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**UNIT 4**

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**CONFLICT ASSESSMENT AND PROGNOSIS**

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**Structure**

- 4.1 Introduction**  
**Aims and Objectives**
- 4.2 A Simplified View of Conflict Assessment**
- 4.3 Methods of Conflict Resolution**
- 4.4 Limitations of Conflict Assessment**
- 4.5 The Challenges That Lie Ahead**
  - 4.5.1 Readiness**
  - 4.5.2 Change Agents**
  - 4.5.3 The Importance of Cultural Differences**
  - 4.5.4 Conflict within the Field of Conflict Resolution**
  - 4.5.5 Learning to Learn**
  - 4.5.6 Encouraging Innovation**
- 4.6 Summary**
- 4.7 Terminal Questions**  
**Suggested Readings**

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**4.1 INTRODUCTION**

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Human beings engage in conflict, aggression, warfare, violence that seemingly equate with the human condition. Equally, humans have sought, as long as there has been conflict, to handle conflict effectively, by containing or reducing its negative consequences. Treaties, ceasefires, agreements and handshakes are all symbols of human endeavours to reduce the negative consequences of conflict. Some attempts at reducing those negative consequences work better than others. Why? Why is all that in one instance a handshake and an apology may end weeks of enmity, whereas in another instance a handshake or apologies do absolutely nothing? Conflict Assessment seeks to come to grips with explaining why people engage in conflict, and identify ways in which conflict may be resolved.

Conflict assessment is now recognised as a legitimate, indeed important, topic of academic study. Justification for the study of conflict assessment appears daily; rising levels of domestic violence in the post-war era, the birth and growth of nuclear stockpiles, and the increasing level of dissatisfaction with the status quo- these and a myriad of other concerns serve to galvanise attention on resolving conflict. Even before these modern-day ills, however, humanity has been locked into patterned ways of dealing with conflict. As Galbraith (1996, p.3) comments, 'The real world has constraints imposed by human nature, by history and by deeply ingrained patterns of thought'. Much of the focus of conflict assessment has been on techniques or methods by which conflict may be handled. The focus has been largely upon individual actors, or a small collection of actors, working to resolve interpersonal, organisational or community conflict. International conflict assessment has also been an area of keen focus, but has been left largely to the diplomats and practitioners at the UN. The literature on conflict resolution focuses on 'how to do it', with scant attention paid to situational and contextual issues. Yet a more textured and mature approach to conflict assessment demands examination of these contexts and situations. Without an examination of those factors that constrain assessment, there can be no effective, long-term efforts to resolve the more difficult social conflicts that face us today.

This lesson introduces the reader to the essential ideas found in the study of conflict assessment, but perhaps more importantly, it puts conflict assessment in context. Secondly, it is important because the conflict assessment is largely inadequate, if and when it ignores the societal and structural constraints imposed on a given conflict situation. Conflict does not occur within a vacuum. Conflict assessment texts emphasize the imaginative, creative generation of alternative, empowerment of the weak, and the search for non-violent change. Yet the search for alternatives, empowerment and non-violence occurs within a social and structural context. Problem-solving and conflict resolution cannot be removed from the social environment. For example, when scholars recommend that those seeking resolution of conflict focus on the problem and not the person with whom one is in conflict, they are making some very real and unhealthy assumptions about the nature of conflict. A peasant woman whose family has been killed

by members of a rival ethnic group is unlikely to be able, or want, to separate the person and the problem. For her, the people are the problem. Often this is the reality in which many would be conflict resolvers and themselves. One may wish to have her see that, in fact, her problem is not with the people she so bitterly despises, but with unsatisfied needs, hidden motivations and so on. It is, however, difficult and even questionable to engage in such a transfer to meaning. The question arises, what kind of thing will replace her hate of her enemies? What psychological, social or other concept will she be persuaded to adopt? In shifting her conceptual vision of where or whether her enemy resides, the third party may accidentally create a new and more powerful enemy. Then again, such a shift in meaning may be the only plausible way in which third parties can unlock a conflict. It is a risk that any third party must face, if resolution is a serious objective.

So, the task here is to present a picture of conflict assessment within the context of many of the societal and structural constraints. The end result is that conflict assessment is a more difficult and challenging task than may sometimes be suggested.

