Index

268–270; and recovering

from breakdown in com-Accreditation Council for munications, 270–271; using Graduate Medical Education negotiating protocol in, (ACGME), 245 271–274; and working with Action, landscape of, 193 people who exhibit high-Adair, V., 223 conflict patterns of behavior, Addressivity, 56 274 - 275African American cultural Appiah, K. A., 105 tradition, 72 Argentina, 219 Agency, positions of, 97–98 Arizona, 223 Agreement: reaching, 31; Attachment theory, 76 recording more than, 36–37 Australia, 219, 223 Alternative story: construc-Authority, forms of, 52 tion of, through asking questions, 32–33; example of construction of 33-35; Background stories, 4, 5; example of opening, in conand background cultural versation, 30–31, identifying narratives, 124-125; and openings to 26-31, 79-86; deconstructing background starting points for opening, cultural narratives, 27 - 29125 - 128American Psychological Baker, K. M., 248 Association, 225 Bakhtin, M., 44, 46–47, 55, Amstutz, L. S., 217, 220, 221 56, 69 Ancient Greeks, 6 Bazemore, G., 217 Anderson, C., 247 Belgium, 219 Andrews, R., 174–175 Benhabib, S., 5, 105 Biggs, M., 174–175 Apology conversations: facilitating, 267–268; and prepar-Billig, M., 64 ing for apology meeting, Binary opposition, 9

Blood, P., 220–222

Bloodmothering, 72
Border identities, 106–108
Borderline patterns of relating, 277
Bosnia, 105
Boulton, J., 223
Bowlby, J., 76
Bowling metaphor, 140
Braithwaite, J., 225, 228
Bruner, J., 2, 87, 105, 133, 169, 193
Burman, E., 64, 100
Bush, R.A.B., 2, 31, 32, 51, 201, 284

 \mathbf{C}

California, 220 Calling, 45 Cameron, N., 135 Canada, 117, 218–220, 222, 223 Charter airplane services metaphor, 149–151 Chavez, S., 107–108 Children, dependent, 162-163 Chouliaraki, L., 64, 66 Cloke, K., 266 Close Conoley, J., 225 Cobb, S., 4, 54, 55, 68, 86 Cold War, 243 Collaborative divorce, 148–154; hearing children's voices in, 162–163; managing cultural projections in, 157–159; narrative strategies for establishing client goals and vision in, 154–165; one-coach or one-mediator model for, 152–154; and preparing

couple and team for adversity in process, 155–157; reflections on, 165; team mechanics in, 151-152; team metaphor for, 149–151; using narrative letters in, 163–165; using reflecting team in, 159–162 Collaborative law, 146–148 Community group conference, 219 Community justice forums, 219 Community reparative boards, Complexity, culture and, 104–105 Conflict: consequences of, in health care, 244–245; culture and, 243–257; discourses of, 82-83; escalation of, in legal system, 132–134; mapping effects of, 14–15; personalities, 274; understanding of power in, 109–113; viewing, as restraint, 18 Consciousness, landscape of, 193 Constructionist vision, 48, 103–105; and border identities, 106–108; culture and complexity in, 104–105; culture as narrative in, 105; mediator's stance from perspective of, 113-118; and multiple identity narratives, 106; and race, 108–109; summary of principles in, 120–121; view of power in,

110–112; and working with cultural narrative, 123–128 Conversation(s), 21; example of discursive positioning in, 24–26; example of opening 105 alternative story in, 30–31; outsider witness in, 172–173; positioning in multiple, 46–48; positioning people in different, 53–54; repositioning, 61–63 "Cookie cutter" perspective, 102Coontz, S., 131 Cormier, R. B., 218, 219, 222, 223 Cotter, A., 185, 288 Counterstory, 17 Critical discourse analysis, 64 Crocket, K., 115 Cultural essentialism. See Essentialism Cultural narratives: background, 124–125; and constructionist vision, 103–105; discourse and mediation in, 118–120; and governmentality, 112-113; and liberalhumanist vision, 100–103, 122–123; mediator's stance 274from constructionist perspective in, 113–118; practice example of working with, 121–128; and summary of constructionist principles,

