

MULTICULTURALISM

SCENARIO 6

FROM CONFLICT TO CONSENSUS

TARGET GROUP
STUDENTS AGED **15-18**

Objectives of the educational project:

- * to understand what conflict is and how it unfolds,
- * to learn about types and reasons for conflicts in the multicultural world,
- * to acquire skills of solving conflicts in multicultural groups,
- * To acquire skills of presenting information via visual methods, e.g.: infographics.

End products of the educational project:

- * mind maps,
- * fishbone diagrams,
- * visual works, e.g.: infographics, comics, storyboards, collages.

SUGGESTED LESSON PLAN

PROJECT STAGE	SUGGESTED ACTIVITY	DAY/ WORK STAGE	TIME
1) TOPIC SELECTION AND DETERMINING PROJECT OBJECTIVES	① Introduction: a. from conflict to consensus– group work, b. mind maps, c. how to understand conflict - discussion.	1	1. approx. 1.5 h a. 45 min. b. 30 min. c. 20 min.
	② Decision to undertake the project.	2	2. 10 min.
2) PROJECT REALIZATION	③ United we stand, divided we fall– group work: a. conflict card preparation, b. conflict card analysis c. conflict card summary.	3	3. approx. 1 h a. 30 min. b. 20 min. c. 15 min.
	④ Circle of conflict: a. fishbone diagrams, b. modus vivendi – how to deal with conflicts.	4	4. 50 min. a. 20 min. b. 30 min.
	⑤ Between conflict and consensus: a. work planning and organizing, b. preparing materials, c. verifying materials.	5	5. approx. 1.5 h a. 30 min. b. 45 min. c. 20 min.
3) PROJECT PRESENTATION	⑥ Presenting the works.	6	6. 45 min.
4) PROJECT EVALUATION	⑦ Project summary and information consolidation.	7	7. 30 min.
ALTOGETHER	approx. 7 teaching hours + time for students' work outside school		
ADDITIONAL COMMENTS	*** asterisks indicate division between days		

1

INTRODUCTION

a

from conflict to consensus group work

The teacher suggests playing an integration game concerned with situations in which potential conflicts may arise. The teacher prepares a set of various situations of conflict similar to those that the students might face in their everyday lives ([Appendix 1 – exemplary situations of conflict](#)).

The teacher divides the class into groups of four. Every group receives a game set which includes a situation of conflict ([Appendix 1 – exemplary situations of conflict](#)) and a card of conflict ([Appendix 2 – cards of conflict](#)). The teacher then introduces the students into the rules of the game ([Appendix 3 – game rules](#)).

After the game, the teacher asks the students if they have any reflections concerned with the gameplay:

- ❖ *do such situations happen in their everyday lives?*
- ❖ *how do these situations differ from one another? would they be able to categorize them?*
- ❖ *would they be able to write their own exemplary situations of conflict on the basis of their experiences?*
- ❖ *how do they deal with difficult situations on a daily basis?*
- ❖ *were all of the situations described on the cards clear to them?*
- ❖ *is conflict an indispensable element of our everyday reality? etc.*

b

mind maps group work

The teacher sums up the work of the students and then divides the class into new groups. Every group receives a bristol board and markers.

In the middle of the bristol board, the students write down the key phrase TYPES OF CONFLICT IN THE MULTICULTURAL WORLD. The task of every group is to write down as many types of conflict they can come up with. They create various categories of the term.

The mind maps are kept to the end of the project, during the final stage of which the students will create their own databases of conflict reasons in the multicultural world. They will be made on the basis of the mind maps and on the experience gained by the students during the project. These databases will be used by the students during the discussion summarizing the project.

* * *

c

how to understand conflict? discussion

Referring to the information in the students' mind maps, the teacher begins a discussion concerned with types of conflict. This can be a debate during which the teacher awards every group with points, on the basis of the discussion evaluation sheet ([Appendix 4 – discussion evaluation sheet](#)). The groups are the same as when preparing the mind maps. The students can also suggest their own ideas of awarding points during the debate.

The teacher pauses the debate from time to time and writes down new information on the board, e.g., how many people agree with a given hypothesis. The debate ends with a summary, during which the winners are announced: the group with the most points. The teacher also shares his/her observations concerned with the exercise with the class, e.g.: what were the debate's strong and weak sides, what needs to be improved.

C

how to understand conflict? part 2 discussion

Next, the teacher gives out sheets with conflict definitions to the students (**Appendix 5 – definitions**). Having read and analyzed them, the class discusses the definitions. Together, the students decide that they agree with, what they don't agree with, and what they would change. Information concerned with conflict, with which all of the students agree, is written down on the board.

At the end, the students, together with the teacher, come up with their own definition of conflict, on the basis of the earlier read ones and on the information written on the board. Next, their definition is written down. If the class would like to change something in the definition, they give arguments for their decision. If the corrections are accepted by all of the students, the teacher introduces the changes and writes down the final definition on the board and asks the class to do the same on the definition sheets received earlier.

