



Values and Conflict

VALUES AND CONFLICT



The Queen's Young Leaders programme discovered, celebrated and supported inspiring young people from across the Commonwealth between 2014 and 2018. It was created by The Queen Elizabeth Diamond Jubilee Trust, and delivered in partnership with Comic Relief, The Royal Commonwealth Society and The Institute of Continuing Education at The University of Cambridge.

Leading Change was created by Frances Brown at The Institute of Continuing Education, The University of Cambridge for The Queen's Young Leaders Programme.

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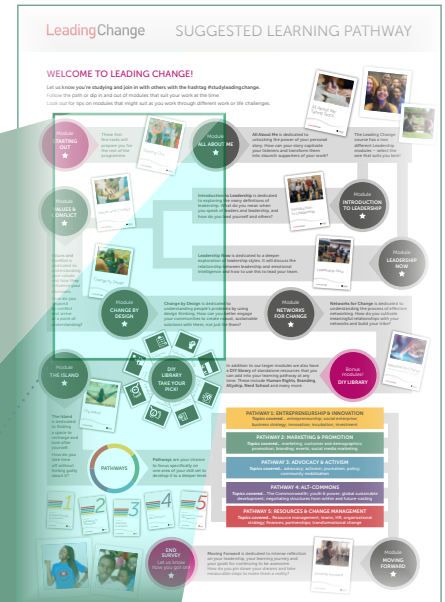
For queries on adapting the materials or running the course, please contact the course creator Frances Brown at hello@fbrownwork.com



YOU ARE HERE: VALUES AND CONFLICT

In this module we explore values and conflict

The next couple of pages explain how the module will be structured.



HELLO!

Through your interactions with people, your understanding of the world will be enriched as you meet new people and discover their unique experiences and outlooks on life. At times, however, you may not agree with their views, and you may wonder how to reach a place of mutual understanding.

This part of the course is dedicated to understanding your values and how they influence your decisions. How do you respond to conflict and arrive at a point of understanding?

WE WILL DISCUSS:

- The relationship between values and conflict
 - Clarifying your values and tracing how they influence your decision-making
 - Understanding how beliefs cause us to see things differently, and how to find common ground
 - How conflict is part of life: the relationship between thesis, antithesis, and synthesis
 - How to influence others for positive social change

USING THIS FRAMEWORK FOR UNDERSTANDING VALUES AND CONFLICT, YOU WILL:

- Practice finding common ground in times of conflict through an understanding of values
- Craft a values statement to guide your personal and professional life
- Reflect on when you encountered competing beliefs, and consider where you can find cross-over and common ground



RELATED LEADING
CHANGE CONTENT

Module 1: Starting Out >>>

Module 2: All About Me >>>

TESTIMONIAL

IMRANA ALHAJI BUBA, NIGERIA (2016)

“

This module helped me understand how my personal beliefs and values affect my relationship with others and my leadership style. Before this module, I always thought that my beliefs are always the best; as a result, I didn't listen to my colleagues when taking a decision.

However, through the “Red Box, Blue Box” exercise I understand that everyone's opinion is important and it is valuable to accommodate other people's beliefs and values when taking decisions.

And since I started to accommodate my subordinates' inputs when taking decisions, they have started to be more dedicated to the organization and respect me more.

”



“I watched Frances and Jefferson's video over and over again. I'm presently going through a situation that contradicts my values, which has resulted in some conflicts, but understanding thesis, antithesis and synthesis made a great impact in my life.”

2017 QYL

Conflict was most relevant to me because it I got imbued with stellar strategies to resolve disagreements within an organisational setting.

2017 QYL

“The importance of values is very important to me and I brought that back to my organisation to focus in on it again. It helped bring a new sense of purpose back to my organisation.”

2017 QYL

COURSE ALUMNI SHARE WHAT THEY'VE ACHIEVED AS A RESULT OF THIS PART OF THE COURSE:

“I believe the content is perfectly designed which made me rethink about leadership styles, how things influence me and what should be my response to certain things. I never thought before that conflicts are good because it makes one to think and to find solutions.”






“I think the content is very relevant and important for anyone wishing to lead people. You cannot lead others to find their purpose and value if you do not first understand yours. Knowing your values and attitudes are essential foundational pieces to leadership.”

“It has helped me consider conflicting opinions on how to make a difference in our work. It has helped me better understand South Africa's challenges from other people's eyes.”

“Understanding people from their point of view is paramount and this has made me more patient in associating with people. I have more respect for people's opinions and we drive at reaching a common goal peacefully.”

2017 QYL

CONTENTS

	WELCOME	07
	PART 1: VALUES	09
	Beliefs, Values and Attitudes	11
	Values Statement	14
	PART 2: CONFLICT	17
	Perspective and Conflict	19
	Purpose of Conflict with Jefferson Cann	23
	WHO'S WHO	28
	IMAGE CREDITS	29



Welcome



WELCOME!

Welcome to Values and Conflict.

This module focuses on our individual values:



We all have our own beliefs, values and attitudes that we have developed throughout our lives.

In *All About Me* we looked at what and who made you what you are today. We considered the role of our family and community, that of nature versus nurture and the impact that has on how we see the world. *Values and Conflict* focuses on our individual values, how they apply to leadership and what happens when there is conflict between different people's values.

We'll look at values in relation to the beliefs they are connected to, the attitudes they inform and how they affect your behaviour, decision-making and emotional responses to situations.

We will explore ways in which they can help to inspire and empower you and to help you create boundaries in which you will and will not operate.