### **Aims and Objectives**

After reading this Unit, you would be able to understand

- The meaning and significance of conflict assessment
- The limitations and challenges of conflict assessment.

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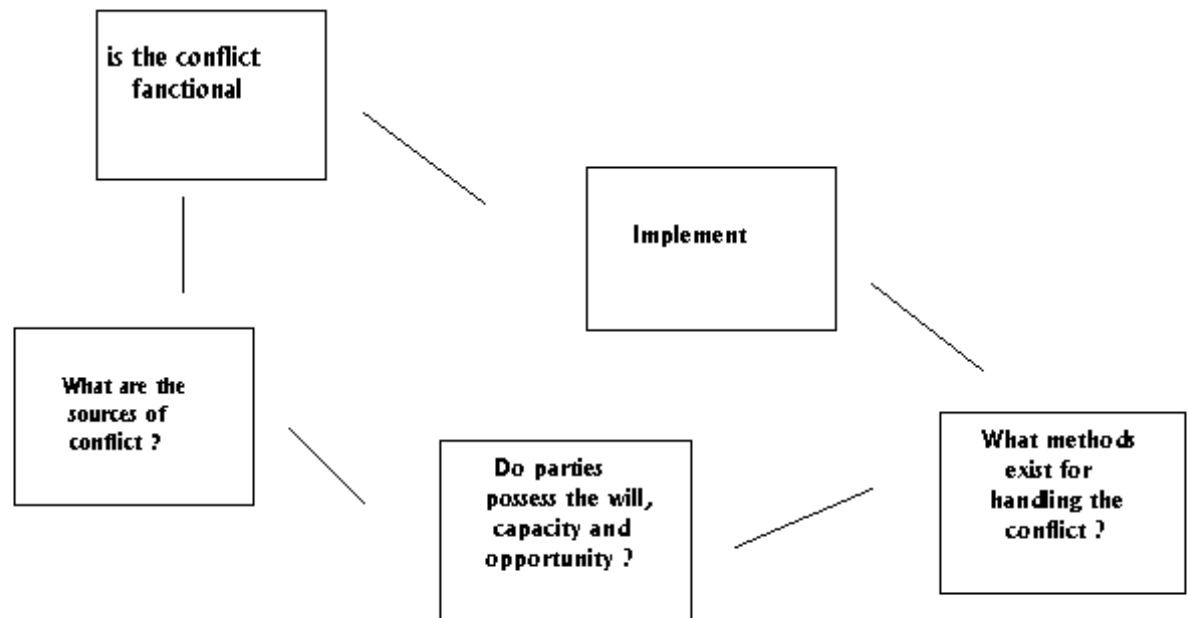
## **4.2 A SIMPLIFIED VIEW OF CONFLICT ASSESSMENT**

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Conflict assessment is best thought of in cyclical terms. Consider Figure 1. Most people or institutions that consider using conflict assessment do so only after having asked the question, 'Is this a good conflict? One can substitute the word 'good' with functional, valuable, profitable, useful, justifiable, and so on. The point remains that the decision to 'resolve' a conflict is a value choice, and is subjective. Even corporations appearing to be motivated by the 'bottom line' will make value choices about how long they will incur a loss before they will intervene, some companies will suffer financial loss for a long period if a given conflict meets other desired outcomes. This situation refers to the

question of functionality, that is, when faced with a conflict and the possibility of assessment, parties will ask, 'Is it functional'? The answer, even when dressed with seemingly objective rationalisations, is ultimately subjective and value-laden.

Figure 1



After having decided, for whatever reason, that the conflict is ‘non-functional’, parties and interveners ask, ‘What are the sources that drive this conflict?’ This question is usually not asked in any existential manner; rather it is a very practical and goal-driven question. It may be restated as ‘What are the sources of this conflict that I need to know about so that I can resolve it?’ Given any conflict or problem there is a range of possible information about that conflict, a range of knowledge needed to engage in problem-solving is described by Simon as being within a ‘bounded rationality’, where one seeks information about a problem only to the degree that it will solve that problem (Simon, 1957). The sources of conflict stretch far deeper than what any bounded rationality would consider. Much has been written about the origins of conflict, some arguing that conflict is in human nature and inherent to being human. Others argue that humans encounter conflict contingent upon social learning or social influence. There are, however, some very difficult questions that arise out of the search for causes, including the following;

- Can conflict be reduced to one or two causes?
- How does an intervener or party to the conflict know a cause?
- Does knowing a cause necessarily make resolution any easier?