2

DECISION TO UNDERTAKE THE PROJECT

The teacher, together with the students, makes the decision to undertake the project concerned with conflicts in the multicultural world. Together, they decide on the title of the project.

* * *

3

UNITED WE STAND, DIVIDED WE FALL group work

The teacher writes down the “United we stand, divided we fall” proverb on the board, and asks the students how they understand the saying and if they agree with it. The teacher also asks them to share their personal life experiences with others, which could be illustrated by the proverb written on the board. The class is then divided into groups of four and asked to come up with their own conflict situations.

a

conflict card preparation

The teacher draws the students' attention towards what must be present and mentioned in their conflict situations and writes it down on the board:

- ❖ *the description of the situation,*
- ❖ *the participants of the situation and their attitudes towards the problem,*
- ❖ *the participants of the situation and their needs which result in the conflict,*
- ❖ *the participants of the situation and their fears concerned with the conflict.*

Next, every group prepares the description of a conflict situation, similar to those which they dealt with at the beginning of the project, during the icebreaker phase. They write down the conflict situations on pieces of paper and give them to other groups for analysis.

b

conflict card analysis

Every group receives an attitudes, needs and fears table from the teacher, which is indispensable to do the task (**Appendix 6 – attitudes, needs and fears table**). They analyze the presented conflict situations with focus on the attitudes, needs and fears of the participants of the conflict, and fill in the worksheets given to them by the teacher.

C

conflict card summary

At the end of the exercise, every group briefly presents the conflict situation they had been analyzing. They mention what drew their attention during the analysis and during the preparation of their own conflict situations.



4

CIRCLE OF CONFLICT

The teacher introduces the students into the topic of solving conflicts, by writing down on the board, in an accidental order, stages of the conflict solving process. The task of the students, in pairs, or groups of four, is to order the points written down by the teacher in a logical way (**Appendix 7 – additional materials**). Below, the correct/suggested order is given:

- ❖ 1. *establishing contact (beginning the dialogue/conversation),*
- ❖ 2. *defining the problem and how it manifests,*
- ❖ 3. *determining the source of the conflict and its type,*
- ❖ 4. *every participant of the conflict presents their attitudes, needs and expectations,*
- ❖ 5. *attempting to look at the problem from a perspective other than your own.*
- ❖ 6. *the participants look for common ground (a comparison of perspectives),*
- ❖ 7. *determining the advantages from solving the conflict,*
- ❖ 8. *determining the disadvantages and advantages, if such exist, of the conflict,*
- ❖ 9. *working out ideas for solving the conflict,*
- ❖ 10. *the choice of solutions satisfactory for every participant of the conflict (looking for consensus),*
- ❖ 11. *attempting to solve the conflict.*

After the task is done, a general discussion begins, during which every pair/group shares with others the way in which they ordered the points written down on the board. The teacher asks the students to explain their decisions.

The aim of the discussion is to order the stages of the conflict solving process, in a way which everybody would accept. The discussion aims not only at introducing the class into the topic of conflict solving, but also at working on the students' skills of negotiation and argumentation.

a

fishbone diagrams

The teacher explains to the students what will be the aim of the task. In groups, they will be filling in FISHBONE DIAGRAMS, referring to the topic of TYPES AND SOURCES OF CONFLICT.

The teacher begins with explaining to the students what a fishbone diagram is. Next, the class is divided into groups of three or four, every one of which is given an empty fishbone diagram (**Appendix 8 – fishbone diagram**). The students are asked to fill it in. After 5 minutes, the teacher gives out sheets with MOORE'S CIRCLE OF CONFLICT model (**Appendix 9 – Moore's circle of conflict**).

a

fishbone diagrams part 2

After the students fill in the diagrams, a short, general discussion is held. The teacher asks questions such as:

- ❖ *what types of conflict are most common in multicultural groups and why?*
- ❖ *what types of conflict are the most difficult for them to solve?*
- ❖ *what are the most common sources of conflict in their everyday lives?*
- ❖ *what do they think about Moore's conflict categorization?*
- ❖ *was it difficult for them to fill in the fishbone diagram?*
- ❖ *was Moore's circle helpful in filling in the fishbone diagram?*

b

modus vivendi: how to deal with conflicts

The teacher asks the students what are their methods of avoiding conflicts. After a brief discussion, the class is asked to read 2 texts concerned with conflict reasons, methods of preventing/dealing with conflict and anger, as well as with stages of the conflict solving process (**Appendix 10 – texts for analysis**).

After the students read the texts, the teacher begins a discussion by asking questions such as:

- ❖ *Is conflict always a bad thing? why/why not?*
- ❖ *what can we learn from conflicts?*
- ❖ *which reason of conflict, mentioned in the text, is the most common one in multicultural groups?*
- ❖ *is preventing conflicts and avoiding conflicts the same thing? why/why not?*
- ❖ *what can be done to prevent conflicts, or keep them to a minimum? list as many examples from the text.*
- ❖ *which methods of preventing conflicts are most successful?*
- ❖ *what are the most important aspects in resolving conflicts?*
- ❖ *what steps in conflict resolution does the author mention in the text?*
- ❖ *what can be done to control anger, according to the text?*
- ❖ *do they know any other methods of controlling anger, not mentioned in the text?*

The teacher sums up the discussion by deciding, together with the students, how the reasons and sources of conflict mentioned in the text relate to those found in Moore's conflict circle, and what are the three most important stages of the conflict solving process.