120–121; and understand-

ings of power in conflict,

109 - 113

Cultural nature, 99
Culture, 21; and complexity, 104; concept of, 99; of lawyers, 134–136; as narrative, 105
Curling metaphor, 140
Czech Republic, 219

D

Daley, K., 223 Dallas–Fort Worth, Texas, 152 Dandurand, Y., 217, 219 D'Antonio, L. L. 247 Dauer, E. A., 245 Davies, B., viii, 21, 43, 48 Deconstruction, 9–11, 286-287; and deconstructing background cultural narratives, 125–128; and working with cultural narratives in mediation, 115–118 Deficit discourse, 228 Definitional ceremony, 170 Delgado, R., 109 Démocratie à l'avenir, 286–287 Denmark, 166, 219 Derrida, J., 9, 10, 115, 286 Diagnostic and Statistical Manual of Mental Disorders (DSM), Dialogue, 44 Difference, moment of, 31 Differing circumstances, 141-142 Disciplinary power, 78 Discourse, 5 Discourse production, 44

Discourse theory, 5; and discursive positioning, 20; terminology of, 5

Discursive positioning: addressing problem of first speaker in, 54–56; example of, in conversation, 24–25; listening for, 20–26; and making sense of interaction, 40–43; repositioning exercise for, 61–63. *See also* Positioning theory

Discursive positioning, through conversation, 64–98; and arranging for further discussion, 93–95; and constructing joint story around new opening, 86–88; and inviting answer from position within new story, 90–91; and listening for connections with wider discursive context, 69; and moving from subjunctive to indicative, 92–93; and positioning as first speaker, 68; and positioning in relation to discourses of conflict, 82–83; and positioning in relation to legal discourse, 67–68; and positioning in story of cooperation, 83–86; and positioning parties as agents, 88; positioning questions for, 65; positioning through summarizing in, 87–88; scenario for, 65–66; seizing opening in, 89–90; and summary of movement

of discursive positioning, 95–98; and understanding positioning and mediatory authority, 71–72

authority, 71–72 Discursive positions: negotiating, 40–63; shifting, 49–50, 97 Disputant, role of, 48 Divorce mediation, 138–146; differences as circumstances in, 141–142; and divorce as violation of culturally sanctioned narratives, 130–131; and dominant discourses of marriage and divorce, 129–137; facilitative orientation in, 139–146; and leading from behind, 139–141; legal system and, 131–137; managing cultural projections in, 157–159; and mutual self-interest, 144–146; and narrative strategies for establishing client goals and vision, 154–165; preparing couple and team for adversity in process of, 155–157; reflections on, 165; strategic metaphor for, 142–144; using reflecting

Dixon, R., 223

team in, 159–162

Documenting progress, 35–39; example of letter, 37–39; letter form for, 37; and recording more than agreement, 36–37

Dominating discourses, 119–120, 124 Dorn, B. C., 243 Double listening, 7–12, 80–82; and deconstruction, 9–11; Ury's "positive no" as example of, 11–12
Double-voiced utterance, 47
Drewery, W., viii, x, 53, 54, 220, 222, 225
DSM. See Diagnostic and Statistical Manual of Mental Disorders (DSM)
Duncan, R., 134
Durie, E., 202
Durie Hall, D., 218

\mathbf{E}

Eddy, B., 274–275, 277–280 Elton, K., 220, 221, 223 Employment mediation, 185–214; and achieving breakthrough (Rosa's story), 212–213; and concluding joint meeting (story of Ruby and Phoebe), 188–192; and developing counterstory (Rosa's story), 209–210; and growing story in later meeting (story of Ruby and Phoebe), 196–199; and holding separate meetings with each party (story of Ruby and Phoebe), 187–188; and introducing mediation process (Rosa's story), 202–203; and inviting further developments in alternative story (story of Ruby and Phoebe), 193–195; and mapping effects of problem (Rosa's story), 205–206; and

