

Preface

We continue to explore ways in which today's technology can help us build a more peaceful world.

Important facets of a world without war include:

being able to recognize human conflict,
analyzing the situation, and
transforming the experience into a constructive experience i.e. an opportunity to grow.

Often the “layperson” is not well trained or skilled in dealing with conflict (i.e. conflict management) and parties involved in conflict situations require third party assistance. Their initial task is to examine their conflict situation sufficiently to be able to select the appropriate person or team of people who can assist them. This analysis process is called “Conflict Mapping.”

The objective of this paper is to explore the potential for computer assistance in this conflict mapping process.

A number of experts have proposed methods for mapping conflict, for example Sandole and Wehr.

The following is an edited version of a paper written by Shay Bright on Conflict Mapping. The edited format is intended to translate the conflict mapping ideas into basic constructs that are simple enough for a computer to understand.¹

There are several reasons for this translation process:

1) attempting to translate the mapping process into a computer language is a reason for this translation

Assume we have a goal or objective that is to develop an effective conflict management intervention or management program. We want the program to work and have a constructive outcome that benefits all parties to the maximum extent possible at the time and within the constraints

Scenario A Goal: Provide Third Party assistance

There is a conflict

The parties involved need assistance in managing this conflict

Identify the appropriate intervention / assistance program for this specific conflict situation

Scenario B Goal: Identify an appropriate Third Party who can provide assistance

There is a conflict

The parties involved need assistance in managing this conflict

There are numerous resource organizations who specialize in helping people manage conflict

Identify the appropriate resource organization(s) that can design an intervention program for this specific conflict situation

¹ How can we program a computer so that we can interact with it in a natural language (e.g. English, Spanish, etc) and not have to use an artificial language (C++, Fortran, ...)? We assume that the conceptual problems involved are answered by the theory of universal grammar of Noam Chomsky, and the technical problems are answered by non-procedural logical constraint-based languages like Prolog.

In both of these scenarios, it is necessary to examine the conflict situation and the people involved in some detail. In Scenario A, you are the expert and your goal is to conduct an in-depth evaluation so that you can recommend / apply an appropriate intervention. Obviously in scenario B, the examination is less detailed and not unlike hospital emergency room triage.² The goal is to characterize the problem sufficiently so that the appropriate experts can be brought in to assist.

As a result, the basic conflict mapping model proposed by Ms. Bright for developing intervention strategies will be evaluated for application to scenario B – mapping the conflict to a resource organization and providing that organization with the basic “triage” symptoms they need to proceed with specialized assistance.

The editor has found that some of the best outcomes are the result of a team effort.

Preface of Original Paper by Shay Bright

I have found the Wehr Conflict Mapping Guide to be one of the most useful tools of assessment. Using it throughout my stay as a master’s student at the Institute for Conflict Analysis and Resolution (ICAR), the Wehr Conflict Map enabled me to break down complex conflicts into their component parts and conduct analyses that led to informed interventions. Another useful guide is A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach (Sandole). After using the Wehr Conflict Map for two years while at ICAR and having been recently introduced to the Three Pillar Approach, I have found that a combination of these two guides provides an extensive tool for analyzing conflict and designing interventions.

This paper outlines the way in which I have combined the two guides. This framework which I have designed is useful at both the macro- and micro-level of conflict analysis. At the macro-level, the framework has served as a vehicle for organizing a majority of the knowledge I have gained at ICAR and hence information from the field of conflict analysis and resolution. At the micro-level, the framework is capable of being applied to conflict at any level, such as individual, societal, and international. In addition, the framework can be applied to a conflict at any stage of development, whether it be latent, gaining momentum, or at the crisis stage. Moreover, the framework facilitates analysis which informs all types of intervention ranging from conflict prevention to conflict settlement to conflict transformation.

The foundation of my framework is the Wehr Conflict Map, although I have rearranged it and added to it as some points. The Three Pillar Approach is inherent in my framework as I have essentially incorporated it into my modified version of the Wehr Conflict Map.

My framework, hereafter referred to as the Conflict Chart, consists of six main components. They are

- 1) Conflict Parties,*
- 2) Conflict History,*
- 3) Conflict Context,*

² For efficiency, the triage exam should be consistent with the detailed exam – the triage exam should obtain meaningful information that is accurate as well as pertinent for the more detailed exam. Recording a person’s ancestry during triage is probably not appropriate information to gather for treating a person with a broken leg. It may become appropriate to identify this information later if it is determined the root cause may be a genetic propensity for weak bones. Recording a person’s heart rate and blood pressure may be appropriate to take precautions to prevent shock and escalation of the problem.

- 4) *Party Orientation,*
- 5) *Conflict Dynamics, and*
- 6) *Conflict Intervention.*

This paper provides a detailed outline of the Conflict Chart. Each component and its sub-categories are listed in bold print and followed by a description. The complete outline of the Conflict Chart can be viewed in Appendix A.

WHAT: Manage a conflict

- HOW: 1.0 Decipher the conflict before attempting a resolution
2.0 Design an effective intervention into a conflict.

WHAT: 1.0 Decipher the conflict before attempting a resolution

- HOW: 1.1 Identify all facets of the conflict
1.2 Conduct in-depth analyses of all facets of the conflict
1.3 Accurately diagnose the cause or causes of the conflict

WHAT: 1.1 Identify all facets of the conflict

- How: 1.1.1 Map the conflict using a Conflict Chart³

WHY: Oftentimes, conflict situations are so convoluted that crucial aspects are overlooked or linkages between dynamics are not evident.

WHY: Assessment guides are useful in navigating conflicts and helpful in outlining all the various facets. This facilitates the process of designing appropriate interventions.

WHAT: 1.1.1 Map the conflict using a Conflict Chart

HOW:

- I. Characterize the Conflict Parties**
 - A. Identify the Parties involved**
 - 1. Identify the Primary Parties**
 - 2. Identify the Secondary Parties**
 - 3. Identify other Interested Parties**
 - 4. Identify the Intervening Parties**
 - B. Characterize the Relationships**
 - C. Identify their Power/Resources**

WHAT: Analyze the conflict situation

- HOW: Apply the first five components of the **CONFLICT CHART** to a conflict, and Design an intervention

WHY: All information gathered in these components informs the choice of intervention, which is discussed in the sixth component. This last component not only outlines most of the decisions that must be made in designing an intervention but also provides options for each decision.

WHAT: Identify the parties involved in the conflict situation.

- HOW: Identify **Primary** parties:
Identify who has direct interaction
Identify who has goals that are incompatible.
Identify who is representing themselves

³ A “composite” Conflict Mapping Guide = Wehr Conflict Mapping Guide + Sandole Three Pillar Approach

Identify who is representing some other person or organization.
Identify who is being represented by some other person or organization
Identify **Secondary parties** who have an indirect involvement in the conflict.
Identify other interested parties who have a strong interest in the conflict and an opinion on how it is resolved,
Identify “Intervening parties” who are not involved in the conflict, but if they were they would have a considerable effect on the conflict.

WHY: Secondary parties have potential to become primary parties as the conflict progresses.

WHY: These intervening parties are important to identify at the outset as they could be incorporated into the conflict by the parties at a later time.ⁱ

WHAT: Analyze the relationship among the four parties

HOW: Identify the origin of their relationship
Identify the nature of the relationship
Identify the dynamics of their relationships
Analysis their access to power currencies

WHY: This is important and will also be explored further in other components of the Conflict Chart.