* * *

5

BETWEEN CONSENSUS AND CONFLICT preparing works

The teacher divides the class into groups of three to five people and presents the topic of their works, which is presenting, via visual methods, what conflict and its sources are. The materials can be accompanied by additional elements explaining, e.g.: how conflicts can be prevented.

5

BETWEEN CONSENSUS AND CONFLICT PART 2 preparing works

The students, together with the teacher, discuss what form they would like their works/projects to take.

They can choose between various methods, ranging from comics, through storyboards, infographics, collages, to the *Visual Thinking* method. *Every groups chooses one method, which they plan to work with.*

a

work planning and organizing

The students, in groups, divide the tasks and works among themselves. They plan the form they would like their project to take. They also decide on the issue that their work will touch. They collect the necessary material, information, and create an outline of what they intend to do.

b

preparing materials

The students, together with the teacher, accept their outlines, and start to work on their project. It is important for the project to be done neatly and esthetically. The students can consult subsequent elements/stages of their work with the teacher on a regular basis.

c

verifying materials

After all of the materials are prepared, an internal evaluation of the materials is done between the groups:

- ❖ *are of all of the works comprehensible?*
- ❖ *can some of the works be enhanced?*
- ❖ *which form of work seems to be the most interesting?*

Then, together with the teacher, the students prepare for the project presentation. They prepare additional descriptions of their works if needed.

* * *

6

PRESENTING THE WORKS

The materials prepared by the students are displayed in a visible place, where people who haven't taken part in the project can see them. Every work can be accompanied by additional information explaining the aims and ideas of its authors.

Additionally, group leaders can discuss the details of the prepared materials and answer other students' questions. The works can also be exhibited in places accessible to other people from the school, e.g.: in school corridors, in common-rooms and libraries.

7

PROJECT SUMMARY AND INFORMATION CONSOLIDATION

During the final stage of the project, the students come back to their mind maps and fishbone diagrams. They fill them in and modify according to the information they have gained during the project. In this way, they create their own databases concerned with the topic of conflict. The teacher asks them questions:

- ❖ *what did they enjoy the most?*
- ❖ *what did they learn? is it something that will be useful to them in everyday life?*
- ❖ *what was the most difficult thing for them?*
- ❖ *do they think that the topic of conflicts and methods of solving and preventing them should be discussed more often?*
- ❖ *how do they evaluate the results of the project?*

The students can ask additional questions.

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EXEMPLARY SITUATIONS OF CONFLICT

A FEW WORDS OF INTRODUCTION

Situations of conflict are, unfortunately, indispensable elements of our everyday lives. We encounter some kind of conflict wherever we go, even if we are not aware of the fact. Conflicts do not have to be big and serious. They can be small, barely visible, which does by no means entail that they do not exist.

Where do conflicts come from? What types of conflicts exist? A conflict is a complex social phenomenon and it is impossible to find a simple answer to the question above. Are conflicts negative phenomena? Without doubt, but a lot of good can be acquired from them as well. Thanks to conflicts we can learn to look at the world from the perspective of another person. We can learn the art of negotiation, as well as to go on compromises, which is something that many among us find extremely difficult to do.

As a result, reaching an agreement, the so called consensus, is an important skill worth working on. In what way? Since practice makes perfect, maybe it would be worth to imagine oneself in a situation of conflict and try to solve the problem? This is what the integration game in the lesson scenario FROM CONFLICT TO CONSENSU is based on. It serves as an introduction to the topic of the lesson which is conflict in the multicultural world.

From an early age, each and every one of us has encountered problems, unpleasant situations, conflicts difficult to solve. It is important to be capable of dealing with such situations: the ability to solve conflicts is of extreme importance.

Thanks to this exercise, the students will be able to imagine themselves in a situation of conflict, which does not affect them directly and emotionally, that they can encounter in their everyday lives, This way they can attempt to solve a conflict in a friendly environment, and thanks to cooperation with their classmates they can look at the problem differently and find out new things about themselves, about others, about the world, and about the potential conflict they are trying to solve.

APPENDIX NR 1

EXEMPLARY SITUATIONS OF CONFLICT

DESCRIPTION CARD NR 1

A group of friends is going to the cinema. Paul and Caroline want to see a horror movie, nothing else. Kate wants to see a romantic comedy because she is afraid of horrors. Tom and Adam don't care what movie they will see. The friends want to go to the cinema together, but they can afford to see only one movie.

How to solve this conflict?

DESCRIPTION CARD NR 2

Mark and Paul have been friends for many years. They do everything together, they have mutual hobbies. A new student, Michael, joins their class. He immediately becomes friend with Paul. Both boys are fascinated with IT. Mark, on the other hand, cannot stand IT and doesn't like Mark too much. He thinks the new student is a bore. Paul doesn't know what to do. He wants Mark and Michael to get along.