ACTIVITIES CHECKLIST

PART 1: VALUES

Activity 1: Create Your Personal Values p15 ☐

Activity 2: Field Work p16 ☐

PART 2: CONFLICT

Activity 3: Competing Beliefs p21 ☐

Activity 4: Cross over of Values p22 ☐

Activity 5: Combining Perspectives p27 ☐

ICONS



Activity



Reflection



Video



Key info



Example



Summary

1

Part 1

Values



I believe that leadership is:

“

Accepting and sharing your authentic self while helping others to know and trust theirs. Authenticity in leadership can help others stay with you through the good and the bad because they can trust you, as you trust yourself.

”

Frances Brown,
Course and mentoring director

Part 1

VALUES

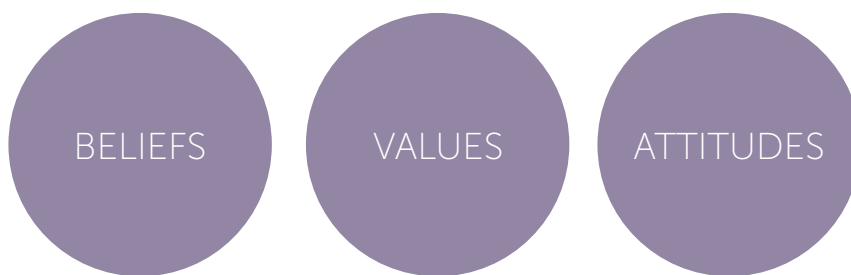
We are going to look at beliefs, values and attitudes – and the differences between them.

We will then go on to discuss perspective and how our attitudes, empathy and experience can both influence our perspective *and* play an important part in understanding conflict and resolution.



BELIEFS, VALUES AND ATTITUDES

WHAT'S THE DIFFERENCE?



Beliefs

Our beliefs are assumptions that we make about the world.

We gain our beliefs from what we see, hear, experience, think about and are exposed to through what happens to us and to what we read, watch and learn.

Beliefs can apply to ourselves or what we think about other people. Unless prompted or challenged, we may not question our beliefs because they are such a part of us we feel them to be certainties that often stem from our childhood experiences.

Beliefs can often be split into empowering beliefs and limiting beliefs:

EMPOWERING BELIEFS

These help you to navigate and make decisions in what can be a complex and uncertain world.

LIMITING BELIEFS

These, on the other hand, can keep us stuck where we are. They may be based on our untested (or untrue) assumptions of the world: for example, when you tell yourself you can't do something enough times it can become true – a self-fulfilling prophecy that you can't physically or mentally move past even if there is no proven reason for it. Examples include: learning a new skill (like learning to drive, or learning a new language), travelling alone, or applying for a job.



KEY INFORMATION

Beliefs

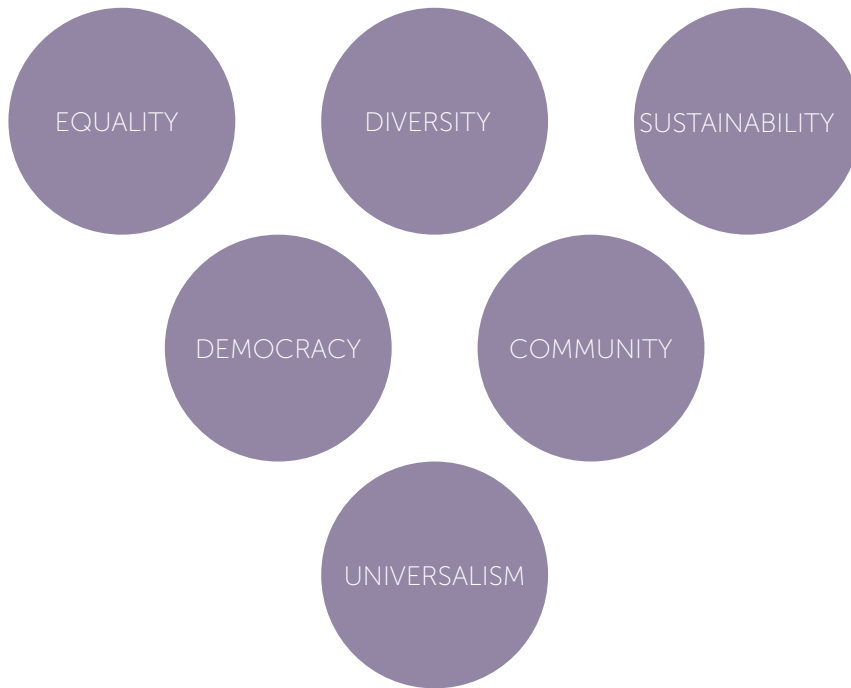
Our beliefs are assumptions that we make about the world.

We gain our beliefs from what we see, hear, experience, think about and are exposed to through what happens to us and to what we read, watch and learn.

Values

Values are things that we hold to be important in our lives whether personally or professionally (although they may cross over both).

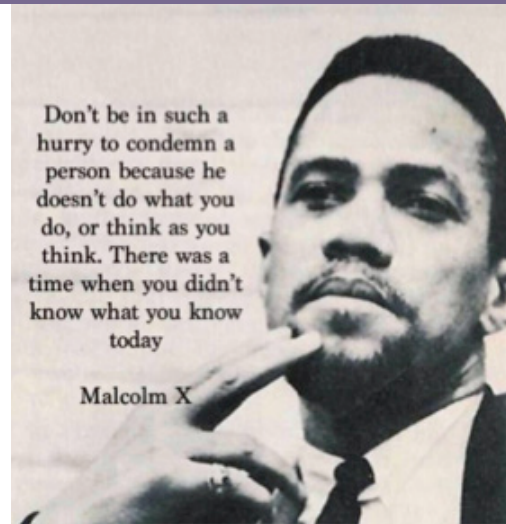
These could be concepts such as the Commonwealth values of:



Or they could be other concepts like loyalty, dedication, honesty or perseverance. Our values are personal to each of us and will have been informed by our nature and our life experiences and will affect us at subconscious and conscious levels.