WHAT: Analyze and compare each party’s access to power currencies

HOW: Analyse and compare each party’s access to interpersonal linkages
Analyse and compare each party’s access to resource control
Analyse and compare each party’s access to communication skills, and
Analyse and compare each party’s access to expertise
Analyse and compare the amount of power each party has

WHAT: Analyze and compare their access to resources

WHY: Their relationships may be asymmetrical or symmetrical based on power or resources, and that, in turn, can effect how they interact.

WHY: This is critical. Power is a product of the relationship between the parties. The amount of power each possesses is based on currencies of power. Currencies are valued resources or assets that if unequal in distribution contribute to conflict. An understanding of each party’s access to power currencies is important when designing an intervention as the power may need to be redistributed.

II. Assess the Conflict History

A. Characterize the relationship of the parties using the “Continuum of Relationships”

1. Consider areas of past Cooperation
2. Consider areas of past Competition
3. Consider areas of past Tension
4. Consider areas of past Disagreement / Conflict
5. Consider areas of past Crisis

B. Document the Past Relationship Between Parties

1. Highlight Significant Events
2. Assess their relative Power/Resources
3. Assess the Psychological Effects

WHAT: Accurately assess the nature of a conflict

HOW: Understand the nature of their interaction / relationship,
 Assess areas involving cooperation
 Assess areas involving competition
 Assess areas involving tension
 Assess areas involving conflict
 Assess areas involving crisis.

WHY:

Relationships move along a continuum of five stages—cooperation, competition, tension, conflict, and crisis.



WHAT: Analyze the historical relationship of the parties

HOW: Determine if the parties relationship has moved / changed over time
 Determine if their relationship has been or is in a crisis stage

WHY: If two parties have a long history together, their relationship may have moved back and forth on this continuum. Two parties could have been at crisis stage numerous times in their past, or they could have never reached crisis stage and instead fluctuated between conflict and tension for years.

WHAT: Understand their modern relationship

HOW: Obtain knowledge of the exact pattern of interaction the two parties are now having on the continuum.

WHAT: Determine if the relationship between parties has been shaped by events that have occurred in their past

HOW: Determine if the two parties have reached conflict or crisis stage at some point in their past,
Map these past events just as a current conflict is mapped.

WHAT: Accurately understand the past conflict and how possible unresolved issues might be influencing the current conflict.

HOW: Apply the first five components of this Conflict Chart to the past conflict

Why: Fluctuation and/or transfer of resources and power between two parties in the past may impact their current relationship if one party feels it deserves retribution.

WHAT: Recognize the importance of a “chosen trauma.”

WHY: If two parties have previously experienced conflict or crisis, psychological effects may linger from that conflict. This may cause one or both of the parties to behave in a certain manner in the present conflict.

WHY: For most groups that possess chosen traumas, time essentially stands still as they speak about the chosen traumas as if they happened yesterday.

WHY: The memory of chosen traumas are usually passed on from generation to generation.

WHAT: Allow for a “chosen trauma” to be recognized in any intervention.

WHY: An event that has caused a party to feel helpless and victimized is referred to as a chosen trauma.

WHY: This event, such as genocide, becomes embedded in a party’s identity and severely limits interaction between that party and the other who carried out the genocide.

WHAT: Allow for a “chosen trauma” to be addressed appropriately in any intervention.

WHY: These events play such central roles in a party’s identity that the strong feelings of hurt and shame and the dislike for the other party are capable of transmission to following generations.

WHY: These chosen traumas typically persist because the event has not been mourned adaptively.

- III. Characterize the Conflict Context**
 - A. Identify the Level of Conflict**
 - 1. Consider the Individual Level of Conflict
 - 2. Consider the Societal Level of Conflict
 - 3. Consider the International Level of Conflict
 - 4. Consider the Global/Ecological Level of Conflict
 - B. Conflict issues that occur at Multiple Levels**
 - C. Identify Cultural Aspects**
 - 1. Consider Communication Style of the parties
 - 2. Consider the parties' Orientation to Time
 - D. Assess Behavioral Determinants**
 - 1. Consider issues related to Relative Deprivation
 - 2. Consider issues related to Rational Choice
 - 3. Consider issues related to Frustration-Aggression

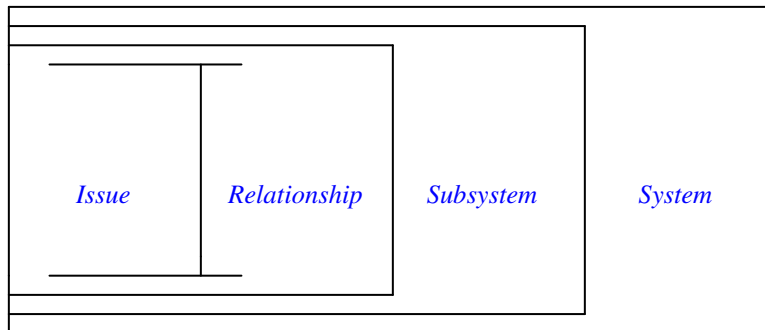
WHAT: Locate the conflict in one or more “levels”

HOW: Consider the individual level,
 Consider the societal level,
 Consider the international level, and
 Consider the global / ecological level

WHY: *Four levels of conflict are individual, societal, international, and global / ecological.*

The individual level consists of both intra-personal and inter-personal conflict. The societal level includes organizations, which denotes families, small groups, institutions, and businesses. The societal level also includes communities, ethnic groups, and cultural groups. The international level includes conflicts on a national scale that provoke involvement of external national actors. These conflicts are of a political, economic, or social nature. The global/ecological level focuses on conflicts that affect the earth's environment.

Maire Dugan's nested paradigm model provides a way in which to view conflicts that are located in multiple levels.



Example: Using Dugan's model, a specific interpersonal conflict between two high school students would be the **issue**. The interaction between the students and any repeating patterns in their behavior

constitutes the **relationship realm**. The **subsystem** consists of the school and the department of education and the extent to which those institutions influence or limit behavior. The **system level** consists of political, cultural, and social influences or limitations placed on the students.

By placing an interpersonal conflict in Dugan’s model, the conflict has been located in both the individual and societal levels. This is demonstrative of many conflicts

WHAT: Assess a conflict at the system level for the possible occurrence of structural violence.

WHY: Dugan’s model reflects **structural violence**. This concept refers to instances of deprivation based on someone belonging to a particular ethnic, religious, or class group.

EXAMPLE: As an example, an ethnic war that appears to be based on only ethnic rivalry may in fact be caused by political policies that favor one ethnic group over the other. This ethnic conflict, then, has a root-cause that results from structural violence. Moreover, this ethnic conflict could be placed in all four levels of Dugan’s model.

WHAT: Identify other context aspects within each level.

HOW:

- Consider aspects such as geographical setting and boundaries,
- Consider communication patterns,
- Consider decision-making entities,
- Consider political structures, and
- Consider economic structures.