How to solve this conflict?

DESCRIPTION CARD NR 3

Ana's mom asked her to clean her room. Anna promised to do it straight away. 3 days have passed and the girl still hasn't cleaned her room. She is about to go over to her friend to prepare a project for English lessons. Ana's mother is outraged because her daughter hasn't kept her promise. Ana tells her mother that she will clean her room later, but her mother cannot be swayed and won't let her daughter leave unless she cleans her room.

How to solve this conflict?

APPENDIX NR 2

CARDS OF CONFLICT

CARD OF CONFLICT NR 1

Paul and Caroline – they want to see a horror movie, nothing else; they like other genres but they haven't seen a horror for a long time and it's their favorite genre. Unfortunately, they can afford to see only one movie and they claim that horrors watched at home lose their appeal, when compared to those watched in the cinema.

Kate – wants to see a romantic comedy because she is afraid of horrors. Ola is very sensitive when it comes to unpleasant and drastic scenes, although she doesn't have anything against the plot of horrors. She wears glasses.

Tom and Adam – they don't care that movie they will see. They don't accept the possibility of the group not going to see a movie together.

CARD OF CONFLICT NR 2

Mark – has been friends with Paul for many years. They have many mutual hobbies, but he cannot stand IT, which is one of the passions of Paul. Mark considers Michael a stiff and a bore and doesn't want to get to know him better.

Paul – has been friends with Mark for many years. He has many mutual hobbies with Mark, but his friend doesn't share Paul's IT fascination. Paul becomes friend with Michael who is also passionate about IT. Paul thinks that Mark and Michael would get along because both of them are interested in football. Paul himself doesn't like football but likes to make various movies which he then edits on his computer.

Michael – becomes friends with Paul. Both boys are passionate about IT. He knows that Mark doesn't like him. He himself doesn't have anything against Mark but does avoid him not to cause any needless problems. His other passion is football.

CARD OF CONFLICT NR 3

Ana's mother – she trusts her daughter and believes that if the girl says she will do something, she will indeed do it. She is disappointed with Ana's behavior. She thinks school and education is important, but so are house chores and keeping promises. She knows that it won't take her daughter long to clean her room.

Ana – she left the English lesson project for the last minute, as a result she didn't clean her room when her mother asked her to. It was difficult for her to work with her project partner because he doesn't treat anything seriously. Ana cares about her marks and as a result of the problem with the project she forgot about her promise to clean the room. Unfortunately, she doesn't have a choice and she must go over to her friend's house as soon as possible, or else both of them will fail the project. Her friend isn't doing anything important at the moment: he is watching TV. He lives 30 minutes from Ana.

APPENDIX NR 3

GAME RULES

GAME RULES

The game is concerned with the students imagining themselves in a exemplary situation of conflict with which they can meet in their everyday lives.

Every group receives a game set which includes a description card of a conflict (Appendix 1 – exemplary situations of conflict) and a card of conflict (Appendix 2 – cards of conflict). A single set contains one description card and one card of conflict (numbered respectively: 1 and 1, 2 and 2, etc.).

The students cooperate in groups. They start with reading the description card assigned to them. Next, they read the cards of conflict. The description card contains information about the conflict: how did it arise, what is the conflict, and who are its participants. The cards of conflict inform about the expectations, needs and fears, etc., of all of the participants of the conflict.

After analysing the entire set, every group discusses about the ways in which the analysed conflict could be solved. An ideal solution to the problem would be the one which would satisfy all of the participants of the conflict.

Next, every group presents the situation of conflict that they analysed and share with the class their ideas for its solving. They also inform the group if their ideas for solving the conflict would satisfy all of the participants of the conflict.

To sum up the exercise, every group chooses one group which, in their opinion, came up with the most efficient way of solving their conflict, or the most interesting one. They support their choices with convincing arguments.

APPENDIX NR 4

DISCUSSION EVALUATION SHEET

CRITERIA	POINTS	GROUPS					
		A	B	C	D	E	F
giving new information significant for the discussion	0-3						
explaining one's own perspectives and outlooks	0-3						
accurate and cultural commenting on the information given by other groups	0-3						
discussion involvement (of the entire group)	0-2						
cultural behavior during the debate	0-1						
total number of points							

APPENDIX NR 5

DEFINITIONS

CONFLICT

Dictionary definitions:

1. a serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement,
2. a state of mind in which you find it impossible to make a decision,
3. fighting between countries or groups of people,
4. a serious difference between two or more beliefs, ideas, or interests. If two beliefs, ideas, or interests are in conflict, they are very different,
5. if ideas, beliefs, or accounts conflict, they are very different from each other and it seems impossible for them to exist together or to each be true.