Although identifying causes of conflict is loaded with problems, in practical terms, the interveners or parties are able either to identify the causes or to rationalise causation and move forward.

### **Opportunity**

Parties or interveners must ask whether the necessary and sufficient conditions exist, to facilitate resolution. Those conditions are opportunity, capacity and volition. For conflict to be resolved, there must be the opportunity to do so; for example, there must be time to try to resolve conflict. A workplace where the employer will not allow parties time to discuss their conflict is one where the opportunity for resolution is slim or non-existent. The origins of curtailed opportunity are found in many different places, ranging from intra- and interpersonal sources to societal and social limits on opportunity. A bad

relationship with a boss reflects an interpersonal constraint on opportunity, whereas South African apartheid represented societal sources.

### **Capacity**

A second condition needed to resolve conflict concerns the capacity to resolve. Those in conflict must have the ability to resolve, that is, they must possess the skills and resources required for resolution. This is why communication is so often raised as being central to the assessment of conflict. Often, though people confuse communication and resolution. Communication does not necessarily lead to resolution, because if parties communicate conflictual behaviour, then it appears that communication is fuelling conflict, not resolving it.

### **Volition**

A final requirement for resolution is volition, or will. Without some desire to engage in assessment conflicts will persist. Desire may be from a humanitarian perspective, fatigue, or other sources. The will to resolve, or volition, certainly need not be benevolent. Parties do not have to like one another, they do not have to have goodwill or warm hearts; they may simply be tired of fighting. Whatever the motivation, parties must possess the volition to resolution.

If the conditions of volition, opportunity and capacity are no-existent, several possible outcomes emerge. One possible alternative is that conflict assessment may still be attempted, though obviously without success. A second alternative is that those trying to resolve the conflict will simply quit, making note of some of the difficulties to resolution. A third possible alternative is that some remedial action will be taken to alter the situation. In a workplace, the employer may be persuaded to create opportunities for employees to take the time to try to resolve a conflict. The persuasion of course, may be through the good offices of an intervener, or through a strike or some other action. Parties lacking communication skills will receive training, or those lacking resources will be empowered through alliance with the more powerful or through inhibiting the power of

the other party to the conflict. Finally, those lacking the volition may be persuaded through various means, ranging from moral persuasion to the use of violence.

There are obvious problems encountered when conflict is considered in a large sense. For example, how does one increase the conflict assessment skills of an entire society? How does one increase the resources of a weak party when the stronger party can veto such action? Finally, if a party is so filled with hate and loathing that an entire culture is predicated upon the vilification or enmification of one party, how can the volition for conflict resolution be created?

Equally, the question arises as to what extent these necessary and sufficient conditions need to be answered before one can move on. In group conflict, does the entire group need opportunity, capacity and volition, or does only the leadership need them? How much capacity is enough? Do they only need enough capacity to be able to engage in negotiation, even though they are likely to suffer badly? Or do they need a greater capacity? How does one know how much capacity a party has? The USA appeared to have ample capacity in fighting the Vietnam War, yet history proves otherwise. They are no meaningful objective measures of capacity, so that decisions about capacity are tenuous at best. The same difficulty exists around the issue of opportunity, in that the measures of opportunity are arguable. Yet the lack of objective measures should not dissuade the researcher, or the practitioner, from examining these factors.

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### **4.3 METHODS OF CONFLICT RESOLUTION**

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Having examined the opportunities, capacities and volition of each party, one moves to identifying the methods for conflict resolution. These methods, generally, are well known and catalogued. They include negotiation, mediation and facilitation. Yet each method will be crafted to the specific situation—if not intentionally, then at least through the implicit assumptions of those intervening. This process of moulding the ideas of practitioners and parties with real-life action is vital, and central to the process of conflict assessment. The manner in which theories about human behaviour in general and conflict resolution in particular are tied to behaviours is the central question in conflict

assessment. The link between theory and action, or praxis, is profoundly influenced by societal and structural factors. Beliefs, values and culture all impact not only upon what one thinks, but upon the action taken. Therefore, while many methods of resolving conflict exist, they are limited by the world within which they operate.

