, constraints of, 813–816
- political discourse, 90
- political regimes, unstable, 53
- positions, 420, 702
- positive change, 164
- positive interdependence, 83–84
- positive self image, 49–50
- post-modern paradigm, 544–545
- postsettlement settlements, 264
- posttraumatic stress disorder (PTSD), 62–63
- potential power, 123
- power, 120–143; components of, 125–138; conflicts and, 133–138, 179–180; defined, 121–122; distinctions of, 122–125; environmental factors and, 130–133; imbalance of, 212–213; language of, 164–165; npower, 127–128; personal factors, 126–130, 342; training implications, 138–140
- powerful non-defensive communication (NDC), 166–167, 171
- practitioners, 11–13, 831–832
- prejudice, 317–318
- preoperational stage, 359
- prescriptive approaches, 877
- primal values, 655
- primary power, 123–124
- proactive aggression, 519
- problem identification, 792–794, 799
- problem solving: approaches to, 201–202; constructive controversy and, 77–79, 83; critiques and, 206–208; dialoguing and, 377; individual perspectives in, 204–205; large groups and, 772–777, 794–799; problem solving style (PSS), 203; research on, 204, 852–853; settlement oriented style (SOS), 203; short term success in mediation (STSM), 203; social perspectives of, 204–206; solutions to, 200–204, 216–217. *See also* Problem Solving and Decision Making (PSDM) Model
- Problem Solving and Decision Making (PSDM) Model, 197–222; in conflict situations, 214–217; decision making with, 208–213; described, 198–200; problem solving with, 200–208; training implications, 218–220
- problem-solving style (PSS), 203, 743–744, 748
- procedural injustice, 44, 47–48, 59–60
- procedural justice, 859
- projection, 336
- protracted social conflict. *See* intractable conflict
- psycho-logic, 270
- psychodynamic theories, 332–338, 353
- psychological mechanisms, 54
- psychological orientations, 98–99, 342–345
- psychosocial stages, 373
- Q**
- quasi-stationary social-equilibrium, 550
- question asking, 263
- R**
- race based intergroup conflict, 34, 58; Howard beach incident, 249–250; teachers, high school, 3–5, 713
- radical frame of reference, 128
- radical impact, 554
- rampage killings, 513
- rational arguments, 77
- rational choice, 208–209
- reaction formation, 336
- reactive aggression, 519
- reactive devaluation, 258
- readiness, 862–864, 872–874