**definitions from Collins Online English Dictionary:
collinsdictionary.com*

Scientific definitions:

1. a conflict is difficult to define, because it occurs in many different settings. The essence of conflict seems to be disagreement, contradiction, or incompatibility. Thus, CONFLICT refers to any situation in which there are incompatible Goals, Cognitions, or Emotions within or between individuals or groups that lead to opposition or antagonistic interaction,

2.conflict manifests itself as a difference between two or more persons or groups characterized by tension, disagreement, emotion or polarization, where bonding is broken or lacking. The most important conflicts – the ones that, when managed well, lead to positive results in teams – are the ones in which people feel personally invested in their positions or are bringing something of themselves as human beings into the interaction,

**G. Kohlrieser, [Six Essential Skills for Managing Conflict. Perspectives for Managers. No. 149. 2007](#)*

3.a conflict has generally been defined as a situation in which two or more parties strive to acquire the same scarce resources at the same time.

**M. Leonhardt. [Conflict analysis for project planning and implementation. Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment. 2002](#)*

4.conflict is a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Defined in broadest terms, conflict denotes the incompatibility of subject positions.

**T. Diez. [The Paradoxes of Europe's Borders. Comparative European Politics, VOL. 3, NO. 2. 2006](#)*

APPENDIX NR 6

ATTITUDES, NEEDS AND FEARS TABLE

PERSON	NEEDS	ATTITUDES	FEARS

APPENDIX NR 7

ADDITIONAL MATERIALS

STAGES OF THE CONFLICT SOLVING PROCESS

Solving conflicts should primarily be based on analyzing and understanding the situation. It is advisable to start with finding common ground between both parties. It is good to define various aspects and see if all of the participants of the conflict understand and see them in the same way.

STAGES OF CONFLICT SOLVING	
1	ESTABLISHING CONTACT, BEGINNING THE DIALOGUE/CONVRSATION
2	DEFINING THE PROBLEM AND HOW IT MANIFESTS.
3	DETERMINING THE SOURCE OF THE CONFLICT AND ITS TYPE
4	EVERY PARTICIPANT OF THE CONFLICT PRESENTS THEIR ATTITUDES, NEEDS AND EXPECTATIONS
5	ATTEMPTING TO LOOK AT THE PROBLEM FROM A PERSPECTIVE OTHER THAN YOUR OWN
6	THE PARTICIPANTS LOOK FOR COMMON GROUND (A COMPARISON OF PERSPECTIVES)
7	DETERMINING THE ADVANTAGES FROM SOLVING THE CONFLICT
8	DETERMINING THE DISADVANTAGES AND ADVANTAGES, IF SUCH EXIST, OF THE CONFLICT
9	WORKING OUT IDEAS FOR SOLVING THE CONFLICT
10	THE CHOICE OF SOLUTION SATISFACTORY FOR EVERY PARTICIPANT OF THE CONFLICT (LOOKING FOR CONSENSUS)
11	ATTEMPTING TO SOLVE THE CONFLICT