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#### **4.4 LIMITATIONS OF CONFLICT ASSESSMENT**

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The many texts on conflict assessment, acting as guides as to how to resolve, present their case within a given context. More often than not it appears as if processes for handling conflicts are superimposed upon the context. For example, rather than examining the needs of the context, mediation is applied to a whole range of conflict without due consideration of its appropriateness.

A further limitation on context is found in culture. Methods such as mediation or facilitation may not be appropriate within a given cultural context. This simple point is not, however, well discussed within the writings of conflict assessment. Yet it would seem obvious, for example, that in cultures in which to speak directly about a conflict is regarded as inappropriate, many Western methods would simply not work.

As figure 1 shows, the final step in conflict assessment is to return from implementing a method for resolution to evaluating whether conflict is functional or non-functional. Once again, this is perhaps the most value-laden element of the process and one that requires the most reflection. One person's dysfunctional conflict is another's functional process. It depends largely upon the perspective, value and beliefs of those in conflict. Equally, the functionality of the resolution process is largely dependent upon the values, beliefs and perspectives of those involved.

In the final analysis, what is presented here is a very textured view of conflict assessment. Rather than advocating the methods of conflict resolution, as so many texts do, this is more discussion of the factors that impact upon the resolution of conflict. Fundamental to this argument is the observation that resolving conflict is not a simple thing. If it were simple, then perhaps it would occur more often. Rather one examines the class, ethnic,



gender and nationalist conflicts that have lasted for generations, and one may feel a strong sense of despondency about their eventual resolution. Yet positive steps towards resolution do occur, but against the backdrop of some of the things that have been mentioned here. The necessary and sufficient conditions to conflict assessment, for example, must be satisfied to some degree before progress can be made. Equally, accounting for the profound historical animosity that exists between peoples will go a long way towards providing practitioners of conflict assessment with a better understanding of the difficulties that lie before them.

One of the real difficulties on studying conflict assessment and its constraints lies within society and its structure. How does one gain access to a conflict? Most students of conflict assessment feign temporary access through clinical placement, short participant observation sessions, or action research projects. While this is a laudable step in the right direction, it is really quite insufficient for truly coming to grips with the profound nature of conflict. A major difficulty in studying conflict assessment rarely suffers the threat of the conflict in any long-term and enduring sense. Students may suffer a threatening or violent incident, but then they go home and are, hopefully, debriefed. Yet parties to conflict do not get such luxuries. This presents those who conduct conflict assessment research with some very real problems. Gaining an understanding may be better than none at all, but then again, a glimmering of an understanding may be just enough to give rise to some truly profound mistakes, as opposed to some obvious and stupid ones. As the saying goes, one may have just enough knowledge to be dangerous. These methods seem to be the best answers right now to the problem of understanding, though perhaps better ones have yet to be created. Possible ways of helping students understand conflicts include providing a good background briefing of where the potential hazards might lie.

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#### **4.5 THE CHALLENGES THAT LIE AHEAD**

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Some of the questions and challenges that theorists, researchers and practitioners of conflict resolution will face in their work in the years ahead are the following:

#### **4.5.1 Readiness**

The first question is, how can readiness to resolve conflict constructively be fostered in individuals, groups, and nations?

People and institutions are seldom ready to undertake significant change. Yet competitive and avoidant approaches to resolving conflict are ingrained in many people and institutions; collaborative, integrative approaches represent a new way of thinking and acting for them. The collaborative approach generally goes against the prevalent competitive style of resolving conflict modeled in families; by the media; and by many of our leaders in sports, business, and government.

The first task is, quite often, simply to make people aware that there are options available to them when in conflict other than to fight or flee. This is largely what most preliminary training or coursework in conflict resolution attempts to achieve; to make people aware of their own competitive or avoidant tendencies in conflict, and of the fact that they have a broad menu of available options. For these educational experiences to be successful, it is important that they effectively engage and inspire students sufficiently to motivate them to try something new and to develop the skills necessary to begin resolving conflict constructively.