negotiating shared story (Rosa's story), 210–212; and opening alternative story (Rosa's story), 207–209; and opening counterstory (story of Ruby and Phoebe), 192–193; reaching agreement in (story of Ruby and Phoebe), 195–196; reflections on, 213; and story of Rosa and school board, 199–213; and story of Ruby and Phoebe, 187–199; types of, 186–187; and unraveling problem story (Board's story), 206-207; and unraveling problem story (Rosa's story), 203–205 **Employment Relations Act** (New Zealand; 2000), 185, 186, 188, 203, 206 England, 219 Enlightenment, 52 Entitlement: Alan's claims of, 76; and movement of discursive positioning, 95–97; Theresa's claims of, 72–74 Epston, D., viii, 35, 84, 115, 163 Essentialism, 6–7, 9; cultural, 102–103; and essentializing logic, 42 Expertise, positioning and, 51 - 53Externalizing conversation, 12–14; building, 13; example of, 15–16; and examples of questions using externalizing language, 13–14; and mapping effects of conflict, 14–15 F

Facilitative orientation, 139–146; and differences as circumstances, 141–142; and leading from behind, 139–141; and mutual selfinterest, 144–146; strategic metaphor for, 142–144 Fairclough, N., 64, 66 Family group conference process, 218, 222 Family group decision making, Family law, changes in practice of, 136–137 Family unity meetings, 219 Finland, 219 First speaker: addressing problem of, 54–56; lessening effect of power of, 56–57; positioning as, 68 Fisher, R., 18, 21 Folger, J. P., ix, 2, 31, 32, 51, 201, 284 Foucault, M., 5, 43, 44, 52, 56, 68, 72, 78, 108, 111–113, 118 Framing, 18 Franks, P., 185, 186

G

Garcia-Vazquez, E., 225 Gavrielides, T., 219 Gee, J. P., 47 Geertz, C., 101, 102, 200 Gerardi, D., 245, 246 Gergen, K. J., 228 Gerritsen, J., 220 Governmentality, 112–113 Graham, S., 225 Griffiths, C. T., 217, 219

Η

Hare-Mustin, R. T., 115 Harré, R., viii, 21, 43, 48 Hayes, H., 223 Healing, 226–227 Health care: conflict resolution in, 242–281; conflict with patients and families in, 246–247; consequences of conflict in, 244-245; culture and conflict in 243–257; current restraints on implementing conflict resolution programs in, 245–246; and discursive shifts in relations between doctors and nurses, 248–250; internal institutional demands for conflict resolution skills in, 245; and obstacles to more just culture in medicine, 250; promotion of just culture in, 250–251; recent changes in culture of, 243-244 Health care, narrative mediation protocol for, 258–281; and exploring possible system changes (stage four), 266–281; and follow-through (stage three), 266; and meeting with health care personnel, 259–260; and meeting with patient and family, 258–259; and multiparty or joint session (stage two), 260–266; and separate ses-

sions (stage one), 258–260

Health care professionals: "I" statements, 273 and causes of conflict with Identity: border, 106-108; mulpatients and families and how medical teams can tiple, 106 respond, 254–257; conflict Image-e-nation, 267 Indianapolis, Indiana, 223 and conflict resolution between, 247–248; and dis-Individual, primacy of, 101–102 cursive shifts in relations Institute of Medicine, 245 between doctors and nurses, Integration, 7–8 Internalizing language, 229 248–250; and roles for medi-Ireland, 219, 220 ators and ombuds in health care system, 251–257 Ivey, A., 103 Iwi, 203, 205, 208, 210, 212 Heteroglossia, 47 High-conflict personality, 274–275; helpful strategies for working with, 277–279; Jamaica, 219 problem with essentializing James, W., 174 people as, 275–276; working Japan, 219 with people who exhibit, Jenkins, A., 221 274–275; and working with just culture, 250–251 professionals who exhibit difficult relational patterns, K 281; and working with spea Karakia, 201, 202, 213 cific problematic patterns of Karp, D., 219 relating, 276–280 Kerfoot, K., 251 Hill Collins, P., 72 Kirkeby, O. F., 174 Hipple, N. K., 223 Knowledge, professional, Hispanic, 108 114–115 Hispanic culture, 103 Kristeva, J., 47 Holmgren, A., 166, 176, Kritek, P. B., 243 183, 288 Hong Kong, 219 L Hoppes, M., 251 Lacan, J., 103 Houk, C. S., xi, 245 Hui, 218 Landscape: of action, 193; of Human nature, 99 consciousness, 193 Humanist tradition, 48 Lazare, A., 264, 268 Legal discourse, 67–68 Hungary, 219 Hyndman, M., 219, 220 Legal system: and changes in practice of family law, Hysterical behavior patterns, 277