We will be looking closely at values and their role in your personal and professional life and you will be set a practical values-mapping task for your final assignment. You may wish to flip things around and do this before you read the rest of the module so you can keep them in mind throughout.

Our beliefs, values and attitudes can change (although at times this may be quite a difficult process) over time, as we gain new experiences and understanding of the world.



DEFINITION

Values

Values are things that we hold to be important in our lives whether personally or professionally (although they may cross over both).



REFLECTION

Consider the Malcolm X's quote in the photo above, and think of yourself ten years ago.

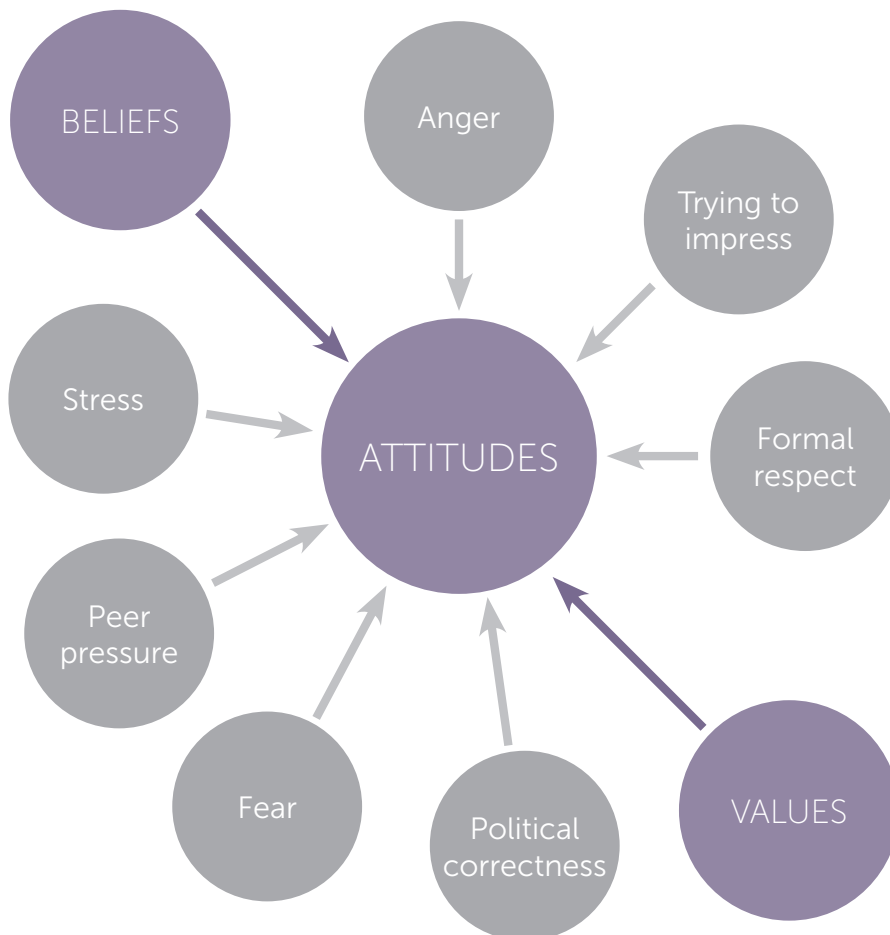
Can you pinpoint any new beliefs, values or attitudes that have changed as you learned more about the world and your role in it?

Try to keep this in mind during this module as we learn about empathy and respond to each other's differing views and values.

Attitudes

An attitude is a frame of mind that you have towards others or situations that inform decisions and actions.

Our attitudes are dispositions that are often formed from our underlying beliefs and values, although other factors can have an impact on attitudes when interacting with others or making decisions.



These might include peer pressure, formal respect or political correctness, trying to impress or because of stressful situations causing an immediate emotional response like anger or fear.

By understanding our beliefs and values and assessing their impact on our attitudes we can begin to make more mindful decisions and reflect on whether our current beliefs and values are having a helpful positive impact on our personal and professional lives, or whether the impact is negative and limiting our outcomes.



DEFINITION

Attitudes

An attitude is a frame of mind that you have towards others or situations that inform decisions and actions.

Our attitudes are dispositions that are often formed from our underlying beliefs and values, although other factors can have an impact.

VALUES STATEMENT

Values can be big moral and ethical ideals that you hold dear, but also things that make you feel alive, excited and more productive.



Before we start: collect pens and post-it notes to move around on the floor, wall or a large piece of paper.

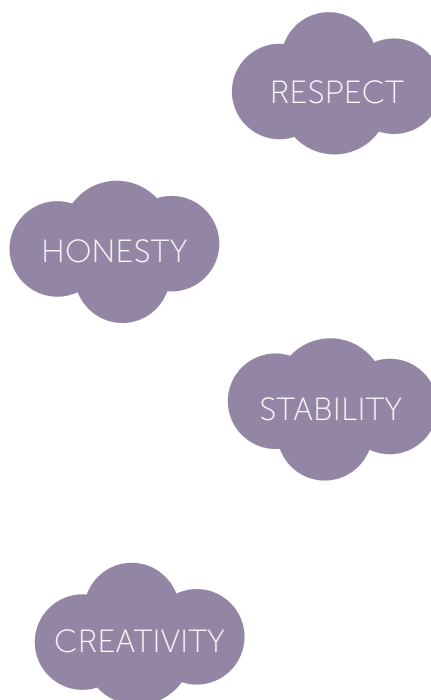
VALUES

Values can bring a sense of calm and fulfilment, so it's important that you align the values and goals of your project with your own.

You won't be able to match them all up, but it's good to assess your values and those of your business/project and see if there are any conflicts around them. Also, are there any values you hold dear that aren't yet incorporated in your work, but that you could add to it?