## 938 SUBJECT INDEX

- Real Time Strategic Change, 765–767, 772  
 realist paradigm, 542–543  
 realistic group conflict theory, 178–179, 181  
 reality checks, 527  
 reasoned persuasion, 641  
 reasoning and thinking, 631–632  
 reciprocal perspective, 206  
 reciprocity, 36–37, 263  
 reconciliation, 598–600  
 redesign process, 770–772  
 reference points, 209  
 reflection, 307–308, 368  
 reflective techniques, 41–42, 494,  
   748–750, 752  
 reflexive interventions, 738–740, 808  
 reframing, 34, 703  
 refreezing change, 440–441  
 rejection sensitive, 279  
 relational power, 122–123  
 relational styles, 744–745  
 relationships, 97–100, 213; in intractable  
   conflict, 538–539  
 relative deprivation, 133–134, 850–851  
 relative power, 125  
 religion, 582–601; beliefs and values of,  
   587–589, 595–596; fundamentalism and,  
   598; identity and, 593–595, 597; leaders and  
   followers in, 589–591, 596; prevention,  
   598–600; reconciliation and, 598–600; reli-  
   gious awakenings, 583–585; role in conflict,  
   584–585; social institutions and, 591–592,  
   596; and the third side, 585–587, 597–598  
 reparative injustice, 44, 51–52, 56  
 reproductive revolution, 224  
 reputations and trust, 99  
 research gaps in the study of conflict resolu-  
   tion, 849–867; escalation, 853–858, 861;  
   group mobilization, 851–852; mediation,  
   858–862; origins of conflict, 849–852; readi-  
   ness for conflict resolution, 862–864; relative  
   deprivation, 850–851; strategic choice theory,  
   852–853  
 research on conflict resolution initiatives,  
   825–848; action research, 828–829, 839–841;  
   basic research, 826; causal modeling,  
   834–835; comparative case analysis,  
   838–839; Comprehensive Peer Mediation  
   Evaluation Project (CPMEP), 841–843;  
   consumer research, 828; developmental  
   research, 827; executives and administrators,  
   830–831; experience surveys, 836–837;  
   experimental research, 833–834; field  
   research, 827–828; funding agencies,  
   829–830; learning by analogy, 837–838;  
   Negotiation Evaluation Survey (NES),  
   843–844; practitioners, 831–832; process  
   evaluation approach, 845; researchers,  
   832–833; survey research, 836  
 residues of conflict, 527  
 resistance to change, 444–449, 452  
 resistance to resolution, 185  
 resolution, 417; of conflict, 160, 189–190,  
   322–327, 351  
 resonance, 105  
 responsibility to protect, 619  
 restraining forces, 438–439  
 retributive injustice, 44, 51–52, 60  
 rhetorically attenuated, 561  
 rights of man, 604  
 rights of self-determination, 609  
 ritual sharing, 709  
 role exchanging, 61  
 role of point of view. *See* points of view  
 role playing, 61, 579, 696  
 role theory, 131–132  
 rule of law, 608
- S**  
 safety needs, 339  
 scaffolding, 369–370  
 schmooze effect, 259  
 scope of justice, 44–45, 52–55  
 secondary power, 123–124  
 self-actualization needs, 340  
 self-affirmation, 471–472  
 self-control, 367–368, 376  
 self-distanced perspectives, 308  
 self-esteem, 82, 374–375, 378–379  
 self-fulfilling prophecies, 28–29, 184  
 self-immersed perspectives, 308  
 self-observation, 286  
 self-regulation, 294–313; brain function, 299;  
   interpersonal conflict, 303–308; modeling,  
   309–310; plans and implementation strategies,  
   308–309; preliminaries, essential, 296–298;  
   willpower, 295–303  
 self-regulatory failure, 303–305  
 self-theories, 325–326  
 sense of injustice, 44, 48–51  
 sense of self, 374  
 Serpentine Model, 567–568, 575  
 settlement, 417  
 settlement oriented style (SOS), 203  
 sexual research. *See* gender conflict and  
   the family  
 shadow box experiments, 395–399  
 shame, 281  
 shared community, 37