APPENDIX NR 8

FISHBONE DIAGRAM

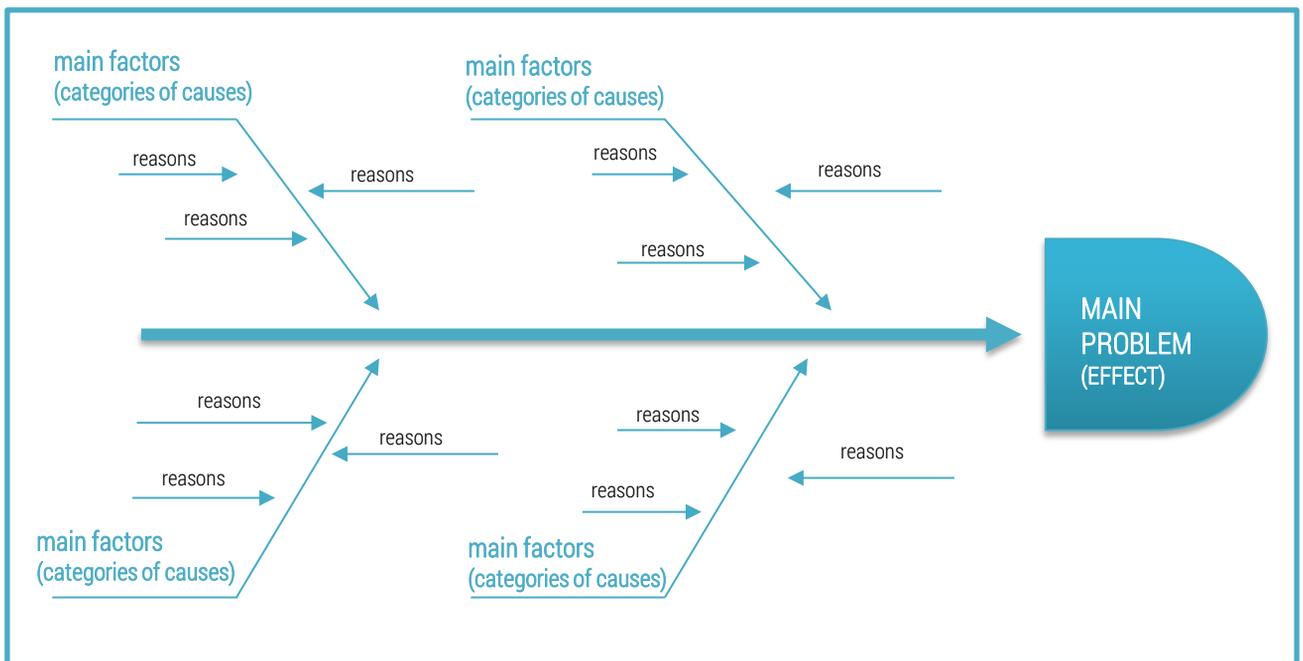
FISHBONE DIAGRAM

Among many various methods of analyzing problems, Ishikawa's Diagram is worth significant attention. It is a cause – effect method, and its popular name was taken from the shape resembling a fish skeleton. This method can be used to analyze processes that are not too complicated: in the case of more complex processes, with more factors, it might prove useless.

The analysis via the diagram begins with the effect, with something undesirable. At first the problem, which we want to illustrate via the diagram, must be correctly diagnosed. This problem is the entity which we want to take a closer look at by means of the diagram.

Next, we move on to the categories of reasons, or, in other words, factors that result in the problem. We then write down the reasons of the factors under the categories.

Thanks to Ishikawa's Diagram, we can indicate many significant connections between various reasons and discover the sources of failures, problems, or incorrectly unfolding processes.



How to work with this method?

- ❖ write the main problem in the fish's head, e.g., *POLLUTION OF THE HYDROSPHERE*,
- ❖ via the brainstorming activation method, the students are to indicate the so called main factors that cause the pollution of the hydrosphere. These should be written down on the big fishbones,
- ❖ the next stage is finding the reasons that influence a given factor. These should be written down on the small fishbones.

This method can be used to work with various problem topics.



