



C peraTiVa

Facilitation Guide for Effective Conflict Resolution

For Teachers/Facilitators

The logo for CooperatiVa features the word 'CooperatiVa' in a sans-serif font. The 'Co' is in black, 'perati' is in black, and 'Va' is in purple. The letter 'o' is replaced by two interlocking yellow gears. Above the logo, there are faint, large-scale gear shapes in purple and orange.

CooperatiVa

- **Who is this Facilitation Guide for?**

- *For Citizenship Education in high school teachers (it can be as equally useful for any high school teacher, particularly teachers of Psychology, Sociology and Philosophy)*

- **How is this Guide to be used?**

- *As preparation for holding interactive workshops for high school students in Citizenship Education classes (and possibly Psychology, Sociology and Philosophy classes) together with the video, "CooperatiVa: A Guide to Effective Conflict Resolution."*

- **What is the purpose of this Guide?**

- *To offer suggestions to teachers on how to explore issues such as overcoming stereotypes and prejudices, conflict transformation and prevention of violence among young people in an interactive way using an entertaining television reality show.*

- **Why is there a need for a Guide like this?**

- *Because it is not easy to have a meaningful conversation on sensitive issues and teachers need all the support available to them in order to deal with such topics.*

- **What can you expect from using this Guide?**

- *Gaining new information on facilitation techniques;*
- *Learning about The Cloud, an effective technique for conflict resolution;*
- *Increasing self-confidence to use interactive teaching methods and dealing with conflicts.*

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PUBLISHING INFORMATION

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WELCOME TO THE FACILITATION GUIDE

This Guide was created to accompany the 45-minute video, *CooperaTiVa: A Guide to Effective Conflict Resolution*, which provides a synopsis of the eight-part CooperaTiVa Reality Television Series, and presents the series' goals, process of creation and educational elements together with some of the tools and techniques that were used in the training of the CooperaTiVa participants.

The purpose of this Guide is to help the teacher/facilitator better understand the topics presented in the Program (such as overcoming stereotypes and prejudices, and transforming conflict) and prepare to lead a series of workshops exploring these topics with their high school students. The idea is to use this Guide and companion Program in the Citizenship Education classes. However, some parts of it deal with more universal topics such as human values, learning to overcome constraints, problem analysis and conflict transformation that can also be explored in other classes. Novices or those unfamiliar with interactive materials may want to follow the Guide closely. More experienced teachers/facilitators, on the other hand, may want to use this Facilitation Guide as just that – a “Guide” that can be adapted to the particular needs of their group and the curriculum requirements.

HOW TO USE THIS GUIDE

This Guide has several parts. The first part gives the background on the CooperaTiVa project so that you have the bigger picture when viewing the program. In the second part, we discuss facilitation and the skills needed to facilitate an interactive workshop on sensitive issues with a particular focus on the Socratic Method of asking questions. We recommend reading through both these parts before moving on to part three in which we explore the issue of stereotypes.

What is offered here – in The Guide -- is a plan for three 45-minute sessions. However, the teachers/facilitators can use this material in the ways that suit them best, whether it is only touching on some topics and focusing more in-depth on others or building on some subjects so that a particular theme or technique can be explored over a longer period of time. Also, the parts dealing with facilitation skills and the Socratic Method are good resources for any teachers/facilitators wanting to improve their teaching skills.

We hope you will find this Guide useful. We encourage you to read through it with a pen and paper so that you can note any questions, comments or dilemmas you might have. By the time you reach the end of the Guide, some of the questions will probably be answered. If not, it might be useful to try to use the Cloud to deal with any dilemmas you might have about using the Guide.

Our primary goal was to make the conflict resolution tool the Cloud available to you and to your students, so the sessions we suggest holding while watching the CooperaTiVa Program are designed with that goal in mind. Our next goal was to inspire discussions between you and your students about the importance of dialogue, particularly inter-ethnic dialogue for peaceful coexistence of people in our region. More information about the logic tools, intercultural dialogue and the Theory of Overcoming Constraints can be found on the website for Intercultural Dialogue: www.toc4icd.com

We are also aware that many more sessions can be held with high school students exploring different issues raised in the Program such as youth activism, teamwork, the importance of protecting our environment, smoking as a health hazard, and music as a way to cross the cultural barriers, to name just a few.