WHAT: Conduct an analysis of how the political and economic systems interact

HOW: Conduct an analysis of how the political and economic systems affect the conflict parties

***WHY:** In the modern complex conflicts of this post Cold-War era, determining political and economic structures is a crucial link in defining a conflict’s context. Oftentimes political and economic structures are inextricably linked, and one can be understood only if the other is included in the analysis.*

WHAT: Considered an appropriate dual political-economic intervention (move to interventions)

***WHY:** Extra-legal war economies, which operate parallel to legitimate economies, are created and sustained in order to fund political agendas. Those involved in the war economy are gaining power and resources and hence have a vested interest in prolonging the conflict. In this instance, then, neither a purely political nor an economic solution will end the conflict.*

WHAT: Characterize the culture of the parties involved

HOW:

- Consider the parties “identity groups,”
- Consider the parties ethnicity,
- Consider the parties gender,
- Consider the parties socioeconomic class,
- Consider the parties workplace.

***WHY:** Culture is another important aspect of a conflict’s context as it influences party behavior. Culture dictates attitudes and behavior and influences the meaning people place on events and*

actions. The interaction between two parties of different cultures can result in miscommunication and prolong a conflict.

WHAT: Assess how the parties will relate and interact.

HOW: 1) Assess their attitudes toward conflict,
 2) Assess their communication style,
 3) Assess comfort with disclosure,
 4) Assess their problem-solving approach,
 5) Assess their decision-making style,
 6) Assess their approach to completing tasks, and
 7) Assess their expectations regarding outcomes.

WHY: Every culture approaches these six aspects differently and that in turn affects the dynamics of the conflict.

WHAT: Assess their communication style

HOW: Differentiate between high-context and low-context cultures.

WHY: High-context communication style is relatively implicit while low-context is explicit. In high-context cultures, discrepancies often exist between what is said and what is actually meant, and therefore, attention must be paid to nuances and body language. Low-context cultures are direct and assertive and what is said can be taken at face value.

WHAT: Consider the parties' orientation to time

WHY: Cultures can be future- or past-oriented, and their orientation affects their priorities, goals, and values. If two parties in conflict each have a different time orientation, this may affect mutual understanding and their interactions.

WHAT: Consider the parties' perception of history.

WHY: If one party is preoccupied with the past, the other party that is future-oriented may become frustrated and angry and not be able to comprehend why value is placed on historic events.

EXAMPLE: For instance, if one party is past-oriented and possesses a chosen trauma, communication with a future-oriented party will be inhibited.

WHAT: Consider the parties' relative deprivation

HOW: Assess any change in the parties' aspirations
 Assess any change in their capabilities (e.g. power, resources)
 Assess their achievements or lack thereof

WHY: it helps to explain or even predict party behavior.

WHY: The theory of relative deprivation states that people take action, often in the form of violence, when their achievements and capabilities fail to meet their aspirations.

This can occur in four ways:

1) aspirations increase and capabilities such as power and resources remain stable;

- 2) aspirations and capabilities increase, but capabilities do so at a slower rate than aspirations;
- 3) aspirations remain constant and capabilities decrease; and
- 4) aspirations and capabilities increase, but capabilities then decline.

(Editor: Do aspirations ever decrease? Is this the sign of losing hope?, giving up? depression?)

WHY: In these situations, some people's aspirations are heightened because they witness the increasing capabilities of others, and then become dissatisfied when their capabilities do not increase as well.

WHAT: Assess how capabilities are distributed among the social groups

HOW Determine those capabilities that are evenly distributed
 Determine those capabilities that are unevenly distributed

WHY: Conflict is likely to occur in societies where capabilities are unevenly distributed among social groups.

WHAT: Consider the issue of relative deprivation

HOW: Assess the distribution of capabilities
 Assess how the parties are reacting to this distribution of capabilities.

WHAT: Consider the parties rational choices to use collective violence

HOW: Consider if desired results appear to be achievable through collective violence

- Identify results (e.g.)that benefits all group members regardless of whether they participate in the collective violence (non-excludable).
- Identify the results (e.g. power, privilege,..) that come to only those who participate in the collective violence (excludable).

Identify the people who desire the “excludable” results
 Assess if they are likely to choose collective violence

- Assess their dissatisfaction
- Assess their capabilities / means
- Assess if their aspirations are not being met
- Assess if there is large discrepancy between their aspirations and capabilities
- Assess if they believe that confrontation is the only way to achieve their results

WHY: This theory has been used to explain the mobilization of individuals in collective violence.

WHY: Results that are achievable through collective violence can be labeled either non-excludable or excludable. Non-excludable results benefit all group members regardless of whether they participated in the action that achieved those results. Excludable results, such as power and privilege, are those that come only from personal involvement in violent conflict. People who desire the results that are excludable must make a rational choice when participating in collective violence. Therefore, instead of becoming dissatisfied and participating in conflict only when their aspirations are not met, people act before a large discrepancy appears between their aspirations and capabilities. These people choose to initiate conflict in order to obtain results that they know will only be achievable through confrontation.

WHAT: Consider the parties level of frustration-aggression.

- HOW:
- Determine if one party has “interfered” with a goal of the other party
 - Determine the level of frustration
 - Determine the size of the barrier
 - Determine if the frustration may lead to aggression

WHY: Aggression is a consequence of frustration.

Interference by another party with the occurrence of a goal creates frustration. The interference takes the shape of a barrier, and the larger the barrier, the more energy that is required to overcome it. Extreme use of energy tends to provoke aggression in the form of destructive behavior. In protracted communal conflicts, large amounts of energy are expended and aggression reaches dangerous levels. At this point, individuals or collective groups experience an immense desire to attack the barrier, which causes conflicts to escalate.

WHY: The three theories of relative deprivation, rational choice, and frustration aggression are useful when analyzing both conflict context and conflict dynamics. However, they are best applied in Conflict Context since the party behavior in the theories is dictated by the context of the conflict.

- IV. Assess Party Orientation**
- A. Determining Issues and Objectives**
- 1. Circle of Conflict**
 - 2. Basic Human Needs**
 - 3. Three-Tiered Paradigm**
 - 4. Situation-Attitude-Behavior**
 - 5. Diametric Formats**
 - 6. Decoding Communication**
 - 7. Determining Levels**

WHAT: Determine the Conflict Orientation

- HOW:
- Identify the issues of the conflict parties
 - Identify the objectives of the conflict parties
 - Place the issues within the context of the conflict.

WHY: Numerous models and theories exist for identifying party issues, and all of them provide a slightly different perspective on the parties and their motivations.

WHAT: Identify issues by considering perceived causes of the conflict.

- HOW:
- Consider the common factors listed in the “Circle of Conflict” table,
 - Identify other contributing factors not listed but identified by the conflict parties

WHAT: Characterize the conflict as a basic “type”

- HOW:
- Differentiate the contributing / causative factors
 - Identify “primary generating factors”
 - Use the “Circle of Conflict” chart to identify the “type of conflict”

Structural conflict
 Data conflict
 Relationship conflict
 Value-related conflict, and
 Interest-based conflict.

Note: There is no circle, there are no piers, there are no columns, ... In fact I see a rectangle in the table. This is list, a table, an array, a compilation of ideas.

Are we sure there are no additional “causative factors?” Is this the complete list? i. e. Does this represent all world cultures?

Are we to assume, for example, that” strong emotions” are associated only with “Relationship Conflicts?” It would seem that “Lack of information” could be a “cause” for all types of conflict

What causes what? – Are we really using the cause and effect analogy here? E.g. if I use “Destructive patterns of behavior” the effect will be that I will cause or create a structural conflict?