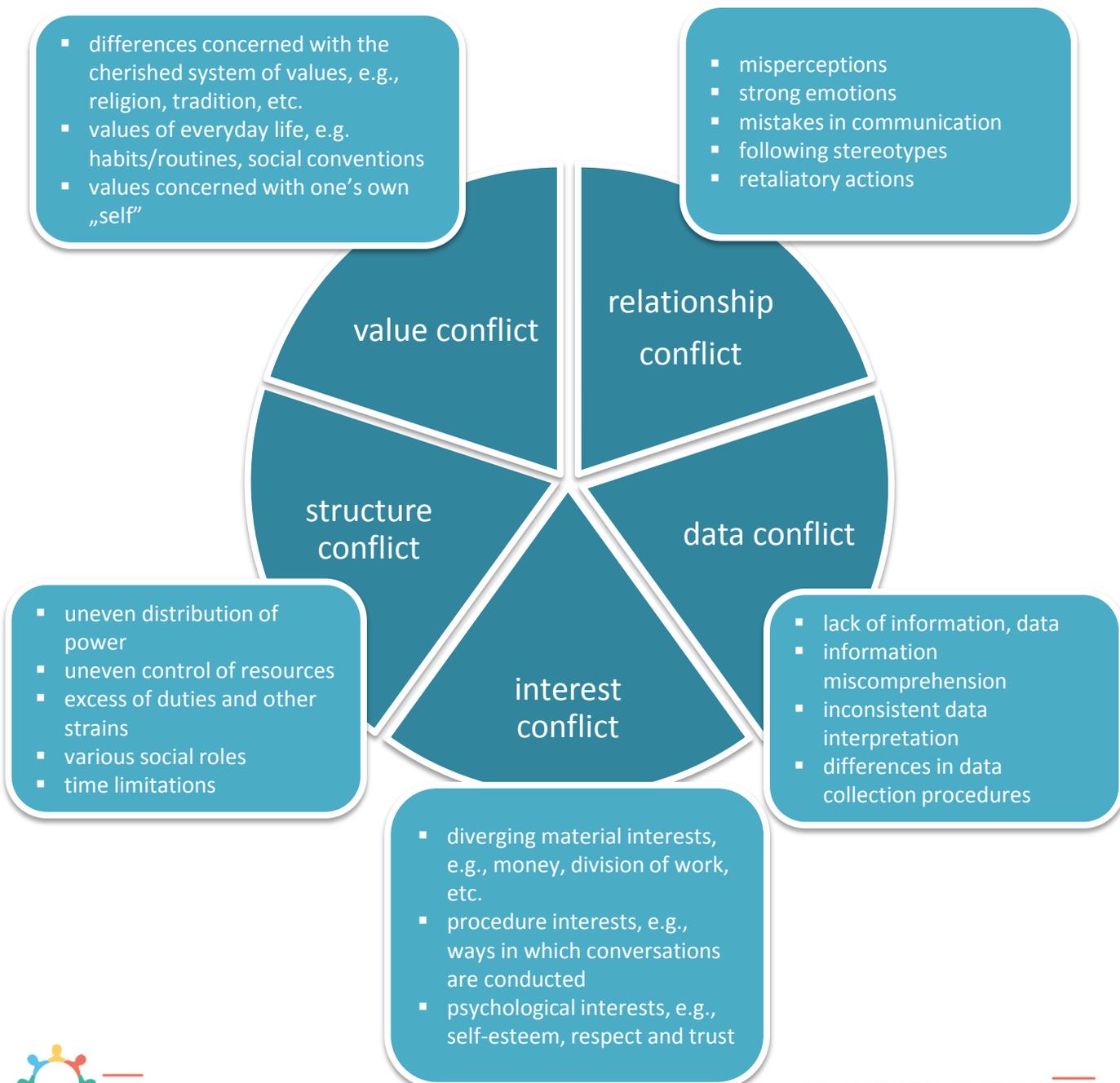
APPENDIX NR 9

MOORE'S CIRCLE OF CONFLICT

MOORE'S CIRCLE OF CONFLICT

Conflicts can have various reasons behind them and diverse natures. Christopher Moore proposed a 5 type classification of conflicts, known as Moore's Circle of Conflict.

Various types of conflicts can intertwine with one another, or transform into a different type. E.g., data conflicts can transform into relation conflicts, and no searching for common ground needed to solve the problem may lead to value conflicts.



APPENDIX NR 9

RELATIONSHIP CONFLICT

This type of conflict is based on a strong emotional attitude directed towards a given person, or group. This attitude manifests itself in words such as, e.g., „I don't like him“. Using and following stereotypes can also add to the conflict, as well as differences resulting from communication errors.

DATA CONFLICT

We can talk about this type of conflict in cases where both sides of the conflict do not possess enough data needed to understand the situation, possess diverging information, or interpret the data differently. Both sides of the argument often accuse one another of manipulating data, purposeful misinforming, or omitting important aspects of the situation.

INTEREST CONFLICT

This type of conflict arises in situations where one of the sides of the conflict strives to acquire as much resources as possible, e.g., money, land, water access, or making decision on a given matter. This takes place to the disadvantage of other entities. Such a type of conflict can be divided into 3 subtypes:

- ❖ material interests: money, time, distribution of work,
 - ❖ procedure interests: ways of conducting conversations, negotiations,,
 - ❖ psychological interests: sense of security, decency, respect.
-

STRUCTURE CONFLICT

This type of conflict is usually concerned with the structure of the situation, e.g.:

- ❖ limited resources – e.g., no printer or computer access,
- ❖ the structure of a given organization - e.g., incorrectly defined competences at a given position, the disapproval of the distribution of work in a team,
- ❖ held functions/played roles,
- ❖ time limitations.

The reasons behind this type of conflict are based not on the characteristics of a given person, or on faulty communication, although these aspects do have an influence on emotion escalation, but on the elements of the situations. E.g., some people must urgently send a message at the same time, but there is only one computer with access to the Internet.

VALUE CONFLICT

This type of conflict is usually based on differences between the sides of the conflict, concerned with diverse systems of values, different world views, as well as different rules and understandings of given issues, e.g., attitudes towards one's job, or work ethics.

APPENDIX NR 10

TEXTS FOR ANALYSIS

TEXT 1 conflict resolutions

Conflict is a normal, natural part of human relationships. People will not agree about everything all the time. In and of itself, conflict is not necessarily a negative thing. When handled constructively it can help people to stand up for themselves and others, and work together to achieve a mutually satisfactory solution. But if conflict is handled poorly it can cause anger, hurt, divisiveness and more serious problems.

Sources of Conflict

- ❖ Personal differences such as values, ethics, personalities, age, education, gender, social and economic status, cultural background, temperament, health, religion, political beliefs, etc.
- ❖ A clash of ideas, choices, or actions. For instance, conflict can occur when people have incompatible goals, when they are in direct competition, or even when they have different work styles.
- ❖ Finally, poor communication or miscommunication is one of the biggest causes of conflict.

Preventing Conflict

While it isn't possible to prevent all conflict, there are steps that you can take to try to keep conflict to a minimum. One way to manage conflict is to prevent it from occurring in the first place. Preventing conflict is not the same as avoiding conflict. Preventing conflict means behaving and communicating in a way that averts needless conflicts.

Consider the following tips:

- ❖ **Respect differences:** Many conflicts arise from differences in gender, generations, cultures, values, etc. We live in an increasingly diverse world. Learn to respect and celebrate peoples' differences and their opinions.
- ❖ **Treat others as you'd like to be treated:** Regardless of your personal opinion of someone, be professional, courteous, respectful, and tolerant, even when you're frustrated.
- ❖ **Keep negative opinions to yourself:** Most people are put off by hearing negative comments about other, especially if it's about personal issue. Friends and acquaintances may be equally "turned off" by negative comments about someone, particularly if they feel they are being drawn into a conflict or being asked to take sides.
- ❖ **Keep your distance:** Unfortunately, this is often easier said than done. Often the conflicts arise with those who are closest to us. It is often easier to get along if you respect one another's privacy and boundaries.