So be creative and bold when using this Guide and the Program. We hope you enjoy it.

WHAT IS COOPERATIVA

CooperaTiVa uses the format of a reality show but for educational purposes, so that young people – and others – who watch it would be exposed to and learn about teamwork, entrepreneurship and non-violent communication. Set in the Balkan region in the period from 2007-2009, CooperaTiVa is the first regional reality show that promotes the values of inter-ethnic cooperation and conflict transformation, particularly between young Serbs and Albanians, as well as other ethnicities in the region.

While neither the Guide nor the Program go into the nature of the Serbian-Albanian conflict, CooperaTiVa does take the participants of the show through a process of training where conflict as a phenomenon is explored and ways to transform conflict are learned and practiced.

The CooperaTiVa Television Series consists of eight 25-minute episodes in which two inter-ethnic teams of young people (Serbian, Albanian, Hungarian and Turkish) compete in achieving various tasks that challenge their teamwork, communication, problem solving, strategic planning and conflict transformation skills. Each episode of the series was filmed in a different location in Montenegro and the assignments were specifically designed so that the local community would benefit in some way. Three judges evaluated the results, each giving a point to the team 1) which was more successful in the task (more money collected, better quality video produced, etc.), 2) whose performance or product was more entertaining and 3) which had better teamwork and communication. The series ended with a live, studio episode where family members and friends joined the participants and prizes were announced.

Episode One presented the participants with the challenge of raising people's awareness to the danger of smoking. The teams were taken to a location in Moraca Canyon where they were each given a box of apples and asked to convince passers-by to exchange their cigarettes for apples.

Episode Two dealt with the issue of ecology. The teams' task was to collect litter from a beach in the town of Ulcinj and use it to create a sculpture which would help raise the viewers' awareness of the importance of keeping our environment clean.

Episode Three was filmed in Herceg Novi where the teams were asked to do a street performance during which they would collect money to buy school books for young Roma children.

Episode Four took the participants to a farm near Niksic where they spent two days doing farm work and producing a video clip that would promote the advantages of country life.

Episode Five was filmed in the town of Plav where the participants were asked to find out about the multi-ethnic aspects of the town and produce a video clip promoting Plav as a tourist destination.

Episode Six gave the participants an opportunity to share their cultural heritage with each other and the community through organizing a multi-ethnic folk concert in the town of Gusinje.

Episode Seven presented the participants with a new challenge. They were taken on a Treasure Hunt in the Grebaje Valley where instead of competing against each other, they had to join forces in order to find the treasure.

Episode Eight was filmed in a studio in front of a live audience. It was an opportunity for the participants and audience members alike to reflect on their CooperaTiVa experiences, and for viewers to ask questions.

CooperatiVa: A Guide to Effective Conflict Resolution, which is a part of this package for high schools in Serbia and Kosovo, explains the process of creating the CooperaTiVa programs from the first casting call for participants and holding a Conflict Transformation and Strategic Planning Training for 18 semi-finalists, to following the 12 finalists during each episode, as well as giving the viewer a chance to glimpse what happened behind the cameras.

WHY WAS COOPERATIVA CREATED

Living in the Balkans at the beginning of the 21st century is a challenging experience, particularly for young people. CooperaTiVa presents a positive alternative to the following situations and trends:

- While Western Europe has experienced a more steady process of development of industry, economy and civil society, in many countries of the Balkans a leap has been made from agricultural to industrial nations, from autocracies to democracies, from human rights abuse to human rights protection, from high illiteracy to e-literacy. In some places, both extremes still exist so that when one travels a short distance in kilometers, a huge distance is covered in the experiences of people living there.
- The inter-ethnic tension that has been there for a long time is still there, in some ways even worse than before, but there is also an increased need for strategic partnerships in order for both the region and the individual countries to overcome the economic crisis.
- A lot of media are becoming extremely commercial and broadcast similar commercial, sensationalized TV programs on the national TV channels. The programs do not tend to encourage education and studying, rather they glorify “easy-money” obtained through winning reality shows.
- The role of school and the central place schools have had in education has been challenged by the internet revolution. In all the Balkan countries, educational reform is high on the agenda as far as the nation’s progress is concerned, yet it seems that however much gets done, it isn’t enough.
- There has been a breakdown of extended families and a weakening of community institutions.
- The role and influence of religion has changed in the way that it has suffered a decline in its capacity to unite communities in human-values based behavior.
- The rate of crime and violence among the youth is growing daily in all the countries in the region and there has been a general break down of values among the young.
- Many concerned individuals, organizations and institutions in the Balkans work in different ways to support children and young people through education programs, publications and trainings aimed at helping the youth develop necessary skills to lead meaningful lives

