

Conflict to Cooperation

A Process for Mediating Group Differences



Garry McDaniel, Ed.D.

In collaboration with Barry Silverberg

Conflict to Cooperation: A System for Mediating Differences, Garry L. McDaniel, Barry Silverberg, Groundbreaking Press, 2002, 0971856230, 9780971856233, . This guide, based on more than 20 years of collective work experience in industry and the nonprofit arena, provides executives, managers and employees with the knowledge skills and tools to turn conflict into cooperation. The principles and processes outlined herein apply equally within organizations, family, friendships and work environments..

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Left Foot in the Grave? A View from the Bottom of the Football League, Garry Nelson, 1997, Sports & Recreation, 288 pages. .

Inter-act Interpersonal Communication Concepts, Skills, and Contexts, Kathleen S. Verderber, Rudolph F. Verderber, 2004, Language Arts & Disciplines, 443 pages. "Inter-Act" has long been a leading text in the interpersonal communications market. For the 10th edition of the text, the Verderbers continue to present readers with a strong

Beyond Neutrality Perfectionism and Politics, George Sher, Jan 13, 1997, Philosophy, 251 pages. A major contribution to contemporary political theory examining the state's intervention in people's lives..

Managing the Business How Successful Managers Align Management Systems with Business Strategy, Garry L. McDaniel, 1999, Business & Economics, 173 pages. Managers who are able to conceptualize and align management systems with business strategy are more likely to achieve on-the-job results, receive higher performance appraisals

From Conflict to Cooperation How to Mediate a Dispute, Beverly A. Potter, 1996, Family & Relationships, 182 pages. Conflict - when handled effectively - is an opportunity to clarify expectations, build cohesiveness and create a problem solving atmosphere. From Conflict To Cooperation

The Leadership Pipeline: How To Build The Leadership-Powered Company , Ram Charan, Stephen Drotter, James Noel, Feb 1, 2007, , 272 pages. Market_Desc: Ð'Â· Senior ExecutivesÐ'Â· HR Directors/ManagersÐ'Â· HR Consulting ProfessionalsÐ'Â· Business School Programs in leadership and executive development, HR Special Features

Managing Teams , Lawrence Holpp, 1999, Business & Economics, 204 pages. In industry after industry, workplace teams have proven their value in achieving both quality and productivity goals. But for teams to succeed, management must lay the

The Essential Guide to Workplace Mediation & Conflict Resolution Rebuilding Working Relationships, Nora Doherty, Marcelas Guyler, 2008, Business & Economics, 196 pages. Examines the nature, process, uses and skills for employing and using mediation. Explores what mediation is

and how it can be successfully applied to resolve issues..

Mediating Interpersonal and Small Group Conflict , Cheryl Ann Picard, 2002, Business & Economics, 161 pages. This book has been written as a primer for individuals interested in improving their skills for dealing with interpersonal and small group conflict at home or at work. It is

Effective Succession Planning Ensuring Leadership Continuity and Building Talent from Within, William J. Rothwell, 2001, Business & Economics, 338 pages. Since 1994 Effective Succession Planning has been helping readers develop a strong succession program -- and avoid the disruption (maybe even disaster) that can result when key

Slash , Jeannette C. Armstrong, 1988, , 254 pages. Slash is a deeply felt novel about racism and the plight of aboriginal peoples, both in Canada and the rest of the world. Slash, written by artist/author/activist Jeanette

Resolving Conflict in Nonprofit Organizations The Leader's Guide to Finding Constructive Solutions, Marion Peters Angelica, Nov 1, 1999, , 176 pages. Conflict resolution designed for the unique needs of nonprofits Whether you're dealing with arguments about how services should be delivered or power struggles between board

Introduction to Leadership Concepts and Practice, Peter G Northouse, 2009, Business & Economics, 186 pages. Offering a straightforward introduction to the basic principles of leadership, Peter G. Northouse provides readers with practical strategies for becoming better leaders. An

This guide, based on more than 20 years of collective work experience in industry and the nonprofit arena, provides executives, managers and employees with the knowledge skills and tools to turn conflict into cooperation. The principles and processes outlined herein apply equally within organizations, family, friendships and work environments.