Legal system (continued) 136–137; and conflict escalation, 132–134; and culture of attorneys, 134–136; divorce and, 131–137 Liberal-humanist vision, 100–103; and cultural essentialism, 102–103; primacy of individual in, 101–102; view of power in, 109–110; and working with cultural narrative, 122–123 Linehan, C., 44 Lockhart, A., 220 London, Ontario, 140 Los Angeles, California, 171 Losotho, 219 Lyotard, J.-F., 114

M

Maalouf, A., 105 Macfarlane, A. H., x, 218 MacRae, A., x, 218 Mana, 201, 202, 205, 209, 210 212, 213 Maori culture, 199–202, 208, 211, 213, 214 Maori population, 218 Marae, 199-200 Marcus, L. J., 243–245 Marriage, dominant discourse of, 129–137 Matua Whangai movement, 218 Maxwell, G., 218, 219, 222 McCarthy, J., 44 McElrea, F.W.M., x, 220 McGarrell, E. F., 223 McGrath, J., 220, 223 Mead, H. M., 200

Meaning: making, 116; narrative, 9; surplus, 9
Mediation: discourse and, 118–120; use of positioning theory in, 58–61; working with cultural narratives in, 99–128

Mediation conversation, 66–95; constructing joint story around new opening in, 86–88; and developing conflict story (Alan's perspective), 74–76; and developing conflict story (Theresa's perspective), 70–71; engaging in double listening in, 80–82; and fashioning narrative of joint care, 91–95; mitial statements in, 68–70; opening exchanges in, 67–68; opening space for alternate story in, 79–86; persisting with story of cooperation in, 88–91; and positioning in story of cooperation (Alan's response), 84–86; and positioning in story of cooperation (Theresa's response), 83–84

Mediators: and position parties, 50–57; role of, 48; understanding authority of, 71–72

Memorandum of understanding, 195 Metaphor, 174 Miller, V. G., 243 Minneapolis, Minnesota, 146 Mirsky, L., 219, 223 Moidel, B. S., 245 Monk, G., 2, 43, 48, 72, 84, 87, 109, 115, 163, 193 Morris, A., 218, 219, 222 Morrison, B., 220-222 Mullet, J. H., 217, 220, 221 Multiparty or joint session (health care setting): beginning, 261–262; conflict scenario for, 260–261; and hearing Matt's story, 262–263; and listening to Dr. Spooner's story, 264–265; and negotiating shared story, 265-266 Multiplicity, 105 Myerhoff, B., 166, 170-172

N

Naming, 14, 32 Narcissistic behavior patterns, 277

Narcissistic pattern of relating, 279; helpful strategies tor, 279–280

Narrative, 4

Narrative(s), 7; closure, 55; culture as, 105; letters, 163–165; multiple, 8; multiple identity, 106

Narrative mediation: and conflict resolution in health care, 242–281; in divorce mediation and collaborative practice, 129–165; and employment mediation, 185–214; hallmark eight of, 31–35; hallmark five of, 16–20; hallmark four of,

12–14; hallmark nine of, 35–39; hallmark one of, 5–6; hallmark six of, 20–26; hallmark three of, 7–12; hallmark two of, 6–7; and negotiating discursive positions, 40–63; nine hallmarks of, 1-39; and outsiderwitness practices in organizational disputes, 166–184; and restorative conferencing in schools, 215–241; and tracing discursive positioning through conversation, 64–98; and working with cultural narratives, 99-128