in these challenging times. CooperaTiVa is one such effort. It is the result of cooperation between an American organization, the Academy for Educational Development with offices in Kosovo and Serbia, Partes Social Advertising from Macedonia and a Serbian NGO called Fractal. CooperaTiVa uses the medium of Television, and particularly an entertaining program such as a reality show, in order to get young people's attention to the issues of teamwork and cooperation, inter-ethnic dialogue and conflict transformation.

CooperaTiVa was created with the hope that it would contribute to:

- Advancing the importance of cooperation and teamwork among young people (Together, we achieve more!)
- Promoting an image of a young successful person who is educated, cultured, creative and socially responsible AND has fun (It's cool to be successful!)
- Fostering tolerance and dialogue as ways of preventing violence among the young (Diversity is what makes life exciting!)
- Encouraging win-win conflict resolution techniques as a way of settling disputes and conflict (Both our needs are important!)
- Improving inter-ethnic dialogue in the Balkans, with particular focus on Serbian-Albanian dialogue (We live in the same region and we all want a better future!)


ABOUT FACILITATION

The word "facilitate" comes from the French word "facile" which means "easy". Facilitation, as it is normally understood, refers to managing and maintaining a group process. The primary focus of the facilitator is on "how" things are going in the group. As a facilitator, a teacher enables her/his students to move easily through a process of discussion, discovery and learning.

However, in order to facilitate their students' learning, teachers also need to be actively engaged in learning: learning about themselves, the changes in their field, the expectations of the community and society and most importantly learning about their students and about ways of enabling their students to grow and develop. Facilitation is not an innate gift; it is a learned skill. The profession of teaching gives teachers much experience in facilitation.

This Guide will offer you different techniques and methods that will help you take your students through a learning process that starts with what they already know so they could draw upon their prior knowledge and experiences to make sense of new ideas or materials.

Facilitating a workshop can be intimidating if you are new to doing it. Even for experienced facilitators, workshops require a lot of preparation and effort even before you get to the workshop.



"Facilitation is the art,
not of putting ideas
into people's heads,
but of drawing ideas out."

ANON

TIPS FOR WORKSHOP FACILITATORS



Get prepared! Research the material, write notes, plan the order of activities, imagine what could possibly go wrong ... and think up strategies to prevent that.



You don't need to be an expert on an issue, it is not important that you have all the answers. As a facilitator, your job is to Guide students through a process of exploring.



Believe that you can do a good job. If you don't believe in yourself and your message, no one else will.



Radiate enthusiasm. Students need to be entertained and motivated by you.



Don't let the little things get you down. If something doesn't go the way you planned, well... that's how life often is. It is all right to make mistakes, we learn from mistakes.



Use positive body language: look at people when they are talking, use your hands freely to aid in your presentation, smile...



If it is an exercise or activity, clearly define goals. Students need to know why they are doing something and what they can expect as the result from the activity.



Give the instructions carefully. Never asked students: "Do you understand my instructions?", but rather: "Have I given you clear instructions?"



Announce how much time students have for an activity ("You have 5 minutes to make your list") and remind them when the time is about to end ("You have 1 minute left to finish your task").



Never say, "no" or "wrong." For example, if you ask students to think of a situation when they got angry about something and somebody describes a situation when someone got angry with them, instead of telling them that you did not ask about that, say something like: "Yes, this is a good example of somebody getting angry at you, could you also think of an example when you got angry with somebody?"



Don't point with your finger or pen or anything. Pointing is an aggressive action and will put people on the defensive. Instead, use an open palm, nod of the head, or best, saying their name.



Avoid "yes/no" questions. No discussion results from them.



Compliment, then comment. Use expressions such as: "Thank you for this great idea!", "This is a good time to bring that up, thank you!", "You did a very good job with your list, let's see if we can make it even more specific."



Avoid handing-out books and materials in the middle of an activity. They will read rather than participate.