A separate but related concern with regard to readiness has to do with our ability to assess and engender a degree of authentic readiness for disputants involved in a conflict. Collaborative negotiation and mediation are voluntary processes that require the disputants to engage in them willingly if they are to make real progress toward understanding each other's needs and reaching agreement. At times, disputants may 'act cooperative' during a negotiation process, while having no intention of following through once an agreement has been reached. This was thought to have occurred at the Cambodian Peace Accords in the mid 1990s, an exemplary collaborative peace process that fell apart upon implementation because the parties reneged on the agreement. Work

needs to be done on developing better methods of assessing and fostering disputants' genuine willingness to collaborate and make peace.

Systems must also be readied. Research has shown that unless schools and districts are sufficiently motivated to embrace a change initiative such as instituting a programme of conflict resolution training, it is likely to fail. This readiness must exist for a majority of the system, including regents, board members, superintendents, principals, teachers, other professional staff, students, and parents.

Finally, awareness of constructive responses to conflict needs to be wide-spread among the general population. One way of attaining this is for the field to attempt educating prestigious individuals in high-profile positions within a given society.

These efforts hope to foster a new type of political process, and a government that models respect, care and common sense in addressing the issues, conflicts, and visions of the people it represents. A general shift in attitude and response to conflict could come about if those in influential positions of high visibility (political) were to model constructive strategies and skills.

#### **4.5.2 Change Agents**

Secondly, how can we help people in the field of conflict resolution understand and develop skills in their roles as change agents?

The field is increasingly aware of the fact that very often conflict professionals have to act as change agents within the systems in which they work. Whether intervening in a professional relationship, a family, an organisation, a community, or a nation, it is useful to think about conflict resolution systemically. This has two implications, one practical and one political. The practical concerns the need to broaden understanding of what we do. Much of the emphasis of past work in the field has been on training conflict specialists in the skills of getting disputants to the table, facilitating a constructive process, and reaching an agreement. However, there is increasing recognition of the

problems that occur in implementation, both in helping to ensure that disputants can effectively implement their agreements and in implementing effective mediation and training programmes within larger systems.

In the case of disputes between individuals, it is not uncommon for good agreements to fall apart because of problems with implementation or changes that occur after the agreement is made. Conflict specialists need to be better trained to help disputants anticipate future problems and to build in feedback mechanisms so that if problems occur with implementation, the disputants will attempt to resolve them collaboratively or return to the table to work them out.

Considerable challenges can also occur in implementing mediation or training programmes within systems. There is increasing recognition of the difficulties of implementing any lasting change in systems with regard to dispute resolution mechanisms and the need to identify the processes and conditions that give rise to successful implementation. Introducing cooperation and conflict resolution concepts and practices into systems often involves a paradigm shift in how people see and approach problems. Fostering this type of fundamental change in the norms and practices of a system requires that conflict specialists have the necessary skills to motivate and persuade, organise, mobilise, and institutionalise the change. These skills need to be adequately integrated into the training of conflict specialists who work in systems, particularly complex ones.

The second implication of defining our work in terms of change concerns the conflict resolver's level of awareness of the political repercussions of his work. Intervening in part of any system in some way affects the whole system. If one department in an organisation undergoes a substantial change in how it functions, this is likely to have an impact on the entire organisation. It is therefore important for the intervener to be informed about the political context in which he works and to be aware that the intervention has a potential impact on the balance of power existing within the system.

### **4.5.3 The Importance of Cultural Differences**

The third challenging issue is, how can our growing recognition of the importance of cultural differences be used to improve the practice of constructive conflict resolution and to help develop universally valid theories in this area?

Most scientific theories and models of practice have the laudable aim of being universally true. Theories commonly assume that the basic ideas in the theories related to cooperation and competition, equity theory, social judgement, communication, self-control, persuasion, and so on, are applicable to, say, the aborigines in Kakadu as much as to Park Avenue sophisticates, to people living in caves as well as to astronauts. However, most theories are developed in particular societies with their particular cultures, gender roles, and other characteristics.

