

**Conflict cause-analysis and interventions. Based on the circle of conflict of Moore (2003)**

| Cause   | Analysis/Indicators  | Interventions  |
|---|--|--|
| <b>Relationship or communication</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Strong emotions.</li> <li>• Misconceptions / stereotyping.</li> <li>• Miscommunication or poor communication.</li> <li>• Behavior that causes a negative or downward spiral.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Hard-line style / hostile behavior.</li> <li>• Differing perspectives or assumptions.</li> <li>• Recurring interactions with a negative effect.</li> <li>• Extreme expression of emotions or refusal to communicate.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Control emotions:</b> <ul style="list-style-type: none"> <li>• Reframing (III-6).</li> <li>• Let other party paraphrase (III-3).</li> <li>• Acknowledgement (III-5.2).</li> <li>• Ground rules (I-5).</li> <li>• Caucus (II-16).</li> <li>• Asking questions (III-10 and IV-4.4).</li> </ul> </li> <li>• <b>Vent emotions:</b> <ul style="list-style-type: none"> <li>• Reflecting (III-5).</li> <li>• Acknowledgement (III-5.2).</li> <li>• Asking questions (III-10 and IV-4.4).</li> </ul> </li> <li>• <b>Clarify perspectives</b> (IV-2).</li> <li>• <b>Regulate communication</b> (III-1).</li> <li>• <b>Meta communication</b> (III-9).</li> <li>• <b>Reality testing</b> (III-11).</li> <li>• <b>Block negative behavior by:</b> <ul style="list-style-type: none"> <li>• Changing communication patterns, f.e. who speaks to whom.</li> <li>• Reflecting (III-5.1).</li> <li>• Confronting (III-10.4).</li> <li>• Reality testing (III-11).</li> <li>• Demonstrating how it can be handled differently.</li> </ul> </li> </ul> |
| <b>Interests</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Differing content (substantive) interests (reconcilable or irreconcilable).</li> <li>• Differing procedural interests (reconcilable or irreconcilable).</li> <li>• Unmet psychological interests.</li> </ul> | <ul style="list-style-type: none"> <li>• Impasse.</li> <li>• Indistinguishable, unclear interests.</li> <li>• Suspicion of a hidden agenda.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Emphasize interests</b> and the future instead of positions and the past (II-10).</li> <li>• Search for <b>subjective criteria</b> (interests) (II-7).</li> <li>• Search for <b>objective criteria</b> (III-16.1).</li> <li>• <b>Develop options</b> that take into account the <b>interests of all parties involved</b> (III-15).</li> <li>• <b>Expand the pie</b> (enlarge it) or <b>make it different</b> (II-7.2 and III-15.2).</li> <li>• Search for additional or <b>different resources</b> (III-15).</li> <li>• Search for a creative <b>compromise</b> or systematically use trade-offs, f.e. by exchanging more and less important needs (II-7.2).</li> <li>• <b>Reality testing</b> and NAN (III-11).</li> </ul>  |

| Cause   | Analysis/indicators   | Interventions   |
|---|---|---|
| <b>Structural conflict cause</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Destructive behavior patterns or interactions.</li> <li>• Significant difference in influence, resources, knowledge, etc.</li> <li>• Large differences in power and authority.</li> <li>• Aspects that obstruct cooperation like geography, physical limitations or environmental factors.</li> <li>• Structural differences in the importance of time.</li> </ul> | <ul style="list-style-type: none"> <li>• Power and disempowerment.</li> <li>• Quickly giving in.</li> <li>• Quick concessions.</li> <li>• Huge power differences between the parties.</li> <li>• Different interests regarding time aspects: accelerating, delaying tactics or time-consuming behavior.</li> <li>• Negative interactions between parties.</li> <li>• Extreme emotions or (emotional) withdrawal.</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the structural conflict and try to achieve <b>role reversal</b>.</li> <li>• <b>Replace negative behavior</b> with other behavior.</li> <li>• Restore the <b>power balance</b> (II-3).</li> <li>• Develop a balanced and neutral <b>decision-making process</b> and make sure all parties involved have the same opportunities to participate in the process and the outcome: objective criteria (III-16.1), empowerment (II-6), ground rules (II-5).</li> <li>• Change the negotiation from <b>positional bargaining</b> to <b>principled</b> negotiation (II-4).</li> <li>• Help a party to analyze or increase <b>leverage</b> (III-14.2).</li> <li>• Modify the <b>manner in which the power is exercised</b>: f.e. convince instead of steamroll, or content discussions instead of 'underdog' (victim) behavior.</li> <li>• Alter the <b>conditions of the setting</b>: f.e. create distance instead of sitting close, different venue, one-on-one discussions instead of joint sessions and vice versa.</li> <li>• Neutralize any <b>external pressure</b> from constituents or other parties outside the mediation (I-2.7.2).</li> <li>• Change the role that <b>time</b> plays (II-14).</li> </ul> |
| <b>Principles and values</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Differing criteria to assess behavior and ideas.</li> <li>• Different way of life, incompatible ideology, principles, race or religion.</li> </ul>   | <ul style="list-style-type: none"> <li>• Differences and commonalities in approach and reactions.</li> <li>• Very different background or personality.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Avoid</b> formulating in terms of value and evaluating (II-2).</li> <li>• <b>Define</b> the problem differently (II-7.2.2).</li> <li>• Let parties <b>agree to disagree</b> (III-11.3).</li> <li>• Develop higher or more important goals or <b>joint interests</b> (II-7.2).</li> </ul>  |
| <b>Information</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Too little, wrong or irrelevant information.</li> <li>• Different method of gathering information.</li> <li>• Contradictory interpretation/conclusions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Different assumptions or perceptions.</li> <li>• Persistent disagreement about the facts ('yes-no' discussions).</li> </ul>  | <ul style="list-style-type: none"> <li>• Let the parties agree on <b>what information</b> is important.</li> <li>• Define <b>how information</b> will be gathered.</li> <li>• Develop <b>joint criteria</b> on how to assess information (III-16).</li> <li>• <b>Consult</b> experts (II-7).</li> <li>• <b>Ladder of inference</b> (IV-2.2).</li> </ul>   |