Use humor! It helps students relax and creates positive atmosphere.

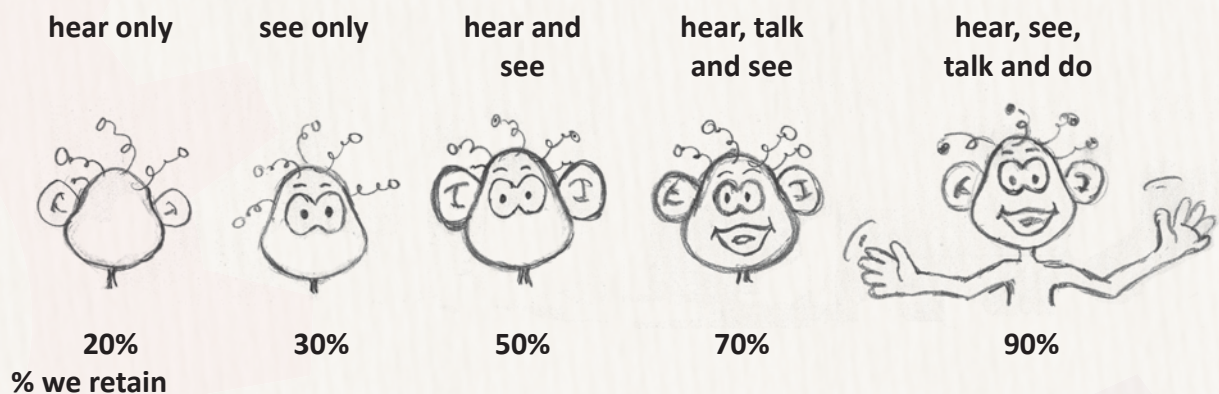
DIFFERENCE BETWEEN TEACHING AND FACILITATION

When using facilitation as a method for holding a class, a teacher needs to employ other strategies than she/he usually does. The most common understanding of what a teacher does is very different to what a facilitator does.

SCHOOL TEACHING	FACILITATION
Teacher starts from his/her own knowledge	Facilitator starts from the knowledge of the group
Teacher presents new information from the front of the classroom.	Facilitator uses participatory methods – activities in which all members of the group participate
Information flows in one direction, from the teacher to the students	Information flows in many different directions, between all members of the group – a true exchange of ideas
Teacher is concerned with students understanding the right point of view	Facilitator encourages and values different views

ENGAGING STUDENTS IN THE MOST EFFECTIVE WAY

When facilitating a workshop, it is important to be aware that different students have different learning styles. From psychological and pedagogical research, it appears that people learn more when more of their senses are involved. The “Learning Heads” give a rough estimation from this research.



Source: Arnold, Rick, Bev Burke, e.a., *Educating for a Change, Between The Lines*, Toronto (1991)

It is interesting to notice that the most commonly used way in which people try to pass information and experience (skills) is done in the least effective way: by speeches (hear only). Although it is not always possible to engage students through all their senses when exploring a topic, due to lack of time or other constraints, it is a good idea to always try to use as many different ways of presenting a topic and asking students to explore it.

SOCRATIC METHOD IN TEACHING

A Socratic approach (named after Socrates, the early Greek philosopher/teacher ca. 470-399 B. C.) to teaching is based on the practice of disciplined, rigorously thoughtful dialogue. It is an attempt to think carefully, slowly and in-depth in order to gain understanding and accumulate knowledge necessary for the development of human character. For Socrates, the whole purpose of life was ethical. It was the excellence of human character and the quality of living that result from good character that he considered the aim of education.

In the 1920s, Leonard Nelson, a German philosopher (1882-1927), adapted the Socratic Method for educational settings and promoted it as an important means to renew education and politics. He was convinced it would serve to create more reflective and critical citizens.

Citizenship, these days, is a central political concept in the West. In some Western European countries such as France, Germany, Belgium, the UK and the Netherlands, as well as in some countries in the Balkans, the school curriculum contains Citizenship Education. It has been found that the Socratic Method can serve Citizenship Education in schools very well. When applying this method, the teacher asks a series of questions that lead the students to examine the validity of an opinion or belief. This is a powerful teaching method because it actively engages the learner and forces critical thinking, which is just what is needed in examining ethics, values, and other character issues. It also teaches students to logically apply knowledge. They are challenged to solve problems cooperatively by applying what they know, to be critical, independent and respectful towards others.