Narrative restorative conferencing: and adopting respectful language, 227–228; and articulating hope, 233–234; and avoiding deficit discourse, 228; and avoiding totalizing language, 228–229; developing alternative story for, 238–240; exhibit of, 230-231; and making arrangements before conference, 233; mapping counterstory for, 232; mapping effects of problem for, 231, 235–236; and mapping exceptions to problem story, 237–238; method for, 229-240; principles of, 227–229; and using externalizing language, 234–235. See also Restorative conferencing in schools

Nash, J., 220 Native Americans, 104 Netherlands, 219 Neutral coach model, 152 New Zealand, 185, 199, 203, 214, 218–221; Department of Labour, 185, 186, 213; Education Review Office, 203, 208; Employee Relations Authority, 185, 199, 206, 211, 213; Ministry of Education, 207, 220, 221 Nigeria, 105 No-fault divorce, 131 North America, 100, 123, 131, 135, 137, 220, 251–252 North Carolina, 223 Norway, 166, 219 Notes, taking, 36

O

One-coach model, 152-154 O'Regan, Tipene, 214 Organizations: high reliabile ity, 251; individual identity narratives within, 168; and organizational identity narratives, 168-170; and outsider-witness practices in disputes in, 166–184; principles of narrative mediation in, 167–170 Orientalism, 42 Othermothering, 72 Ousky, R. D., 136 Outside-in approach, 6 Outsider-witness practices: and conducting final plenary session, 182–183; conducting workshop using, 179–182;

example of workshop using, 176–183; and holding initial consultation, 177–178; idea of, 170–176; and interviewing participants, 178–179; in organizational disputes, 166–184; and principles of narrative mediation in organizations, 167–170; reflections on, 183–184; and structure for outsiderwitness conversation, 172–173

P

Pakeha, 208
Pape, T., 244, 245
Papua New Guinea, 219
Paradignatic approach, 2
Parker, I., 64
Pennell, J., 223
Personality disorder, 274
Pfifferling, J., 245
Positioning, 21; understanding, 71–72. See also Discursive positioning; Positioning theory
Positioning theory, 21, 22; defi-

Positioning theory, 21, 22; definition of, 43–45; and how mediators position parties, 50–57; and how position calls function, 45–49; positioning and expertise in, 51–53; positioning and self in, 48; positioning and social roles in, 48–49; positioning in multiple conversations in, 46–48; and positioning people in different conversations, 53–54; and problem of first speaker,

54–56; use of, in mediation, 58 - 61Positions, 21; shifts in, 97 "Positive no," 11–12 Poststructuralist analysis, 54 - 55Power: in conflict, 109–113; constructionist view of, 110–112; and governmentality, 112–113; liberal-humanist view of, 109–110; and professional knowledge, 114–115; relations, 6, 7, 44, 52, 54, 55; structuralist view of, 110 Power/knowledge, 72 Pranis, K., 221 Preconstructed space, 66 Problem: defining, 17; viewing, as restraint, 16–20 Professional knowledge, power and, 114–115 Progress, documenting. See Documenting progress Projections, cultural, 157–159 Protected apology, 264

Queensland Australia, 220 Questions, construction of alternative story through asking, 32–33

R

Race, 108-109 Rashbaum, B., 85 Reductionist vision, 104 Reflecting team, 159–162; and rules for reflecting team members, 161–162 Rejoinder, 46

Relating: borderline pattern of, 277–279; narcissistic pattern of, 279–280; and working with professionals who exhibit difficult relational patterns, 281 Relational conditions, 22 Relationship story, re-authoring, 31–35 Repetition, 44 Repositioning, 184 Response, primacy of anticipated, 56 Restorative chat 221 Restorative conferencing, 216 Restorative conferencing in schools, 215-241; and addressing need for relationship healing, 226–227; evidence of effectiveness in, 222–223; and increasing number of voices in conversation, 224; and indigenous practices, 218; and integration of offender back into community, 224-226; narrative method for, 229–240; principles of, 223–227; and principles of narrative restorative conferencing, 227–229; and rapid international growth, 218–222; reflections on, 240-241; and restorative justice, 216–223. See also Narrative restorative conferencing Restorative conversations, 221 Restorative discipline, 220 Restorative interview, 221 Restorative justice, 117