Perhaps these” factors” would be better labeled as “symptoms” or “observables” - factors that can be used to diagnose or help categorize the conflict -

Does a “fever” cause a cold? Or the flu? Or is a fever a symptom of a cold and the flu?

The “factors” below are not mutually exclusive – i.e. they can be associated with more than one or all of the types of conflict – as a result identifying a particular cause does not in and of itself map it to a particular “type” of conflict. The concept of “necessary and sufficient” could be applied here. Is any one or two of the factors “sufficient” to define a type of conflict. Or are they considered simply “necessary?”

Causative Factors	Type of Conflict	Management Difficulty
<ul style="list-style-type: none"> ▪ Destructive patterns of behavior or interaction ▪ Unequal control, ownership, or distribution of resources ▪ Unequal power and authority ▪ Geographical, physical, or environmental factors that hinder cooperation ▪ Time constraints 	Structure Conflict	Difficult
<ul style="list-style-type: none"> ▪ Different criteria for evaluating ideas or behavior ▪ Exclusive intrinsically valuable goals ▪ Different ways of life, ideology, or religion 	Value Conflict	Difficult
<ul style="list-style-type: none"> ▪ Strong emotions ▪ Misperceptions or stereotypes ▪ Poor communication or miscommunication ▪ Repetitive negative behavior 	Relationship Conflict	Moderate To Easy
<ul style="list-style-type: none"> ▪ Lack of information ▪ Misinformation ▪ Different views on what is relevant ▪ Different interpretations of data ▪ Different assessment procedures 	Data Conflict	Moderate To Easy

<ul style="list-style-type: none"> ▪ Perceived or actual competition over substantive (content) interests ▪ Procedural interests ▪ Psychological interests 	Interest Conflict	Moderate To Easy
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WHY: This model simplifies a conflict by deconstructing it.

WHAT: Characterize the difficulty of the conflict based on its “type”

How: Value and structure conflicts are considered difficult to resolve/manage
WHY: They deal in realms where negotiation and compromise are limited. Structure conflicts have infrastructure limitations that are difficult to manipulate, Value conflicts are difficult because people are not likely to compromise their beliefs and ideologies.
 Data, relationship, and interest are considered moderate or easy to resolve/manage
WHY: More flexibility /leeway exists for negotiation, collaboration, and compromise.

WHAT: Identify the issues of conflict parties by defining their basic human needs

WHY: This theory is mainly used to explain deep-rooted, intractable conflict. It provides a general model for understanding violent behavior during conflict.

WHY: This theory is founded on the principle that people cannot live and prosper unless their basic needs are met, or in other words, unless their main issues are resolved.

Social conflict results when existing systems fail to satisfy basic needs such as identity, security, and recognition. These needs typically are not bargainable, nor irrepressible, and demand satisfaction. Basic human needs are considered universal in their nature in that every collective group or culture demands their satisfaction. The satisfiers of the need are determined by the particular group or culture, and only once the needs are satisfied will violent behavior cease to occur.

WHY: Identity is the need that is most often associated with violent conflict. Groups seeking to satisfy that need are concerned with defending or creating group identity. In order to establish or maintain their identity, groups are willing to suffer violence and misery, as well as sacrifice their own lives. Needs are, then, tied to emotion and, therefore, typically not bargainable using reason. Each group has its situational perspective as to how their need will be met and nothing short of that will satisfy the need.

WHAT: Categorize the issues of conflict parties

HOW: Use the three-tiered paradigm
 consider cognitive issues
 (beliefs that the parties hold - what they believe to be true and not true; good and bad; etc.)
 consider evaluative issues,
 (party values and their opinions regarding the issues)
 consider affective issues
 (emotions of conflict parties)

Cognitive Issues	Beliefs
Evaluative Issues	Values, Opinions
Affective Issues	Emotions

WHY: Each provides a way in which to view the party issues.

WHY: Issues are typically categorized at affective level when highly valued beliefs or a group’s sense of identity are under attack by another party.

What: Recognize the parties may move from one level to another throughout time.

WHY: These levels actually exist as a continuum

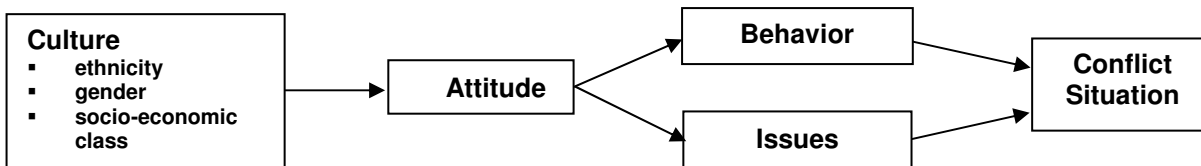
Example: A party that has a “chosen trauma” may only be able to deal with the issue of the trauma at the affective level.

However, if an intervention involves a process, such as a collaborative problem-solving workshop, that allows the party with the “chosen trauma” and the opposing party to constructively address the trauma, the affected party may eventually be able to move on to another less emotional level.

The party may move to the evaluative level where they still value the “chosen trauma” as an important part of their history but the trauma would no longer evoke as strong of an emotional response.

WHAT: Use the culture-attitude-behavior-situation model to frame party issues

How: Consider how their Culture shapes the parties Attitude,
 Consider how their Attitude affects the their perception of Issues & their Behavior,
 Consider how their Behavior affects a Conflict Situation.



WHY: In a conflict situation, issues arise between parties, and their behaviors are the means for settling those issues and achieving their goals. This model serves as a reminder that party issues and behaviors are ultimately determined by party attitudes. This then allows issues to be reframed in various contexts of culture, such as ethnicity, gender, or socio-economic class, and contributes to an appropriate analysis of the conflict situation.

WHAT: Classify party objectives as diametric opposites

HOW: Identify where party goals are win-win
 Identify where party goals are lose-lose

(Note: often the term win-lose is used to further subdivide the lose-lose category because the loses may not be equal. The term win-lose erroneously implies that one of the losers is somehow a winner which is impossible if the other party loses. For example the simple lack of cooperation in a conflict situation is at least an “opportunity loss.” A better term for win-lose is probably: lose some – lose more).

Another example is that most westerners believe the U.S. and its allies “won” WW II.

WHY: Two simple formats exist for this classification. The first format is simply win-win or win-lose. Parties that seek to gain at the expense of others are engaged in a lose-lose (win-lose) conflict; whereas parties that are seeking collaboration are pursuing a win-win outcome.

WHAT: Classify the conflict or the objectives of the parties as diametric opposites

HOW: Identify if the objectives are to maintain status-quo
Identify if the objectives are to change status-quo

WHY: The second format consists of status-quo maintaining and status-quo changing.

EXAMPLE: A party whose objective is to wrest political control from another party is engaged in status-quo changing. The party that wishes to uphold political control is demonstrating status-quo maintaining.

WHY: Oftentimes, party objectives can be classified as diametric opposites. Two simple formats exist for this classification.

WHAT: Accurately determine party issues and objectives

HOW: “Read Between the Lines”
Determine their implicit messages
Understand exactly what the parties are implying
Accurately decode the parties’ messages
Develop an in-depth understanding of the conflict’s context
Develop an extensive knowledge of the parties.
Reframe the messages as issues and goals

WHY: When parties voice their issues and goals, they may not necessarily be completely forthright. When this occurs, the parties are encoding their words with implicit messages.