A few ideas for values:

- Achievement
- Personal development
- Respect
- Getting a promotion
- Meaningful work
- Independence
- Honesty
- Reputation
- Financial gain
- Stability
- Self-respect for what you do
- Freedom of time
- Gaining knowledge
- Creativity
- Working in a community



Keep reading for the main activities...



NEED VALUES
INSPIRATION?

See the following web page
for a list of 400 values.



ACTIVITY 1: CREATE YOUR PERSONAL VALUES

Speed-thinking/writing

- Set the timer (for instance, on your phone) for two minutes
- Write down as many of your values as you can think of in the time allowed, writing one value on each post-it

Has your brain been kick-started?!

You can always add more later.

Headings

- Always Important
- Sometimes Important
- Rarely Important
- Never Important

Complete this task in relation to your personal values and work and answer the questions opposite. And then repeat it thinking about the values related to your project.



EXAMPLE

Compare the values you have listed with the work you are doing or the way you are spending the majority of your time. If some of these important values are missing, think about what you need to change to bring them back. It might only be a conversation, or changing the way you do things, or it might be about leaving and doing something else.

Considering your values is also really important, not just to steer what you do, but what you are am planning to do. Personally, I will or won't take something up based on its connection to my values.

ALWAYS IMPORTANT	SOMETIMES IMPORTANT	RARELY IMPORTANT	NEVER IMPORTANT



REFLECTION

1. Do the values of your project align with your personal values?
2. Is your project built in a way that you can honour your personal values in regards to family, work life balance etc. Do you need to adjust anything?
3. Does the work you do hold to values that keep you inspired when dealing with the more mundane project tasks or when things aren't going to plan?
4. Can you identify how your values will help you make future decisions? Saying yes or no depending on how they sit with your personal/ project values.
5. Think about your mission statement – does this reflect the values you have identified?

These value charts are good to keep checking in with.

The example here was created in 2015 when I wrote this module.

In 2016 I looked back and thought *"Hang on, I love working on my own"* and also *"I don't really care so much about recognition"*.

In 2015 I had just started the job as Leading Change Director which is fairly solitary and self-led from a job with a great boss and large team so the mindset I entered with is quite different to the one I had in 2016. Now in 2019, after 4 years of Leading Change I look to my original sheet and I realise that this is what I will look for when deciding on a new role!

What you are feeling will fluctuate over time.



ACTIVITY 2: FIELD WORK



Stop doing this alone!

Go out and repeat the main values task with a group of your stakeholders. This could be the people on your team, volunteers or the people who benefit from your work. Ask them to think about the project and what values they think are at its core.

For instance, if you are an LGBT campaigner a woman's rights campaigner, your work values might be respect, equality, helping other people/society, having integrity, love, caring.

You can give them a list, link them to the list we have given you, or just leave them to it.



REFLECTION

1. Are there any differences between what they understand about the project and what you think are core?
2. Are there any areas that they have mentioned that aren't in your mission statement that they think are core to the business/project?
3. Or, are there values that are really integral to your work, but no-one has mentioned; and if it is so integral to your work, why is it not being perceived or understood – is it something that should change, or is it something that should become a sometimes important rather than always important?

2

Part 2

Conflict



I believe that leadership is:

“

To me, leadership means...
Service.

”

PJ Cole,
Sierra Leone

PERSPECTIVE AND CONFLICT

We are going to take a look at perspective. It's going to touch on something that we've mentioned before about empathy, about understanding other people's beliefs and behaviours and how these are shaped by our own experiences.

Let's think about perspective...either watch the video available by clicking on the right, or read the transcript below:

RED BOX, BLUE BOX



I'm going to tell you a quick story about these two people.

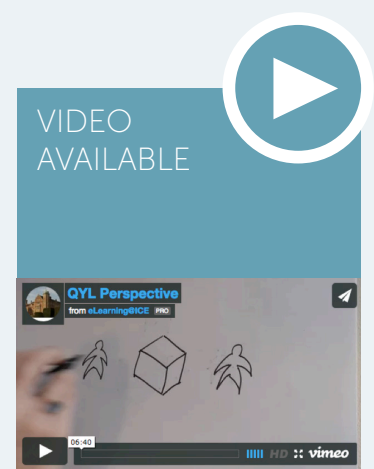
They're both discussing one issue; it could be something moral or religious, like abortion, LGBT rights, beliefs about sustainability, or a similarly complex issue.

They both have different viewpoints on it. They're stuck in a stalemate because one person is saying, *"I'm looking at the box, and it's clearly a red box,"* while the other person is saying, *"It's obviously a blue box. You're crazy. Look at it, it's blue."*

From their perspective, each person truly believes that this is a red box or a blue box. They're adding up all their individual experience, all their knowledge on the subject, and where they've come from. They just can't see that there would be another truth apart from "This is a red box OR this is a blue box."

The fact is they're not wrong, because from their perspective that's all they can see.

As far as the first person knows, this is a red box, and the other person is making no sense at all (and vice versa).



“

I'm looking at the box. It's clearly a red box.