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“I would like to say that there is no doubt in my mind that this effort has been well run for YEARS! Since I found out about it, last century, I have benefited greatly from all the resources and freebies of course. There is a lot of good research available that greatly enhances our jobs. Much of what I know about family literacy came from here. So Gig ‘em Aggies. Two thumbs up!”

Anna M. Ortiz, Editor. San Francisco, CA: Jossey-Bass Publishers, Winter 2002. From the Editor, “The research findings highlight personal and educational experiences of Latinos in higher education; demonstrate the students’ tenacity to overcome economic, educational, and cultural barriers to succeed in college; and illuminate the factors in the college environment that contributed to their success.” This 105th volume of the quarterly higher education journal, New Directions for Student Services, is directed to postsecondary education; however, some of the chapters on cultural considerations may be useful in adult and family literacy as well. This book is available for loan to Texas educators only.

Joyce Merrill Valdes, Editor. New York, NY: Cambridge University Press, 1986. Selected essays provide language teachers with a basis for introducing a cultural component into their teaching. It includes essays written especially for the volume, as well as some that have been previously

published. Some chapters include: Language and Thought; Culture and the Written Language; Learning a Second Culture; Cultural Clues to the Middle Eastern Student; Compliments in Crosscultural Perspective; Newspapers: Vehicles for Teaching ESOL with a Cultural Focus; Culture in Literature; English Language Teaching from an Intercultural Perspective; An Argument for Culture Analysis in the Second Language Classroom; and Culture Bump and Beyond.

IIM Education Department. St. Paul, MN: International Institute of Minnesota, 2002. This tool for businesses and other organizations employing immigrants and refugees discusses practical cultural issues affecting workplace relationships. Although some sections of the guide are specific to Minnesota's refugee and immigrant populations and community resources, section I — “Culture at Work: Finding Common Understanding” — provides tools to assist employers in building the skills required to succeed with a culturally and linguistically diverse workforce.

Nilda Chong. Yarmouth, ME: Intercultural Press, 2002. Although written for health care providers, educators could also benefit from this book's in-depth exploration of Latino diversity; relevant cultural values; health status, beliefs and practices; and effective communication strategies. Latinos are dramatically changing the demographic profile of the United States — by 2030 Latinos will comprise roughly 20 percent of the population. Developing a strong command of the Spanish language is not a realistic goal for all educators wishing to establish rapport with their Latino students. Yet as with health professionals, it is important for educators to realize the importance of understanding Latino cultural values. This book is available for loan to Texas educators only.

William Sears and Martha Sears. New York, NY: Little, Brown and Company, 2001. Topics include becoming attached, benefits of attachment, bonding at birth and beyond, breastfeeding, babywearing (a parenting style in which a parent “wears” or carries a baby in a sling many hours each day), and finding balance with boundaries. The information is supported with many examples with highlights in boxes. From the Sears Parenting Library, this guide describes the importance of attachment to infant development and parenting.

Barbara Rowley. New York, NY: Hyperion, 2000. In light of recent research indicating how important the earliest years are for young children, this book is filled with activities to do with infants through age three. The book will work for parenting classes, interactive literacy activities, and early childhood education classes. Chapters divide the activities into mornings, meal times, nap times, afternoons, bath times, bedtimes, going out with baby, travel activities, and special events.

Linda Acredolo, Susan Goodwyn, and Doug Abrams. Chicago, IL: Contemporary Books, 2002. A research-based system for nonverbal communication with infants, this book is easy to read and includes real-life examples, rhymes, and how to do it suggestions. Many photos and drawings illustrate the baby signs. The research indicates that use of baby signs leads to an earlier development of verbal skills and less tantrums. It is appropriate for use by caregivers, teachers, and parents in family literacy programs.

Amy Dombro, Laura J. Colker, and Diane Trister Dodge. Washington, DC: Teaching Strategies, Inc., 1999. This infant and toddler volume in a series of “Creative Curriculum” books provides a comprehensive curriculum framework. Chapter topics include early childhood foundations, relationships, quality programs, routines, and activities. The appendices feature various program and planning forms, checklists, intervention resources, and reference books. The easy-to-use book is filled with charts and lists that highlight all of the key points. See also “A Trainer's Guide to The Creative Curriculum for Infants and Toddlers”, a separate Clearinghouse loan title. This book is available for loan to Texas educators only.