- short term success in mediation (STSM), 203  
 single-loop learning, 490–491  
 single trait approaches, 345–346  
 site leadership teams, 842  
 skeptic's critique, 207–208  
 skills, 37–40, 75–77, 821  
 small group conflict, 805–821; assistance for, 806–807; authority in, 817–818; beneficial conflict in, 809–813; “concert” creation and, 816–817; modeling benefits in, 818–820; and performances, 816–817; politeness, constraints of, in, 813–816; and support, 807–809  
 SOAR model, 370  
 social cognition, 361–362, 518  
 social competence, 519  
 social conditions for injustice, 53–54  
 social contexts, 40–42, 230–232  
 social contract, 604  
 social Darwinism, 14  
 social dominance orientation (SDO), 129–130, 181  
 social environment, 733–734  
 social identity theory, 5–7, 179–182, 472–474  
 social institutions, 591–592, 596  
 social interaction perspectives, 204–206  
 social learning, 340–341, 357–358, 517–518  
 social motivation, 105, 466–468  
 social perspective coordination, 205  
 social psychological research, 8–11, 17–20  
 social situations, 342–345  
 social skills, 87  
 social support, 443–444  
 social value orientation, 466  
 socially situated meaning, 153  
 sociobiology, 512  
 solutions, 66–67, 201–202, 525–526. *See also* problem solving  
 special interest groups, 34, 58; teachers, high school, 3–5, 713  
 spirals, 305–306  
 stage theories of development: adolescence, 378–380; early childhood, 359–364; middle childhood, 372–376  
 stereotypes, 99, 181, 630–631  
 stimulation through conflict, 417–418  
 stimulus control, 298–299  
 strategic choice theory, 852–853  
 strategic creativity, 247–248  
 strategic type, 743–744, 748  
 stress, 210, 301–302, 304  
 structural violence, 523  
 structuring controversies, 82  
 substantive interventions, 741  
 substitutability, 25  
 superordination, 426–427  
 support, 126, 806, 807–809  
 sustainable outcomes, 124  
 sustainable peace, 135, 872  
 symbolism, 537–538  
 system change initiatives, 553  
 systematic processing, 458, 460–461  
 systemic eloquence, 564  
 systemic forms of injustice, 59  
 systems paradigm, 545–546
- T**  
 targets of injustice, 54–55  
 task-oriented learning-mastery goals, 288  
 task structure, 86–87  
 teachers, high school, 34, 58; intergroup conflict, race based, 3–5, 713  
 teaching conflict resolution skills. *See* workshop training  
 teaching in India, 637–639  
 temperament, 365  
 temple stone placement, 414–415  
 tension, 408–409  
 theories for understanding conflict: cooperative orientation, 33–34; norms of cooperative behavior, 34–36; reframing, 34; values underlying conflict resolution, 36–37  
 theories of cooperation and competition, 15–16, 33–36  
 theorist orientation, 11–13  
 theory-in-use patterns, 501–502  
 theory of conflict resolution, 32–33  
 theory of constructive controversy, 73–77  
 theory of cooperation and competition, 24–26  
 theory of practice, 695–696  
 theory of relative deprivation, 47  
 third side, 585–587, 597–598  
 threefold repetition of the initial letter (THRIL) technique, 170–171  
 time and creativity, 394, 404, 429  
 time and irreality, 394  
 time-outs, 306–307  
 time-space oasis, 407–408  
 togetherness, 126–127  
 tolerance, 634  
 top-down power, 124  
 tractable conflicts, 534–536  
 trait theories, 345–353  
 transcendent eloquence, 578  
 transformational mediation, 744–745, 860  
 transparency, 255–256  
 trauma, 540–541

## 940 SUBJECT INDEX

trust, 92–119; building, 262–263; in conflict situations, 103–113; described, 92–94; managing conflict with, 110–113; relationships, importance in, for, 94–103; violations of, 107–110  
two-dimensional approach, 189

## U

Uganda conflict, 582–583  
ulterior motive, 430  
underlying interests, 416, 420  
understanding, 33–40, 55–58, 81, 229–234  
unfreezing, 437–438, 442–444  
unilateral escalation, 854–855  
unilateral perspective, 205  
unitary view of power, 128  
uniting, 706–707  
universal adherence, 608  
universal declaration of human rights (UDHR), 606–608, 610–612  
universal experience of authority, 817–818  
unlinking, 422  
unwitting commitments, 29  
USSR's intention toward US, 147

## V

value conflicts, 179  
victims, 48–50, 618  
violence, 37, 53, 54, 526. *See also* aggression and violence  
virtuosity, 287–288

## W

Western theories and China, 673–674  
willpower, 295–303  
win-win attitudes, 33–34, 58  
work design, 767–772  
Work Out, 772, 773  
workshop training, 695–725; Coleman Raider AEIOU coding sheet, 708; Coleman Raider “bare bones” model, 710; Coleman Raider collaborative negotiation model, 843; Coleman Raider conflict resolution continuum, 701; Coleman Raider filter check model, 712; Coleman Raider mediation model, 715; Coleman Raider negotiation planning form, 704; Coleman Raider reframing formula, 703; collaborative climates, 720–721; communication behaviors, 706–708; culture and conflict, 711–713; and education system changes, 717–719; emotions and, 713–714; format of, 697–698; in mediation, 715–716; negotiation, 709–711, 718; in negotiation, 702–706; objectives of, 698–700; and overview of conflict, 700–702; peace education in, 721–723; pedagogical insights in, 695–696  
World Cafe, 772, 774  
World Trade Center site planning, 762–763  
world views, 651–653, 702  
World War II, 268–269

## Y

yielding, 204