”

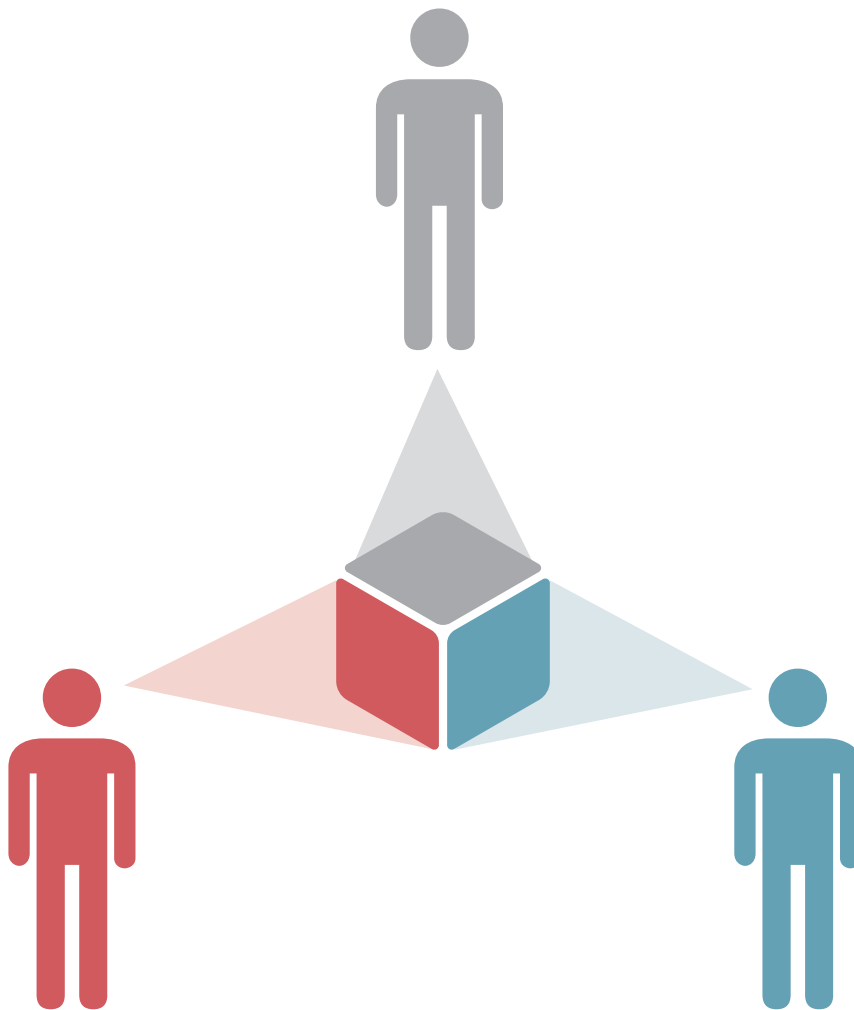
“

Well, it's obviously a blue box. You're crazy. Look at it, it's blue.

”

Sometimes when you're talking about things that you really believe in, you come to a stalemate with somebody else.

It's worth just stepping back and seeing if you can be the person who comes at it from the shared red AND blue side so you can look at the box and say, *"Actually, do you know what? I can see that we both have a point because there's not one right answer."*



In problems like this there often isn't one right answer. There could be six different right answers, six different coloured sides depending on how you're looking at it.

It's useful to step back from your position and understand that what you believe in so deeply might be seen by somebody else from a completely different angle. It can really help you to get on a different playing field when you're discussing ideas and to better understand how you can help the other person to see your perspective – because you've taken the time to see their perspective.

You can ask, *"Why aren't they coming around to my view?"* but that's not what being a leader's about. It's about you taking action and trying to take steps **for** action, so you have to be the person that steps back and looks at the other angle. It doesn't mean you have to believe that it's blue, you just have to understand, not only that they believe that it's blue, but also **why** they believe that it's blue.

“

Actually, do you know what? I can see that we both have a point because there's not one right answer.

”



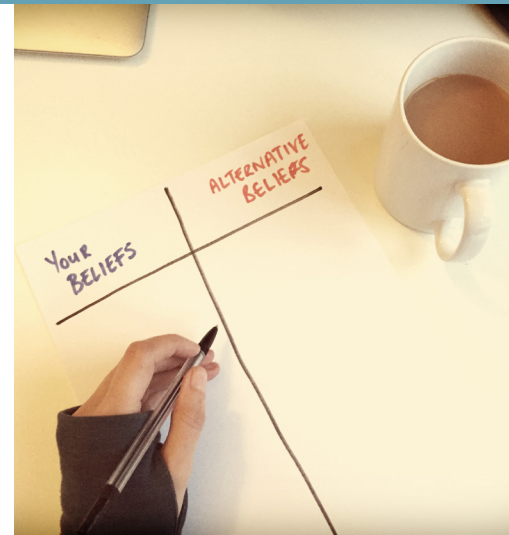
ACTIVITY 3: COMPETING BELIEFS

Think about your issue. It could be related to your project, or something that you have quite strong personal beliefs about.

I want you to list your beliefs in one column, and in the next column I want you to think of somebody who has alternative beliefs.

I want you to list these two and like I said before, there's not always just two sides, there could be lots of different viewpoints that differ from yours, but you just pick one for now. Once you've listed those I want you to have a think, firstly, **are there any ways where these cross over in terms of values?**

We've discussed that you all have your different values and they come from a variety of places, but just because you believe one thing, it doesn't mean that there aren't crossovers.



EXAMPLE

My best friend recently got married; now her wife is pregnant and they're going to start a family.

Her grandmother is a religious Christian, and really had a problem with the fact that my friend was a lesbian and that they were going to be bringing a baby into a same-sex marriage.

My friend didn't say, *"No, you're wrong. This is what I believe."* What she said was, *"Why is it that you think it's wrong?"*

Her grandmother said, *"Because you're supposed to have a man and a woman to make a family. The family unit's really important."*

My friend explained it in terms of the fact that they were just a different family unit and the things that stand strong in family, like understanding and supporting each other and love and nurturing and educating that child, all still rang true.

That helped her grandmother to come around to the idea. I don't think she is fully accepting of it, but at least she could see that the principles and the values are the same even though the arrangement was different.

“

Even if they're not in agreement they have shared values that are leading them to these different beliefs.

”

How can your two lists come together?