Doris Bergen, Rebecca Reid, Rebecca and Louis Torelli. New York, NY: Teacher's College Press, 2001. Citing recent research and theory, this detailed book bases the infant and toddler curriculum in play. Examples of children illustrate developmental ages and appropriate activities in both the social and physical environment. The curriculum emphasized is responsive and nurturing. The last section discusses young children and families in today's world. Figures and bulleted

lists of curriculum ideas are throughout the book.

Alicia F. Lieberman. New York, NY: The Free Press, 1993. A guide for parents and those who work with children between one and three, this book describes the many changes in toddlerhood. Topics covered include being a toddler, temperament, activity level, shy toddlers, anxieties, separation, child care, and divorce in the family. It is easy to read and filled with real-life examples.

Linda Douville-Watson, Michael A. Watson, and LaVisa Cam Wilson. Clifton Park, NY: Thomson Delmar Learning, 2003. This text focuses on children from birth to age three. The information is based on the CDA (Child Development Associate credential) Competency Standards, which are listed and supported with the points throughout the book. Theories, history, research, developmental patterns, effective tools, the childcare environment, and care-giver strategies are covered. All developmental domains are discussed—physical, emotional, social, and cognitive. Charts, lists, and photos make understanding and using the information easy. This complete textbook for those who teach infants and toddlers is available for loan to Preferred Borrowers only. Ask us how to become a Preferred

Betsy Squibb and Sally Deitz. Washington, DC: Children's Resources International, Inc., 2000. More than 100 activities for infants and toddlers divided into age group for which each is developmentally appropriate. Also included are an introduction to infant and toddler learning and recommendations on using themes. Each activity includes a purpose, list of materials, simple steps for preparation, ideas for interaction between children and adults, and a suggested home learning activity for parent and child. Also available in a Spanish language version, *Actividades de aprendizaje para los infantes y los niños hasta los tres años: una guía para uso cotidiano*, a separate loan item. This book is available for loan to Texas educators only.

Lynne Murray, and Liz Andrews. Surrey, UK: CP Publishing, 2000. This book features numerous color photographs of infants to illustrate how the baby responds in social situations. Chapters include the social world, the physical world, crying, sleeping, security, parental roles, and family life. The book has one interactive "lollipop" drawing attached for an example of an activity to make and use with an infant.

Shirley Raines, Karen Miller, and Leah Curry-Rood. Beltsville, MD: Gryphon House, 2002. For over 100 popular children's books, the authors suggest three activities to stretch the learning experiences after the books are read. Materials and step-by-step instructions are listed for each activity. A chapter discusses emerging literacy for young children. These activities are appropriate for interactive literacy activities in family literacy programs.

Jim Greenman. Watertown, MA: Bright Horizons Family Solutions, 2005. Young children's development and well-being are adversely affected by traumatic events in the world around them. (See also *Excessive Stress Disrupts the Architecture of the Developing Brain*, featured in the Free Resources section of this issue.) Not only what Greenman calls "society-shaking events", but everything from prejudice and poverty to natural disasters, homelessness and death cause emotional shock for children, while at the same time rendering their parents and those who work with them less able than usual to help children cope. The author reviews common reactions to stress and the needs of children, divided into age groups including those under three, three-to-five year olds, primary school-age children, and teenagers. Greenman summarizes ways to help children not only cope with stress, but grow and thrive in spite of adverse conditions.

George Watson. San Francisco, CA: John Wiley & Sons; Jossey Bass, 2003. Instructional resource provides 190 high-interest, ready-to-use, reproducible activities to help students master basic math skills — including whole numbers, decimals, fractions, percentages, money concepts, geometry and measurement, charts and graphs, and pre-algebra — for use with students of varying ability levels. Activities are presented in a variety of formats, such as puzzles, crosswords, matching, word/number searches, number substitutions, and more. This book is available for loan to Texas educators only.

Claudia Zaslavsky. New Brunswick, NJ: Rutgers University Press, 1994. In this book aimed at students suffering from "math phobia," the author shows how the "school math" that students dread is probably a far cry from the math really needed in life, and that students probably know better than they suspect. A variety of reassuring methods drawn from many cultures are offered for tackling real-world math problems. The author also attacks the myth that women and minorities are less competent at math.

Susan Brendel. Portland, ME: J. Weston Walch, 1988, 1997. 38 activities provide meaningful practice in basic math operations and real-life applications for grade levels 6 through adult. Includes reproducible activities for counting calories, purchasing food, reading labels, and more, as well as answers, pretests, and posttests.