Theorists often do not articulate their assumptions about the relations between the theory and the social context in which it is to be applied. Does a theory developed in the United States implicitly assume that the social context is one in which there is a market economy and individualistic values are strongly held? If so, it may only be applicable in social contexts similar to the ones in which it was developed. There is a strong need for the field of conflict resolution and the social sciences generally, to develop explicit knowledge about the social context that is assumed in its relevant theories.

Even if the basic ideas of a theory are applicable in a variety of social contexts, specific implementation of its ideas is always dependent on the characteristics of the social context in which they are applied. Thus effective implementation of any of the theoretical ideas depends on whether a practitioner is working in a social context (such as the American one) that is individualistic, has low power distances, is strongly task-oriented, has low uncertainty avoidance, and is masculine and modern, or in a social context that differs significantly on any of these dimensions.

In general, scholars and practitioners can respond to these concerns in several ways. Firstly, it is important that both scholars and practitioners be aware of their own

gendered, cultural and societal mindsets with regard to their work (Fisher, 1988). Kimmel offers a useful stage model for self-examination in this area along a dimension from ethnocentrism to understanding. Some degree of mindfulness of our own biases and assumptions can help us examine our theories, models, and practices for similar biases and make them explicit.

Secondly, a significant amount of work has been conducted in the last two decades on identifying the psychological dimensions on which people differ due to variations in culture, ethnicity, religion, and gender (See Hofstede, 1980; Kolb and Coolidge, 1991; Markus and Kitayama, 1991; Segall, Lonner, and Berry, 1998). Conflict specialists, working cross-culturally, need to be informed about these dimensions and be mindful of how they affect the way people make meaning in conflict situations.

Thirdly, scholars and practitioners need to better distinguish those elements of conflict resolution that are universal and therefore applicable across cultures from those that are not. For example, Deutsch has suggested that specific values such as reciprocity and nonviolence universally occur in enduring, voluntary and significant relations of cooperation and constructive conflict resolution. The cross-cultural universality of the linkage between such values and constructive conflict resolution is different from the culturally specific usefulness of certain prescribed process (such as recommendations to 'separate the people from the problem'. To openly express one's needs, or to take an analytical approach to understanding the issues); these are likely to vary considerably across cultures, gender, class, and so on.

Lederach (1995) has suggested practicing an 'elicitive' approach when offering conflict resolution training across cultures. He argues that 'prescriptive' approaches to training, which view the trainer as the expert and participants as passive recipients of predetermined knowledge, models, and skills, are often inappropriate in many cultures. Lederach advocates an approach where the context expertise of the participants is emphasized and combined with the process and content expertise of the trainer, so that the trainer and the participants together create a new model of constructive conflict

resolution that is specifically suited to the resources and constraints of the particular social context in which the participants are embedded.

#### **4.5.4 Conflict within the Field of Conflict Resolution**

Given the existence of much conflict in the field of conflict resolution (as among the scholarly discipline, between theorists, researchers, and practitioners; and among training programmes and graduate studies for scarce resources-students, clients, grants, and so on), how can the field learn to walk its talk and model how conflicts can be resolved constructively?

The field of conflict resolution has become, ironically, a fairly competitive arena. This competition and the resulting conflict between individuals, disciplines, programmes, and institutions pose serious challenges to progress in this field.

For example, the various scholarly disciplines often approach conflict from contrasting perspectives. Take a dispute over water rights between two neighbouring tribal groups. A social psychologist is first concerned with the characteristics of the parties, their prior relationship, the strategies and tactics they use in the dispute, their respective needs in the situation, escalatory dynamics, and so on. A legal scholar working in this area, however, is concerned with prior treaties or contracts, land rights, the existence of legal precedents, and so on. A scholar of international affairs may be oriented to contextual or structural factors such as the balance of power in the dispute or the national or regional sources and implications of the conflict. Scholars from anthropology, business, history, and economics may emphasize other aspects of the situation.

At one level, these orientations are due simply to the varieties of educational training and task orientation. At a deeper level, however, beneath many of the disciplinary contrasts are ideological and value differences. If conflict is believed to exist within a unitary ideological frame (where society is seen as an integrated whole in which the interests of the individual and society are one) as opposed to a radical frame (where society is seen as comprising antagonistic class interests), it requires one kind of response and not another.