Even if they're not in agreement they may have shared values that are leading them to these different beliefs. I want you to think, are there things here that are just completely at loggerheads, that have no way to meld them into a red AND blue box = a purple box?

Do they really have to stay separate because there's no way that you can see of putting them together or explaining them away?

Once you've made this list, I want you to think about it when you are discussing or debating an issue with somebody, and you find yourselves at loggerheads. Are there ways that you can try to shape those messages into more of a compromise?

"I accept this is what you believe and I accept that this is what I believe. These are never going to get on, but what we can do is..."

Have a think, and come up with a few examples of any sort of stalemate problem that you come across on your learning space.

Check out [Nushelle de Silva](#) talking about peace and conflict at One Young World 2014 and the talks from [Sean Murray](#) and [Jackie McDonald](#) that inspired her comments.



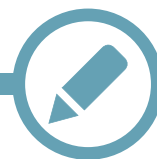
BLUE BOX
Your beliefs



RED BOX
Alternative beliefs



PURPLE BOX
Crossover of values



ACTIVITY 4: CROSSOVER OF VALUES

1. List your beliefs about a specific issue
2. List the alternative beliefs of another person
3. Consider how these beliefs cross over in terms of values – what can be included in your 'purple' box?
4. Consider what aspects can't be combined or that you can't find common ground on. How might you come to a compromise?

PURPOSE OF CONFLICT WITH JEFFERSON CANN

Now that you know the red box/blue box concept of perspective, you can progress these ideas into thinking about conflict and how the theory of thesis, antithesis, synergy and purpose can help you deal with conflicts you might have when running your projects or discussing an issue where there are opposing views.

Jefferson's primary aim as an international coach, facilitator and speaker is the development of high-performance leadership behaviours that enable the liberation of human potential and the fulfilment of the individual, their teams and their companies.

Jefferson believes that all leadership begins with how we lead ourselves – only when we can do that can we truly lead others and organisations. This requires the integration of the individual's mental, emotional, spiritual and physical dimensions. With Nigel Linacre he is the co-founder of **Extraordinary Leadership**, and **LeadDirect**, and with Nigel and Todd Eden of **LeadNow!** Jefferson has written numerous articles and blogs and is co-author of **An Introduction to 3-Dimensional Leadership** with Nigel.



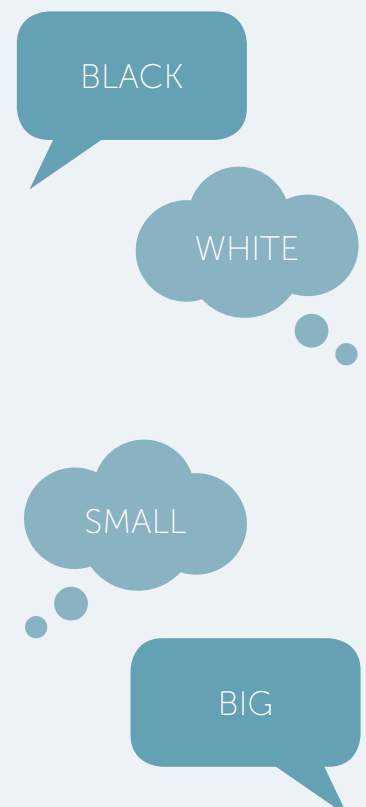
We've had a look at where conflict comes from, this entrenchment in a partial view of what is actually a unified whole, but why is it there at all? What is the purpose of conflict? Why do we live in this dualistic, contesting state? Let's try an experiment. If I say "black", what's the first word that comes to mind? "White". If I say "big", "small". "Night", "day". "Up", "down".

It's interesting that as soon as I say one thing, what comes into mind is its opposite. This is very important, because this has been recognized throughout the ages.

Thesis – Antithesis

The Greeks called it thesis, which we could read as, "this is," if you like. If I say, "This is," one of the things you're likely to think about is why it is not. I'm sure you've often experienced this. You've said, "Wow, look at this! This is great." Somebody will go, "I'm not so sure, you know." They'll immediately think about the opposite of what you're positing. So when you say that "this is" (i.e. the thesis), you automatically bring its opposite – the *antithesis* – into existence, just as when I say "black" I bring "white" into your mind. This is where conflict comes from. The problem is when we forget that the thesis and the antithesis are two aspects of the same thing.

My grandmother used to say, when I was arguing with my brother, that we were arguing about two ends of the same stick. You've probably heard the phrase, "Two sides of the same coin." Conflict comes, just like with the red box/blue box, when we begin to think



that this end of the stick is true, and that the other end of the stick is not. This is very important. Instead of thinking of it as “this or not this” – the thesis and the antithesis, or (in scientific terms) the positive and the negative. Instead, it’s what is in the middle, what unifies those two, that is important. Then, we can begin to resolve conflict.



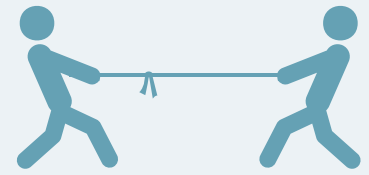
Why is conflict important? What is its purpose? Jung, the psychologist and anthropologist, says that conflict and opposites are necessary for the articulation of unity. If you think about it, all creativity and progress comes from two opposites. When you say, “*You know, there’s something different here*”, and you explore that, then you find a new unity. A team that comes together is really quite a disparate group of people. At work, you’ve got people from different divisions sitting in a project team. The reason they’re there is not so everybody agrees instantly, but so that each can bring their different viewpoint to give a clearer idea on the whole issue in discussion. We say that it is never “either/or”, it is always “and”. When we find ourselves thinking, “*It’s this or that*”, then it’s useful to remember, “*What is the ‘and’ in the middle that joins these two together?*” We’re going to take a look at that in a moment.