Mary Powell. Greenville, TX: MATHCO Educational Materials, 2001. The author has taught basic math at grade levels 5-8 both to children and adults, including tutoring recruits for the Armed Services Vocational Aptitude Battery. Designed to help both students and instructors to overcome math anxiety, this book describes math as a language to be mastered. Subjects include everything from number theory to geometry and measurement to word problems.

Bob Pike Lynn Solem. San Francisco, CA: Jossey-Bass/Pfeiffer, 2000. One of the hardest tasks in a professional development workshop or presentation is to get not only their attention, but engagement. Following up on the 1998 book *50 Creative Training Closers* (a separate Clearinghouse loan title), the same authors suggest 50 lively, interactive session openers, ice breakers, and attention grabbers intended to inspire continued application, learning, and skill development. This book is available for loan to Texas educators only.

Jack C. Richards and Theodore S. Rodgers. Cambridge, UK: Cambridge University Press, 2001. Editorial description: "Like the first edition, the second edition surveys the major approaches and methods in language teaching, such as grammar translation, audio-lingualism, communicative language teaching, and the natural approach. The text examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, cooperative language learning, content-based instruction, task-based language teaching, and The Post-Methods Era. Teachers and teachers-in-training will discover that this second edition is a comprehensive survey and analysis of the major and minor teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching."

Garry McDaniel and Barry Silverberg. Austin, TX: 1st World Library, 2002. This book describes a system for providing employees, management and organizations with a method for resolving conflicts that act as barriers to productivity and cause stress and frustration. The author describes a three-step process for mediating conflicts in the workplace, the role of the manager in resolving conflict, and how to determine when a third party mediator is needed. Use of this system in a family, community group, or other setting is also discussed.

Parker J. Palmer. San Francisco, CA: Jossey Bass, 1998. Teachers choose their vocation because they care deeply about their students and about their subject. But the demands of teaching can cause educators to lose heart. The author takes teachers on an inner journey to reconnect with their vocation and their students. Palmer writes in the introduction, "This book is for teachers who have good days and bad — and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts, because they love learners, learning, and the teaching life."

Brad Fregger. Austin, TX: F&F Publishing, 2002. From the Preface: "An effective leader gets the job done in ways that increase the competence, confidence and potential of the individual

members of the team. They build an exceptional team that can accomplish the seemingly impossible (at least the extremely difficult), all to the long-term benefit of the organization.” Some chapter titles include: Creating the Exceptional Team; Motivating Exceptional People; The Importance of Curiosity; Servant Leadership; Embracing the Unexpected; and Arrogance & Elitism are Out.

Robert J. Marzano, et al. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. With potential application for teacher study circles, this handbook guides the reader through nine categories of instructional strategies that maximize student learning how to use the strategies in the classroom. Categories of the strategies include: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; representing knowledge; learning groups; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advance organizers. Tools for learning about and implementing the strategies include: exercises to check your understanding of the strategies; brief questionnaires to reflect on your current beliefs and practices; tips and recommendations on implementing the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategy with your students. The research base for each strategy is described. This book is available for loan to Texas educators only.

Nina Wallerstein and Elsa Auerbach. Edmonton, Alberta, Canada: Grass Roots Press, 2004. This book explores approaches to adult education inspired by the philosophy and methodologies of Brazilian educator Paulo Freire. It is for educators interested in critical reflection and social action from diverse fields: English as a Second Language and literacy, public health, labor and community organizing, health and safety education, community psychology and facilitation, high school settings, and teacher education and other professional education programs. This educators guide presents the underlying rationale for the “problem-posing” teaching approach, strategies and tools for classrooms and community settings, a case study of a problem-posing cycle by workplace educator Jenny Utech, an analysis of the role of social change pedagogy within globalization struggles, and an extensive resource list.

Marcia L. Tate. Thousand Oaks, CA: Corwin Press, 2004. Tate draws on research in brain-based learning, differentiated instruction, multiple intelligences, and adult learning to provide strategies for motivating adult learners and for increasing comprehension and retention. Each strategy is defined and its theoretical background explained. Tate suggests multiple professional learning activities that staff developers can use, including guided reflection and applications for each.

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