WHY: Only an intervenor who is intensely familiar with a conflict and its parties is able to accurately decode these messages and reframe them as issues and goals.

WHAT: Gather additional information by locating the issues in one or more of the conflict levels.

HOW: Locate issues at the individual level
Locate issues at the societal level
Locate issues at the international level
Locate issues at the global/ecological level

WHY: This process of level identification assists in determining the complexity of the issue, and hence informing the intervention design.

- V. **Identify the Conflict Dynamics**
 - A. **Identify the Behavior Styles of the parties**
 - 1. **Identify the Conflict Styles of the parties**
 - 2. **Identify the Worldview perspective of the parties**
 - B. **Identify Conflict Events**
 - 1. **Identify Precipitating Events**
 - 2. **Identify Issue Transformation Events**
 - 3. **Identify Polarization Events**
 - C. **Document Action-Reaction Processes**
 - 1. **Aggressor-Defender**
 - 2. **Conflict Spiral**
 - 3. **Self-Fulfilling Prophecy**

WHAT: Recognize the dynamics of the conflict

HOW : Recognize the actions of the parties
 Recognize the reactions of the parties
 Recognize the events that these actions provoke
 Recognize the events these actions dissuade

WHAT: Predict the dynamics of the conflict

HOW : Predict the actions of the parties
 Predict the reactions of the parties
 Predict the events that these actions provoke
 Predict the events these actions dissuade

WHY: Conflict dynamics consist of the actions and reactions of parties, as well as the events that these actions provoke or dissuade. These dynamics, if recognized or predicted by an intervenor, can highlight ways around a conflict or strategies to resolve a conflict.

WHAT: Classify the parties behavior in this conflict situation

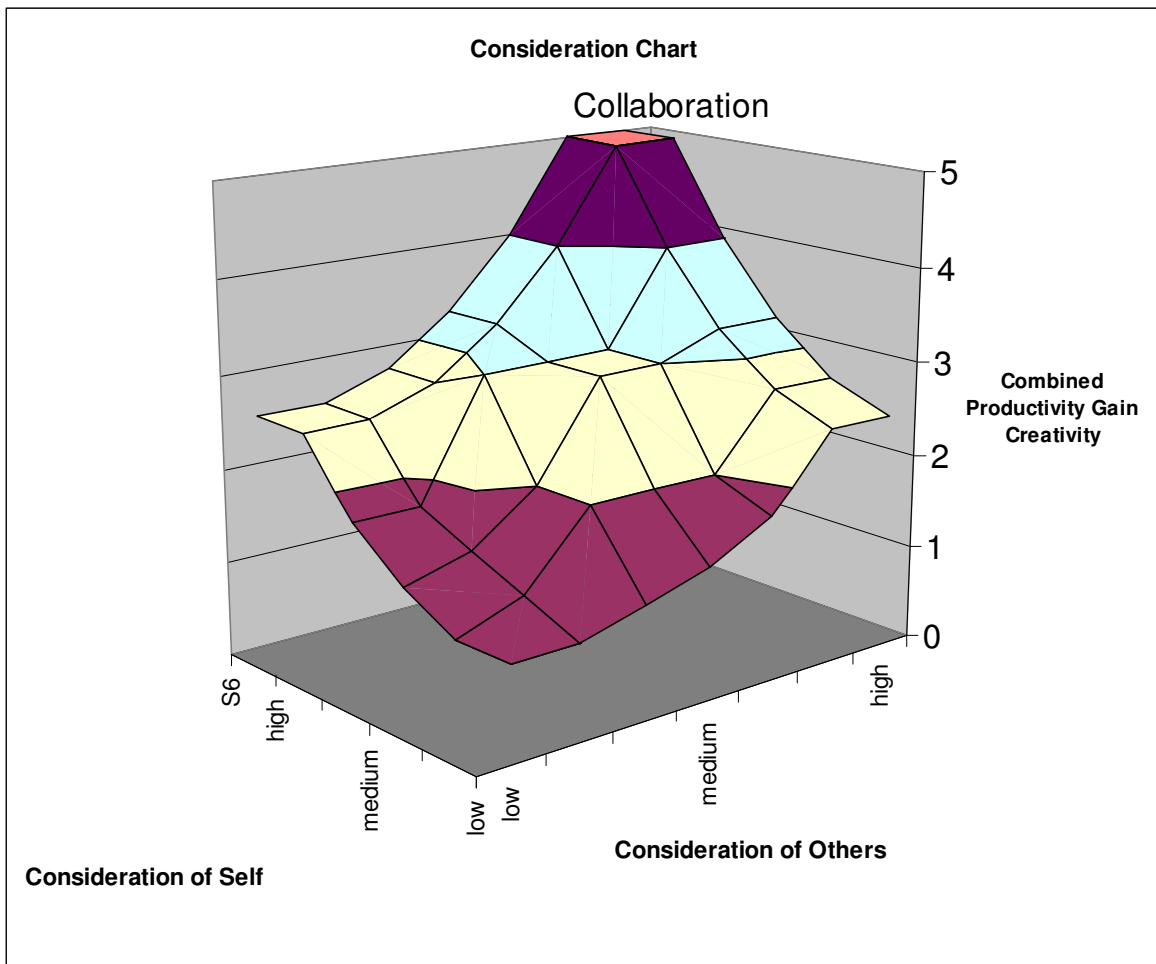
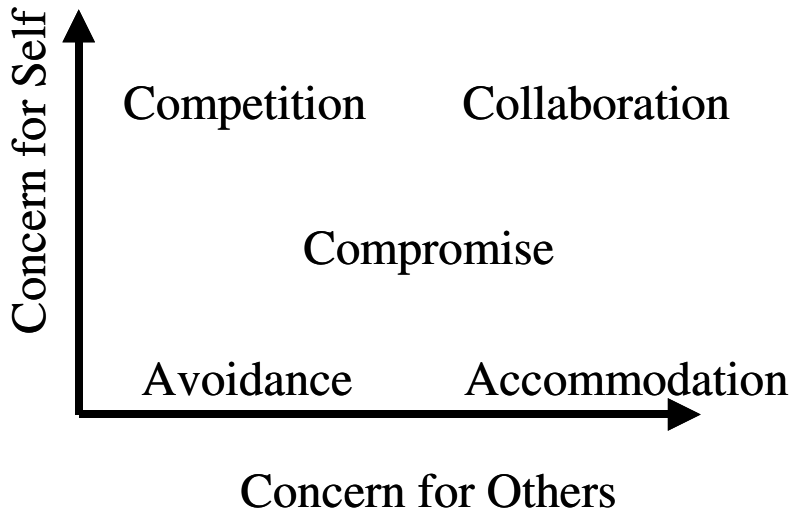
HOW: Observe the parties behavior
 Categorize their behavior

WHY: The main determinant of (descriptor or way of describing) party actions is conflict styles. (Style does not “cause” or determine a parties actions – style is a way to describe or categorize the party’s action – this implies that a party’s actions tend to fall into specific categories – there is not chaos- there is a “human nature” – there is some predictability in how people respond to various conflict situations – as a result it is possible to observe their actions and place the actions into “buckets” or “styles”)

These styles emphasize (i.e. describe or summarize) how parties behave in response to conflict. Five conflict styles exist (have been observed in Western culture), and each one can be graphed according to (using) two dimensions:

- a) *Concern for (Consideration of) self, and*
- b) *Concern for (Consideration of) the other party.*

(Concern sometimes has a connotation similar to worry – worry is an internal conflict that usually accomplishes nothing – consideration seems to infer more of an active role – one of concern plus action)



WHAT: Categorize the parties behavior relative to their concern for (consideration of / perspective of) themselves

HOW: Identify behavior that indicates a negative or destructive attitude about self
 Identify behavior that indicates a lack of concern, consideration about self
 Identify behavior that indicates a positive or constructive concern about self

WHAT: Categorize the parties behavior relative to their concern for (consideration of / perspective of) the other party

HOW: Identify behavior that indicates a negative / destructive attitude about the other party
 Identify behavior that indicates a lack of concern, consideration about the other party
 Identify behavior that indicates a positive / constructive concern about the other party

WHY: The two styles of avoidance and competition are opposite conflict styles.