Similarly, whether one's primary orientation to conflict is competitive or cooperative dictates strategy.

These and other variations in how conflict is understood and approached typically come into conflict themselves when scholars or practitioners attempt to work together. These days, because many of the significant conflicts that societies face are rooted in political, economic, and social histories and are fuelled by social and psychological dynamics, the analysis and resolution cannot be adequately conducted from any one disciplinary perspective; for this, a multidisciplinary framework is required. But the traditional reward systems and orientations of the disciplines lessen the chances for such an approach. Combining traditional disciplinary paradigms and methodologies with multidisciplinary ones is a daunting task, though an essential one if the field of conflict resolution is to offer effective solutions to some of the world's most perplexing problems.

Second, there is a growing concern in the field of conflict resolution over the substantial gap between theory and practice. Many practitioners of conflict resolution dismiss the contributions of theorists and researchers, particularly if the research challenges their own opinions or methods. At the same time, scholars often fail to use the expertise of highly skilled practitioners in their development of theory, and research designs often fail to take into account what practitioners and policy makers want or need to know. In fact, a recent evaluation of the eighteen, mostly university-based, Hewlett Theory Centers found that the work of most practitioners surveyed was largely unaffected by the important contributions generated by the various centers (theory, publications, and so forth). At the same time, much of the research conducted at these centers was found to be 'removed from practice realities and constraints'. This lack of effective collaboration between scholars and practitioners hinders the development of the field and is a significant loss for both scholars and practitioners.

We must practice what we preach, and learn to work together across orientations, organisations, and disciplines, and between theory and practice. There is much strength in the diversity of our field, but there to be a unified approach. There is a need to begin this



work by engaging in a series of discussions exploring the various ideological, value, disciplinary and theory-practice conflicts that exist in the field and affect the ability to work together. Initiatives such as this one can help to build the bridges needed for collaborative, multidisciplinary scholarship and practice.

#### **4.5.5 Learning to Learn**

How can we learn to learn about our methods and practice? The field of conflict resolution has been criticised for being broad, but not deep. The issue is whether work in this area is both based on sound theoretical thinking and systematically studied and evaluated in a manner that allows the field to grow. The practice of conflict resolution is not evaluated, or poorly evaluated. This is a lost opportunity to learn, to understand the conditions under which certain tactics and strategies are more or less effective, and to build on what is effective and discard what is not. Systematic evaluation of conflict resolution practices needs to be conceptualised and implemented at the onset of intervention, not as an afterthought. Additionally, there would be benefits in examining the long-term effects of training and mediation programmes.

#### **4.5.6 Encouraging Innovation**

How can we foster creative innovation in thought and practice of constructive conflict resolution? Betty Reardon, a renowned peace educator, has stated that ‘the failure to achieve peace is in essence a failure of the imagination’. In addition to studying what we already do, it is essential that we develop new methods and ways of thinking about conflict that move beyond our current approaches. As the nature of the conflicts that we face changes, so must our thinking and our strategies for resolution. This often requires adopting a novel point of view. We must continuously view our current understanding of conflict and conflict resolution as merely a beginning- the first few steps toward the much needed means for finding ‘a better way’ of improving and enhancing human conflict interaction.

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#### **4.5 SUMMARY**

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Conflict assessment is essential to understand the dynamics of conflict and different ways to resolve the conflict. Conflict assessment demands examination of the contexts and situations that lead to conflicts. Without an examination of those factors that constrain assessment, there can be no effective, long-term efforts to resolve the more difficult social or other conflicts that we face today. Opportunity, capacity and volition are central elements that help in conflict assessment. This Unit also highlighted the challenges that confront the field and how to overcome difficulties in spite of diversified backgrounds. This understanding makes the process of conflict resolution flexible and achievable to a great degree.

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#### **4.6 TERMINAL QUESTIONS**

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1. What do you mean by Conflict Assessment? Discuss its relevance for Conflict Resolutions.
2. What are the challenges that lie ahead in Conflict Assessment?

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#### **SUGGESTED READINGS**

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