Never this or that. Always this and that.

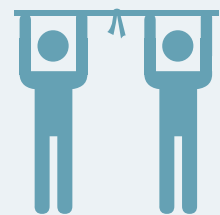
Using this model, conflict comes from the tension between the thesis and its opposite, the antithesis. Keeping in mind that these are two different aspects of a common idea in the middle, we can start to handle conflict better. Let me ask you, how do you handle conflict now? Think of the last time you had a conflict at work or at home. What strategies do you use to handle conflict? I know, you can give me all the conflict management clichés. “*I stop, and I listen to the other person’s point of view.*” Well, that’s great. How often do you do that, particularly when it’s something that’s important to you? I want you to think about how you really handle conflict, or don’t, as the case may be.

Usually, there are a number of strategies that we use. We compromise. “*Okay, look, I’ll give you 50% of what you want if you give me 50% of what I want.*” Sometimes we let somebody else decide. “*Okay, you have it your way. You’re the boss, we’ll do what you want.*” Other times, we ignore it. “*Conflict? No, no, everything’s fine. It’s wonderful. Never felt better in my life.*” Most often, we win or lose the conflict by fighting it out.

Recognize some of those strategies? I’m sure you do. We all use them, all the time, one way or the other. The issue with these strategies is that they don’t take us off the line (or the stick) that we discussed. The win/lose tactic (often the one most frequently used) is actually the thesis/antithesis, or red box/blue box, fighting it out until one person gives in and the other person wins. It hasn’t resolved the



NEVER THIS OR THAT...



ALWAYS THIS AND THAT



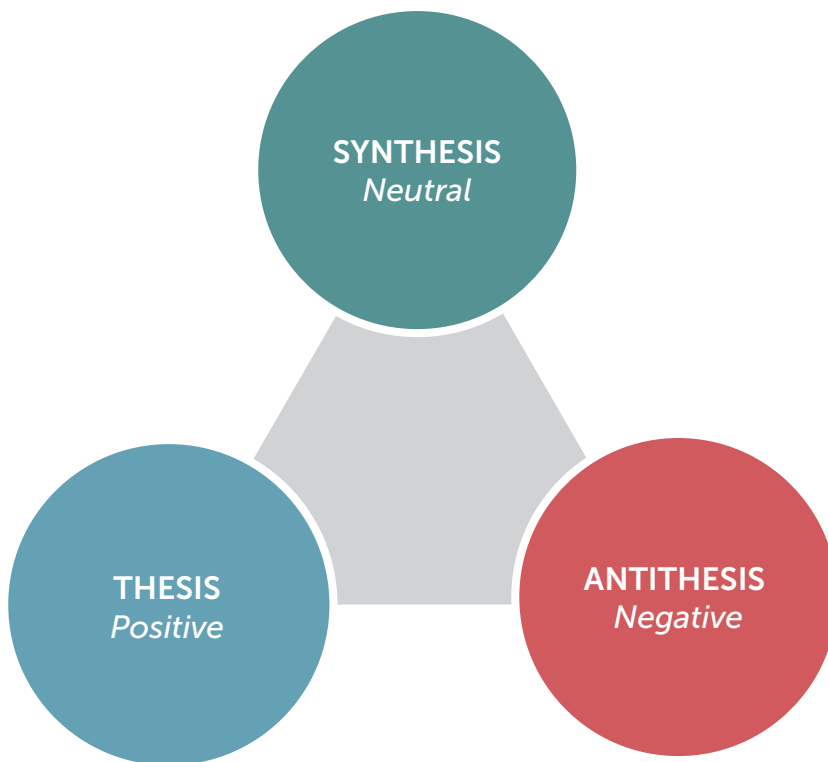
SUMMARY

Instead of thinking in terms of “this OR not this” (or in scientific terms, the “positive” and “negative”), think about what’s in the middle that unifies these two ends. Then we can begin to resolve conflict.

conflict – it's just killed and buried half of it. Think of a compromise. The compromise doesn't really resolve the conflict. *"I'll give you 60% of what you want, you give me ..."* We're still on this line, just moving along it. The other strategies, pretending everything is well, or denying that there is conflict, or just giving in, are all ways of staying on the line without resolving the conflict.

Synthesis

However, in the red box/blue box example, the third person could see the common factor between the two seemingly opposite views. In this model, just as the thesis can be called the positive, and the antithesis the negative, the third thing here is what is called the synthesis, the point that unites seeming opposites.



You've experienced this in an argument, when you've been discussing something and you really can't get the other person's point of view. It's only through the real exploration of the conflict – of the opposing points of view – that suddenly you say, *"Ah! I see it now. I see what you were saying, and how it fits in with me and my perspective. I understand the larger whole."* This is synthesis, which, in scientific terms, is the neutral position in the middle.



STRATEGIES:

COMPROMISE:

Okay, look, I'll give you 50% of what you want if you give me 50% of what I want.

HAVE IT YOUR WAY

Okay, you have it your way. Okay, no, you're the boss, we'll do what you want.

ALL IS FINE

Conflict? No, no, everything's fine. It's wonderful. Never felt better in my life.

WE FIGHT IT OUT

We win/lose the conflict by fighting it out.

The Law of Three

This Law of Three is common to all the great traditions. The Hindus, they call it Brahma, Vishnu, and Shiva. In the Christian theology, there's Father, Son, and Holy Ghost. In Hegelian dialectics, or Marxian dialectics, there are the three things, just as there are in Greek culture and in biology. It's a fundamental aspect of nature, of creation. *How does that work?* Because as soon as you achieve a new synthesis, "I see it, so it is this," that synthesis becomes a new thesis, and somebody goes, "Yes, but ..." In comes another antithesis, and you're off again.

This is creation. This is the universe.