CHOOSING THE RIGHT QUESTION

As a facilitator, it is important to choose the right question to ask. Different questioning techniques can result in different outcomes.



Yes/No question can be answered with simple “yes” or “no.” However, very often the questioner is expecting more than just “yes” or “no” in answer to his question. When a parent asks their teenager “Did you come home late last night?” they don’t want just a yes/no answer. They usually want to know where the teenager was. A better question to get the information they want would be: “Tell me how you spent the evening last night.”



A closed question can be answered with either a single word or a short phrase. It usually refers to a specific topic and has a limited number of factual responses. (“What is the capital of France?”, “Who was Socrates?”) Usually, one doesn’t get much information when asking closed questions, but they can be very useful if you wish to find out a specific piece of information.









A leading question is a question which subtly prompts the respondent to answer in a particular way. Leading questions are generally undesirable as they result in false information. If used improperly, leading questions can be manipulative because you’re leading the person to give the answer you want. (By asking somebody: “What did you think of that terrible play they put on at the school?”, you are leading them to say that they didn’t like the play.)



An open question is a question that requires an explanation or descriptive response. This kind of question gives the respondent the opportunity to respond in any way they wish. There is often no right or wrong answer and elaboration is encouraged.

There are six types of questions used in the Socratic Method:

Types of Questions	Sample Questions
	<p>What do you mean by ____? Could you put that another way? How does this relate to our discussion? Can you give me an example?</p> <p><i>They get the students to think more about what exactly they are thinking about. Basic ‘tell me more’ questions that get them to go deeper.</i></p>

<p>Probing Assumptions</p> 	<p>What are you assuming? How did you choose those assumptions? How can you verify (or disapprove) that assumption? What could we assume instead?</p> <p><i>Probing of assumptions makes them think about the unquestioned beliefs on which they are founding their argument. People often use unthought-through or weakly understood supports for their arguments.</i></p>
<p>Probing Reasons and Evidence</p> 	<p>How do you know? Why do you think that is true? What do you think causes that to happen..? Why? What evidence is there to support what you are saying?</p> <p><i>When they describe the evidence behind the arguments, prove if those are fact or fiction. People often use weak, refutable evidence to support their arguments.</i></p>
<p>Probing Viewpoint and Perspectives</p> 	<p>What is another way to look at it? Would you explain why it is necessary or beneficial, and who benefits? What are the strengths and weaknesses of...? What is an alternative?</p> <p><i>These questions get the students to explore the position from which they are making the argument.</i></p>
<p>Probing Implications and Consequences</p> 	<p>Then what would happen? Why is this issue important? What are the consequences of that assumption?</p> <p><i>The argument that they give may have logical implications/consequences that can be predicted. Do these make sense? Are they desirable?</i></p>
<p>Questions about Questions</p> 	<p>What does that mean? What was the point of this question? Why do you think I asked this question?</p>

Research has shown a strong positive correlation between the teacher's use of questions that ask for clarification, the student learning, and development of their metacognitive skills. Asking a student to elaborate on an initial response will lead him/her to think more deeply as the process of clarifying requires students' thinking to go beyond superficial first-answer or single-word responses.

Apart from helping students develop creative and critical thinking which will certainly be of use in their academic development, this way of questioning also encourages students to challenge assumptions, and overcome stereotypes and prejudices.

USING SOCRATIC METHOD WHEN DEALING WITH CHALLENGING STUDENTS AND DIFFICULT TOPICS

Particularly in situations when challenging or sensitive issues are explored, the Socratic Method can be a very good way of dealing with potentially difficult situations. For example, if a student makes a statement which is offensive and distasteful, the “natural” response of the listener is to feel negative emotions regarding that, such as disgust, fear, antipathy or hatred; and a “natural” urge is to argue. Going down the path of Socratic questioning and using logic in conversation will take us away from the emotion and, hopefully, make the student recognize through the lack of logic in their argument, the inaccuracy of their statement.