Text. Conflict Resolution

available at:

http://www.wfm.noaa.gov/workplace/ConflictResolution_Handout_3.pdf

APPENDIX NR 10

TEXT 1 PART 2

Resolving Conflict

- ❖ **Address the issue early:** The longer you let an issue fester, the more time you waste and the greater chance you have of it spiraling into other problems.
- ❖ **Address the issue privately:** Set up a time to talk in a private place, where you won't be overheard or interrupted. Speak to the person with whom you have the conflict and try to resolve the issue one-on-one before involving others.
- ❖ **Be specific and objective:** Identify the specific issue at hand and the effect it is having. Stick to the subject; try not to digress into broad personality issues or revive past issues.
- ❖ **Focus on the outcome:** Don't dwell on problems or blame. Keep the spotlight on finding solutions and how you will reach the desired outcomes.
- ❖ **Be open:** Doing so establishes an atmosphere of mutual respect and cooperation. Listen to and consider others' opinions, points of view and ideas. Understand and appreciate that they think differently than you and may bring a greater, or different, understanding to the table that will help resolve the problem more quickly and effectively.
- ❖ **Respond constructively:** Let the other person know you value what he or she is saying, even if you don't agree.
- ❖ **Know your triggers:** Learn to recognize your personal warning signs for anger and figure out the ways that work for best for you to constructively control your anger.
- ❖ **Maintain a sense of humor:** Be willing to laugh, including at yourself. Maintaining a sense of humor can relieve stress and tension, and help get you and others through a difficult time.
- ❖ **Learn to compromise:** Compromise is important in any relationship. If you disagree on an issue, discuss the problem calmly, allow each person to explain his or her point of view, and look for ways to meet each other in the middle.
- ❖ **Don't attempt to resolve conflict when tempers are flaring:** During an argument, often no one can agree on a reasonable solution. If that is the case, agree to take a break and come back to the problem later, when you have had time to settle down and think about the issue.
- ❖ **Know when to retreat:** The conflict resolution process will not always work.
- ❖ **Practice forgiveness:** There may be times when someone makes a mistake or says or does something hurtful, whether intentionally or unintentionally. While it's okay to be angry, it's also important to let go of the anger and move on.

APPENDIX NR 10

TEXT 1 PART 2

Mutual Conflict Resolution

- ❖ **Step One:** Identify the purpose and importance of the conflict, and your mutual desire to solve it.
- ❖ **Step Two:** Takes turns listening to each other's side. This is a very important step and one that requires good listening skills.
- ❖ **Step Three:** Once all the issues are discussed, repeat and summarize what was said.
- ❖ **Step Four:** Ask questions as needed and encourage others to do the same. Do you understand their point of view? Are you sure they understand yours? Clarify as needed.
- ❖ **Step Five:** No matter how intense the conflict, you should always find issues or points that you agree upon.
- ❖ **Step Six:** Next, list ALL Solutions, even those that may seem unrealistic, unreasonable, or wrong.
- ❖ **Step Seven:** Review all the possible solutions and highlight those you find mutually acceptable. Hopefully you will have at least one or two that you agree upon.
- ❖ **Step Eight:** Choose the one (or few) that you agree will work best.
- ❖ **Step Nine:** Put a plan into action.

APPENDIX NR 10

TEXT 2

By creating step-by-step guidelines and mutually agreed upon solutions and action plans, you should be able to minimize conflict and achieve desired goals.

Dealing Constructively with Anger

Conflict can result in anger. Anger is a normal human emotion ranging from annoyance to absolute rage. Each person's anger "triggers" are different, some may get angry at a friend's behavior, other causes of anger can be more serious, such as personal problems or a previous traumatic experience. In and of itself, anger is not necessarily a problem, when focused appropriately it can help people to stand up for themselves and others. But if anger is channeled in negative, inappropriate ways it can cause problems.

Anger is a strong emotion, and isn't always easy to control. Two crucial skills in managing anger are self-awareness and self-control. Try to recognize and identify your feelings, especially anger. Once the feeling is identified you can then think about the appropriate response.

- ❖ **Relax:** Try relaxation exercises, such as breathing deeply and slowly repeating a calming word or phrase like "take it easy." Or to think of relaxing experiences, such as sitting on a beach or walking through a forest.
- ❖ **Think positively:** Remind yourself that no one is out to get you, you are just experiencing some of the rough spots of daily life.
- ❖ **Problem-solve:** Identify the specific problem that is causing the anger and approach it head-on, even if the problem does not have a quick solution.
- ❖ **Communicate with others:** Angry people tend to jump to conclusions and speak without thinking about the consequences of what they are saying. Slow down and think carefully about what you want to say. Listen carefully to what the other person is saying.
- ❖ **Manage stress:** Set aside personal time to deal with the daily stresses of work, activities, and family. Ideas include: listening to music, writing in a journal, exercising, meditating, or talking about your feelings with someone you trust.
- ❖ **Change the scene:** A change of environment may help reduce angry feelings.
- ❖ **Half you can't seem to let your anger go,** it can help to do something distracting, for example, read or watch television or a movie