Purpose

The purpose of conflict is creation, continual evolution, bringing forth something new from seeming opposites. There's a great example of that, for those of you who have children. Male + female = new person. New person (male) + new female = new person. One of the important points here, particularly for leadership, is that it doesn't end here. As soon as you see the unifying principle, the synthesis, that itself becomes a thesis, and begins the next journey of exploration, discovery, refinement, and improvement, (especially if you're thinking of product development).

The question is, here, if I am stuck on this line, how do I actually find this higher point of synthesis? If you've ever been in a discussion, and you got locked in with somebody else, and then somebody, maybe the chairperson, said, "Now, hang on a minute, guys. What's happening here? What are we trying to do? What is the purpose of this discussion?" Ever had that? I'm sure you have. We all have. What's happening, then, is they are bringing the two conflicting parties back to their deeper purpose. In order to move up to the synthesis, you have to let go of your entrenched position and move down to remind yourself of the common purpose. **What are we trying to do? What's the point of this? What are we here for?** You might have to ask yourself these questions a few times.

When you've got this purpose, you then understand that usually what people are arguing about are not ultimate truths, or ways of doing things. They're merely arguing about the strategy to achieve a common purpose. Think about this in business. Everybody wants the business to succeed. Then they argue and discuss all this. The common purpose is success. When we come back and remember that, it allows us to see that these two seeming opposites are part of a whole, predicated upon the purpose. When we've got the purpose, that allows us to synthesize the two opposing views, and come to a more unified perspective. In that example of arguing about the different strategies to achieve the purpose, it allows people to not look at why my strategy is right and yours is wrong, but what's good about yours and what's good about mine, and how we might unify those for an even better synthesis to achieve that purpose.

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The purpose of conflict is creation, continual evolution, the bringing forth of something new from seeming opposites...

One of the important points here, particularly for leadership, is that it doesn't stop. As soon as you see the unifying principle, the synthesis, that itself becomes a thesis, and begins the next journey of exploration and discovery.

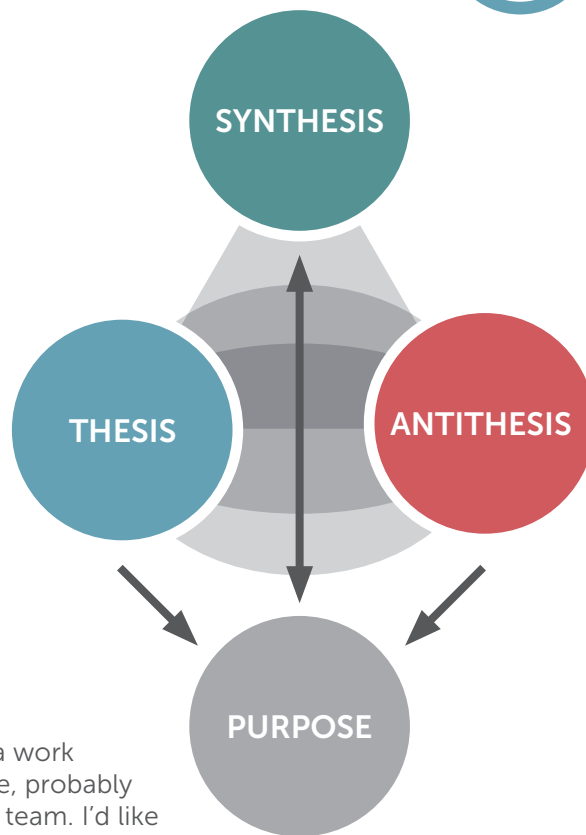
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SUMMARY

In summary, when you're locked on the thesis/antithesis line, in order to move up to the synthesis, you first have to go down to look at the deeper purpose that you're trying to achieve. On the base of that common purpose, you can then explore how those two seeming opposites synthesize in the unified truth, purpose, or objective, of whatever it is people are arguing about.

What I'd like you to do now is think of an unresolved conflict that you have. Let's choose a work conflict with a workmate, probably in a project team or in a team. I'd like you to think of your perspective, what you think is right. I'd like you to think of what they think is right, and be clear on that. Then, remind yourself of the purpose of the discussion. What are you both trying to achieve? When you've got that, take another look at your argument and their argument, and see how a combination of both might achieve that purpose in an even better way.



ACTIVITY 5

COMBINING PERSPECTIVES

Think about a time recently when you have had conflict with another person and think...

1. What was the conflict?
2. What is your perspective?
3. What is their perspective?
4. What is the overall purpose, what are you both trying to achieve?
5. What combination of both will achieve the purpose most effectively?

WHO'S WHO

AUTHOR

For the duration of the Queen's Young Leaders Programme (QYLP), **Frances Brown** was Director of Education and Mentoring based at The Institute of Continuing Education where she created the Leading Change course and developed the Leading Change Website and QYL Mentoring Programme.

With a background in education, design and startups Frances loves driving forward new ideas and supporting others through voluntary mentoring and trusteeship. Highlights of external projects she led over the four years at The University of Cambridge include developing a training course for CHOGM, The Commonwealth Heads of Government Meeting in London 2018 with the Commonwealth Secretariat and British Cabinet Office and launching IT'S GOING TO BE GOOD with a team of Queen's Young Leaders.

At the end of the programme she moved to a new role with The Queen's Commonwealth Trust and was very excited to be able to continue supporting other young changemakers like The Queen's Young Leaders!

Say hello @fbrownwork or check out www.fbrownwork.com



Frances Brown

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Leadnow!'s mission is to help young adults from all walks of life discover how they lead. Their purpose is to dramatically enhance the leadership capability of young adults from all walks of life; enabling them to live fulfilling lives in service of their communities, and the world in which we live.

Say hello @lead_now



Jefferson Cann

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