The opposite of avoidance is involvement/interaction. Involvement can be constructive or destructive. Competition is one of several ways we can interact with others, another way is undermine /sabotage/destroy things, another is to destroy the other party, another is to criticize, another to complement, another is to tutor, another is to cooperate, another is to collaborate – avoidance is simple not doing anything with respect to the other person or the issues.

WHY: Avoidance is characterized by denial and hiding from the conflict.

Avoidance can be the result of:

- a) apathy, hopelessness, lack of empowerment, prolonged frustration and failure to be effective,
- b) a choice based on considered and deliberate prioritization that the conflict is not important,
- c) a choice based on considered and deliberate assessment that the parties themselves must own this conflict and manage it without third party intervention,
- d) a fear of getting involved (e.g. fear of reprisal, fear of incompetence, fear of failure,...),
- e) ignorance, lack of awareness, or lack of consciousness of the conflict situation,
- f) an inability to understand or comprehend a complex conflict situation,
- g) a choice to blame someone else and hence psychologically abdicate any further responsibility and need for involvement,

Involvement (i.e. the opposite of avoidance) can take on many shapes and forms. It is sometimes referred to as “ownership” of the conflict. Parties are informed that unless that take some form of ownership, they are powerless to affect any change. For example, a party can be or become involved directly, or involved via a three party representative, or involved indirectly by providing resources (e.g. information, money, tools, training, advice,...). Involvement can be constructive or destructive, intentional or unintentional, well meaning or ill intentioned, direct or indirect (via a third party representative, via money or other resources, ...),

WHY: Competition is characterized by the use of power or violence to change the status quo or achieve a win-lose situation.

(Competition can also be viewed as a process where the parties extend themselves in extraordinary ways to achieve a goal – often competition “brings out the best effort in a person because there is someone else who is also vying for the same limited resource or the prize) Again as in nonviolence – the “attitude” of the people involved are important. Two world class runners may be in competition but are simultaneously collaborating with each other in an effort to break a world record – left alone they would not be able to run as fast. Suppose runner A crosses the finish line first – a

full second ahead of their personal best. Runner B finishes 1 second behind runner A but 10 seconds ahead of their personal best – who was the real winner? What were the goals? A good winner acknowledges the effort of the other participants and sees that their accomplishments are the result of a team effort if nothing other than the awareness that the other person is a step behind and closing fast. Competition in the business world motivates people to improve their products and come up with a better idea or a higher quality product. Sometimes competition involves unilateral collaboration – i.e. observing the good features of the other party and improving on it. (Think what might have happened if there had been bi-lateral collaboration.)

WHY: Compromise, accommodation and collaboration emphasize a willingness to work with the other conflict party to achieve a solution.

WHY: The style of collaboration is placed at the top right corner of the graph as it is highly but equally concerned about the concern for the other as well as the concern for the self. If this type of conflict style is practiced by the involved parties, the conflict is most likely to be resolved as a win-win situation.

WHY: (Compromise is where) neither party would have received everything they wanted, but they both would have achieved a satisfactory portion of their goals.

WHY: Accommodation is where the other party tends to receive what they wanted with either a disregard (not recommended) or lack of concern (okay if the issue is consideration as unimportant) about self interests.

WHAT: Classify the behavior of parties relative to two worldview approaches

HOW: Consider the worldview called Realpolitik
 Identify any competitive approach to the conflict
 Identify any negative outlook on human nature
 Identify any pessimism relative to envisioning possibilities for collaboration
 Consider the worldview called Idealpolitik.
 Identify any optimistic outlook on human nature
 Identify any receptiveness to the collaborative process

WHY: Parties that possess a Realpolitik worldview typically demonstrate a competitive approach to conflict. In addition, they basically have a negative outlook on human nature and are quite pessimistic when it comes to envisioning possibilities for collaboration. Parties that possess an Idealpolitik worldview are generally optimistic when considering human nature and readily participate in collaborative processes.

WHAT: Identify the parties means/methods to achieve their objectives

HOW: Identify their possible use of violence
 Identify their possible use of nonviolence
 Consider their ability to destroy
 Consider their ability to outwit
 Consider their ability to persuade

WHY: Inherent in the aforementioned behavioral styles is the means by which parties achieve their objectives. Some basic examples of means are using violence, which is indicative of a competitive conflict style and a Realpolitik worldview, or practicing nonviolence, which is indicative of the other

four conflict styles and an Idealpolitik worldview. Other examples of means are destroy (competition, Realpolitik), outwit⁴ (competition, avoidance, Realpolitik), and persuade (competition, compromise, collaboration).

“Violence is present when human beings are being influenced so that their actual [...] realizations are below their potential realizations.”

Ref: J. Galtung, "Violence, Peace and Peace Research. Essays, pgs 110 & 111.

In this context, competition can actually be nonviolent (and it usually is in a game situation that has rules) – such as a foot race, a non-physical-contact sport (golf, tennis, baseball, basketball, figure skating, soccer, chess, ...). Games involving physical contact or blocking begin to border on violence – for example, in football or hockey, players are actually encouraged to physically block or interfere with an opponent and “take them out” – i.e. prevent them from playing the game any further on a given “play.” Although one can block a move in chess, or block a shot in soccer or basketball, this is blocking an “attempt to score a point” not “taking the opponent out of play.” In soccer, tackling is “taking the ball away from the opponent” not knocking them out of the play. Sometimes in the process of making a tackle i.e. taking the ball, the opponent will fall down – no penalty because the objective was the ball – not the opponent. Canadian hockey and US football are unique forms of competition because they legitimize violence – where a “legal” strategy is to prevent the opponent from playing by the use of physical force.

A spelling bee is a competition with nonviolent rules. As a result, it encourages people to excel – to study and become better – hopefully even better than their opponents so they might win – but even if they are not left standing at the end, their efforts to be the best has made them better and closer to realizing their potential.

Competition in the market place also is a motivation for organizations to excel – as long as there are nonviolent rules – (e.g. anti-trust laws, that prevent a larger company from “putting a smaller company out of business.”).

Competition means that you are focused on becoming better (at a personal level, at a team level, at a company level, at a national level) – it does not say anything about actually helping your opponent other than by allowing them to observe your behavior. A situation that requires altruism – one where it is required to “pull your opponent along” could actually be considered a subtle form of violence – it may be preventing some from realizing their own potential.