Restorative Practices Development Team, 220, 221, 232 Restraint, viewing problem story as, 16–20 Restructuring, 167 Retributive justice, 116 Reynolds, C. R., 225 Ritual conversations, 170 Roover, J. E., 243, 245 Rorty, R., 174–175 Rosa and the school board, story of, 199–213 Rosaldo, R., 105 Rose, C., 129, 139, 288 Roussos, P., xi, 149–151 Ruby and Phoebe, story of, 187 - 199Runbeck, M. L., 267

S

Said, E. W., 42, 105 San Diego Family Law Group, 151 San Francisco, California, 148 Schwartz, R. W., xi, 244 Scotland, 219 Seidel, M., 174–175 Self: constructionist vision of, 48; positioning and, 48; story of needs of, 144 Self-awareness, 172 Self-interest, 144–146 Sentencing circle, 218 Settlement orientation, 51 Shaw, G., 222 Sheras, P., 225 Shotter, J., 46, 56 Silverstein, O., 85 Sinclair, S., xii, 109

Skiba, R., 225 Social constructionism, 14–15 Social norms, 44 Social practice, 118 Social roles, positioning and, 48-49 Solomon, L., 152, 153 South Africa, 219 Southern California, 247 St. Joseph, Missouri, 223 Stefancic, J., 109 Stories: absent but implicit, 10; assumption that people live their lives through, 3–6 Story, 4 Story of hope, 10–11; accessing, 17–18; example of accessing, 18–20 Stream of consciousness, 174 Structuralist approach, 110 Stuart, B., 136, 146, 218 Subjective positioning, concept of, 43 Subjectivity, intertextual, 47 Surplus meaning, 9 Surprise, moments of, 116 Sutcliffe, K. M., 251 Sweden, 166, 219

Т

Talking circles, 223
Taonga, 212
Taonui, R., 200
Television talk shows, 78
Tesler, P., 133
Thailand, 219
Thompson, P., ix, 133, 148
Thorsborne, M., x, 219–222
Thrownness, 103

Tillich, P., 103

To Err is Human: Building a Safer

Health System (Institute of

Medicine), 245

Totalizing language, 228–229

Traces, 69

Transformative approach, 2

Triggs, S., 219

Truancy mediation, 221

Turner, W. A., 201

Tyson, M., 40–42

U

Umbreit, M., 217 Understanding, shifts in, 32 United Kingdom, 220, 223 United Nations, 117 United States, 117, 219; hospitals in, 245 University of Waikato (New Zealand), 232 Ury, W., 11, 18, 21, 243 Utah, 221, 223 Utterances, 44–48

\mathbf{v}

Value positions, Unvan Langenhøve, L., 21 Venice Beach (Los Angeles, California), 171 Victim-offender mediations, 117, 223 Voices, corridor of, 46–47 von Thaden, T. L., 251 Vygotsky, L., 31

W

Wachtel, J., 219 Wales, 219 Webb, S. G., 136, 143, 146 Weick, K. E., 251 West African cultures, 72 Western culture, 6, 23, 101, 123, 131Whanau, 200, 203, 205, 208, 210White, M., viii, x, 10, 13, 28–29, 35, 84, 87, 115, 163, 170, 172, 173, 182, 184, 193, 227 Winslade, J., 2, 43, 48, 72, 84, \$7, 109, 115, 116, 163, 193, 220-222 Wittgenstein, L., 32, 174 Wood, S., 219 Writing, 35–39 Wyatt, J. B., 243

Y

Yugoslavia, 105

\mathbf{Z}

Zammit, L., 220, 223 Zehr, H., 216, 218, 226, 227 Zen Buddhism, 139 Zero tolerance, 225