There are of course non-competitive situations where educating, mentoring, coaching, etc. others is not only appropriate but even encouraged. Life is not just a sport – a competition. After a while, sports become boring – and thoughtful participants begin to think, “is that all there is? They turn to family and community involvement – using their personal power to help others. Eventually everyone learns that excelling alone is not nearly as productive as excelling together – i.e. collaborating. That’s where the maximum benefits are found.

WHAT: Assess the conflict dynamics

HOW: Use the action-reaction model

Evaluate the ways in which parties respond to conflict

⁴ Outwit & out smart may have a negative connotation – having to think harder is not a bad thing – as long as the thoughts are to do no harm to the opponent but just to do better – to not violate their basic right to life, liberty and pursuit of happiness. If outwit means to think of ways to harm ones opponent, then it cannot be considered nonviolent.

Evaluate the means by which they attempt to achieve their goals
Assess how actions of one party determine responding actions of other party

WHY: The ways in which parties respond to conflict and the means by which they attempt to achieve their goals direct the events that occur throughout a conflict. The action of one party determines the responding action of the other party.

WHAT: Gain insight for determining an appropriate type of intervention as well as the timing of the intervention.

HOW: Pay attention to the conflict dynamics e.g. “Precipitating Events.”
Identify each change in the conflict’s status
Predict the reaction of each party.

Example: For instance, a latent conflict may escalate to a manifest conflict process (MCP), in which parties to a conflict outwardly pursue mutually incompatible goals. Precipitating events also mark the transition from a MCP to an aggressive manifest conflict process (AMCP). This change in conflict status is marked by the occurrence of physical or psychological damage to either people or property.

WHAT: Identify potential “Precipitating Events”

HOW: Determine if the parties in conflict have a history of conflict together
Identify precipitating events from their past
Highlight which modern events will most likely be contentious.
Identify potential precipitating events by comparing this conflict to other similar conflicts.

WHAT: Monitor changes as the conflict progresses

HOW: Determine if the interaction between parties is causing new issues to emerge
Determine if the interaction between parties is causing a single issue to spawn multiple issues.

WHY: As a conflict progresses, parties’ issues may change.

WHAT: Determine if the issues are undergoing transformation

HOW: Determine if the issues are undergoing transformation as parties negotiate
Determine if the issues are undergoing transformation as parties re-evaluate their goals

WHY: This transforming of issues may cause polarization among primary and secondary parties.

WHAT: Identify if/when polarization is occurring

HOW: Are parties seeking consistency
Are parties seeking strength in numbers
Are coalitions being formed
Are positions against the opponent becoming hardened

WHY: When (polarization) occurs, parties are seeking consistency and strength in numbers. Coalitions are formed with allies and positions against the opposition are hardened. Bipolarization results, and this can act as a catalyst for either resolution or increased animosity between parties.

WHY: Polarization can also be viewed as a process where chaos is being turned into order – where individuals (with diverse perspectives and opinions) are communicating and their perspectives are coalescing into common issues that is being voiced by a group. This can be a good thing - in one sense it simplifies the conflict. However it may accentuate the primary differences.

WHAT: Understand how the dynamics of interaction could lead to escalation.

HOW: Apply the aggressor-defender model
 Label one party as the aggressor / instigator
 Identify the actions taken by the aggressor against the defender
 Identify how the response of the defender causes the aggressor to use heavier tactics
 Label the other party as the defender
 Identify the response of the defender
 Identify the response of the defender to the heavier tactics of the aggressor
Apply the conflict spiral model
 Identify contentious actions taken by both parties
 Identify responses that are “heavier” than the other party’s initial action
Apply the Mirror- Image model
 Identify stereotyping
 Identify mirror imaging.
 Identify how the first party views itself as virtuous and moral
 Identify how the first party views the second party (enemy) as deceptive and immoral
 Identify how the second party views itself as virtuous and moral
 Identify how the second party views the first party (enemy) as deceptive and immoral
Document how the dynamics of interaction contribute to the conflict’s escalation

WHY: A stronger reaction from the first party, in turn provokes an even stronger reaction from the second party. As increasingly stronger tactics are used, the cycle continues, and the conflict is perpetuated as it escalates.

WHY: The perception of the other, although it may be false, can shape a party’s reality and create a self-fulfilling prophecy.

For example, in the aggressor-defender model, the aggressor’s action provokes a reaction from the defender. As the conflict escalates the defender, rather than taking the blame itself, is able to place the blame on the defender because it responded with a reaction. By doing this, the aggressor shapes it’s own reality and hence creates a self-fulfilling prophecy that the defender was malevolent.

WHY: The combination of provoked yet expected responses easily lead to self-stimulating/self perpetuating conflicts.

- VI. Conflict Intervention**
 - A. Analysis**
 - B. Preparatory Decisions**
 - 1. Continuum**
 - 2. Level**
 - 3. Dugan’s Levels**
 - 4. Track**
 - 5. Type of Peace**
 - 6. Timing and Sequencing**
 - C. Type of Intervention, Outcome, and Level**
 - 1. Prevention**
 - 2. Management**
 - 3. Settlement**
 - 4. Resolution**
 - 5. Transformation**
 - D. Forum**
 - E. Intervenor Roles**
 - F. Activities**
 - G. Skills**
 - H. Evaluation**

WHAT: This last component of the Conflict Chart focuses on intervention and the many decisions regarding design that an intervenor must make before implementation.

WHAT: The Intervention Design Menuⁱⁱ in Appendix B presents the major decisions that must be made as well as provides a range of choices for each. This component of the Conflict Chart outlines the Intervention Design Menu and provides explanation for the choices that may need further clarification.

WHAT: The conflict analysis conducted in the previous five components of the Conflict Chart is essentially the first step in designing an intervention. Using the information gathered about the parties, the context, and the dynamics, an intervenor begins to formulate a possible intervention. The insight that is gained by applying the various aforementioned theories and models contributes significantly to the choices the intervenor makes regarding the intervention.

WHAT: Of the aspects of analysis covered previously, three models deserve to be mentioned again as they directly inform intervention design. These models are a crucial part of the analysis and in effect facilitate the making of preparatory decisions.

WHAT: The first is the Continuum of Relationships model mentioned in Conflict History. Knowing at which stage two parties are interacting is crucial when choosing a type of intervention, as the interventions vary according to stage of the parties’ relationship.

WHAT: The second and third important models of analysis are the level of conflict and Dugan's level of conflict. Using both of these models, intervenors must identify where the conflict is located. The more levels in which a conflict is located, the more intricate an intervention.

WHAT: In the Intervention Design Menu, three additional preparatory decisions exist. These three aspects of analysis were not previously discussed as they pertain more directly to the subject of intervention. They are nevertheless some of the most important aspects to consider when beginning to design an intervention. The first consists of choosing a "track" or method of implementing an intervention. Nine tracks exist, but it is the first two tracks that have received the most exposure. Track One involves the realm of official government diplomacy, such as the State Department or the United Nations. Track Two consists of professional non-governmental work in the realm of conflict resolution. The other seven tracks consist of business/commerce; private citizens; research, training, and education; activism/advocacy; religion; funding; and communications and the media.

WHAT: Although all of these nine tracks exist as mechanisms for pursuing conflict resolution endeavors, an intervenor needs to decide, based on his/her analysis and available resources, which track or tracks are the best method for implementing an appropriate intervention.

WHAT: The second additional preparatory decision is based on types of peace. Two types of peace exist—negative peace and positive peace—and different kinds of interventions create either one of these types of peace.

WHAT: Negative peace consists of the termination of hostilities and violence, and

WHAT: positive peace consists of the termination of hostilities as well as the eradication of the root causes of the conflict. This preparatory decision, then, correlates with the Dugan's level of conflict model. Dealing with a conflict at the issue level of Dugan's model would be creating negative peace. If a conflict is approached at multiple levels, such as the issue, relationship, subsystem, and system levels, the conflict is not only temporary settled but most likely resolved permanently. This is the creation of negative peace.

WHAT: The third preparatory decision is that of timing and sequencing. This aspect of the design should be revisited often throughout the creation and implementation of an intervention. It is, however, important to consider when first embarking on an intervention design. Oftentimes, a conflict requires multiple "interventions" with each on a different level and/or of a different type. To achieve positive peace especially, multiple interventions are typically required. Therefore, the timing and sequencing of these multiple interventions must be considered and strategized in order to achieve maximum effectiveness.

WHAT: After making the preparatory decisions, the intervenor must consider the type of intervention that would be appropriate for the conflict considering the analysis. Five types of intervention exist—prevention, management, settlement, resolution, and transformation. These interventions, the expected outcome, and the level(s) they affect according to Dugan's model are

outlined in the Intervention Design Menu. As multiple interventions may be conducted, any combination of these types may be implemented, and as mentioned previously, consideration must be given to the timing and sequencing of them.

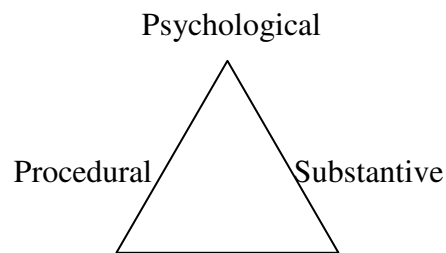
WHAT: The next aspect of intervention design to consider is the forum. This consists of identifying the types of parties that are involved in the conflict and the parties that should participate in an intervention if it is to be successful. Although most of the forums listed in the Intervention Design Menu are self-explanatory, a few of them deserve further explanation. An endogenous forum consists of indigenous mechanisms for resolving conflicts (Sandole 11). Oftentimes, parties have their own mechanisms for resolving conflicts, such as elders or traditional infrastructures, and these are useful forums as the parties typically respect the authority of these mechanisms. An exogenous forum is used in the absence of indigenous mechanisms (Sandole 11). This type of forum would require that the intervenor provide an acceptable mechanism for the intervention.

WHAT: Three other types of forums to consider are top leadership, middle-range leadership, and grassroots leadership (Lederach 39-42). Top leadership consists of high-ranking military, political, or religious leaders that possess high visibility in their communities. Middle-range leadership consists of people in community leadership positions who are not connected to structures of the formal government. Grassroots leadership represents the masses, such as members of nongovernmental organizations or members of local community groups. The choice of which types of leadership or forums to involve in an intervention are again informed by analysis of the conflict and the preparatory decisions.

WHAT: Intervenor roles is the next step in designing an intervention. The Intervention Design Menu includes two lists of roles that an intervenor may pursue (Lederach 68-69, Ury). The choice of a role or roles, depending on if multiple interventions are enacted, is based on the type of intervention and forum that is chosen.ⁱⁱⁱ At this point of the design, it is also important for the intervenor to consider the affect that s/he as an individual may have on the conflict and the intervention. Referring to the situation-attitude-behavior model used in the section Party Orientation, an intervenor should consider his/her attitude and how it shapes his/her behavior, as well as affects the behavior of others. An intervenor must be cognizant of his/her own culture and be aware of how his behavior may influence the conflict parties and the outcome of an intervention.

WHAT: The next two steps in the Intervention Design Menu are activities and skills. Based on the previous steps of the Menu and the choices made in each step, an intervenor must choose which activities to pursue and which skills to utilize in an intervention. These steps, although small in comparison to the ones previously addressed, are significant aspects of the intervention design. The activities direct the communication of the parties involved in the intervention, and the effectiveness of the activities determines the outcome of the intervention. The skills which an intervenor uses in an intervention are determined by the role s/he chooses to play as well as by the activities pursued. An intervenor's skills also affect the success of any activity as the intervenor is ultimately responsible for facilitating and managing the communication between parties.

WHAT: The last step of the Intervention Design Menu is satisfaction evaluation. As interventions are designed and implemented, the intervenor must consider the satisfaction of the parties involved. From the type of the intervention to the type of activity, the parties must be satisfied with the entire intervention or a long-term resolution will not be achieved. Parties typically must be satisfied on three levels—psychological, procedural, and substantive (ICAR 66).



WHAT: The psychological level deals with the relationship aspects of the intervention. The parties must be acknowledged by each other as well as by the intervenor and feel as if they are being heard. If this occurs, positive relationships develop and contribute to the success of the intervention. The procedural level focuses on the processes used in the intervention and whether or not they are considered “fair” by the involved parties. To encourage procedural satisfaction, the intervenor must exercise impartiality and facilitate trust between the parties and in their relationship with him/her. The substantive level consists of parties’ needs and whether or not they feel as if they are getting what they wanted. To satisfy this level of satisfaction for both parties, the intervenor must utilize the roles of mediator and facilitator and implement various creative activities, such as option generating. The success of an intervention depends on the satisfaction of the parties involved on these three levels. If satisfaction is not achieved on any one of the levels, the conflict will ultimately persist.

CONCLUSION

WHAT: Although numerous additions have been made, the Conflict Chart essentially represents the combination of the Wehr Conflict Mapping Guide and the Three-Pillar Approach framework. The use of these two assessment guides in the creation of the Conflict Chart contributes to the chart’s definitive nature.

WHAT: The outline of the chart allows a conflict to be mapped from the most identifiable aspects to the most convoluted. The order of the outline facilitates analysis by deconstructing a conflict, yet organizing it in a linear form that upholds the continuity of the conflict. The provision of models and theories in the chart emphasizes the importance of reflective practice by an intervenor and contributes to the creation of informed interventions.

WHAT: Despite the chart’s categorical nature, it can be used for a variety of analytical purposes. The chart is applicable to conflicts at both macro- and micro-levels and is as well useful at any stage of conflict. In addition, the chart can be used to develop various types of

interventions. This flexibility that the chart possesses makes it a useful prescriptive as well as descriptive tool.

WHAT: The Intervention Design Menu in the last component represents the culmination of the analysis. This menu presents all of the choices regarding intervention that the previous analysis should inform. By utilizing the chart and this menu, an intervenor can successfully navigate a conflict and choose an appropriate path for intervention.

ENDNOTES

ⁱ Conflicts mentioned in this paper consist of only two primary conflict parties, unless otherwise noted. Although most conflicts consist of more than two parties, this paper is written to facilitate the understanding of the theories and models described.

ⁱⁱ It should be noted that the idea for the Intervention Design Menu as well as some of the information came from a Conf 713 (Fall 1998) class handout. The layout of the menu has been changed, and significant additions have been made.

ⁱⁱⁱ More than one person may be acting as the intervenor. If so, depending on the type of intervention, forum, and activities, the intervenors may each take on a different role. The intervenors may also change their roles throughout the duration of the intervention(s).