For example, a student might say that Hitler was right to have wanted to exterminate all the Jews. If we simply attack his statement by responding with judgment (“That’s a horrible thing to say!”, “How can you something like that?” etc.), rather than questioning his argument, the student will feel the need to defend it. If, on the other hand, we try to enter an inquisitive state of mind in which we question the argument for its logic, without judging it, the student will be made to think more deeply about what he/she is saying. Questions like: “What makes you say that?”, “What would have been achieved if Hitler did that?”, “What kind of argument do you think a Jewish person would make about that not being a good idea?”, “Can you think of any reasons why that wouldn’t have been a good idea?” etc. Students might make “distasteful” statements for different reasons.

Testing the Teacher. Sometimes students make “distasteful” statements in order to test us and see if they can control or influence our reactions. If we respond with emotion, they will have managed to make us fall into their trap and “lose control” by getting emotional. However, if we do not bite the bait, and instead engage them in the logical questioning, their respect for us usually increases.

Getting Attention. Sometimes, a student’s self-esteem might be rather low and the only way they know how to get attention is through negative behavior. Responding to a “distasteful” comment emotionally gives them just what they want. Once they see it work that way, they will do it again. If we get the student to think about his statement through a series of non-judgmental questions, we are giving him the message that we believe in his ability to think and that we value his contribution.

Showing Prejudice. Sometimes, a student really believes what he says, however distasteful the comment might seem to everyone else in the class. This usually has to do with the assumptions of beliefs the student has been exposed to in his environment and has internalized. Judging him will only make him feel like a victim and will result in him defending his belief even more strongly. On the other hand, asking questions with sincere curiosity and in an unemotional way will make him think more deeply about his statement and hopefully realize that it doesn’t make sense.

One of the goals of CooperaTiVa was to improve inter-ethnic dialogue in the region, particularly between young Serbians and Albanians that’s why the majority of the participants are of one of these two ethnicities. Many students (and teachers, as a matter of fact) might have strong feelings about the conflict that has existed between Serbians and Albanians and will not find it easy to feel positive about any program that shows cooperation between Serbians and Albanians. It is important to accept that and not try to persuade anyone that this kind of

program is a good idea. Everybody has a right to make up their own mind about things and it is important to honor people's experiences and feelings.

The conflict that has existed in Kosovo is a very sensitive issue for both ethnicities and many people on both sides have suffered losses that have left a mark on them. This Guide is not intended to lead teachers and students into a discussion about the Kosovo conflict, but rather to explore the nature of conflict in general. However, it is likely that some students might raise the question of the Serbian-Albanian conflict in Kosovo. Some might even make derogatory remarks about the other ethnicity, the CooperaTiVa participants or the program itself.

If that happens, it is important to approach it through the Socratic Method - not getting emotional about it, not judging the comments the student is making and certainly not judging the student.

It is important to try to feel empathy for the student while asking questions like: "Why do you think it was not a good idea to make a program like this?", "What do you think a program like this can mean to somebody who doesn't share your opinion?", "What do you think would happen if Serbians and Albanians do not communicate with one another?", "What would happen if they do?", "Why do you think some people believe that it is a good idea to make bridges between Serbians and Albanians in Kosovo?", "Can you think of three reasons why it would be good and three reasons why it would not be good to have more programs like CooperaTiVa?"

It is important not to be afraid of the answers that the student might give and not to be attached to the desire to make the student think in a particular way. The beauty of the Socratic Method is that, when it is used without a wish to have the dialogue go in a particular direction or finish in a particular way, when we are free of the need to have an agreement with the other side, there is usually great respect between people involved in the dialogue. The student needs to experience the respect we have for his process of thinking. We must not use the Socratic questioning to get the student to where we want him to be and to think what we want him to think. When allowed the freedom to think for themselves and given the experience of being accepted, whatever they think, people most often rise to unexpected heights of creative thinking and noble behavior.

HOW CONFLICTS COME ABOUT

In order to start exploring the issue of conflict, let's start looking at why conflicts appear.

Imagine you wanted to arrive at a specific location in London. A street map of the city would be a great help to you in reaching your destination. But imagine you were given the wrong map. Through a printing error, the map labeled "London" was actually a map of Paris. Can you imagine the frustration, the ineffectiveness of trying to reach your destination?



You might work on your behavior—you could try harder, being more diligent, doubling your speed. But your efforts would only succeed in getting you to the wrong place faster.

You might work on your attitude—you could think more positively. You still wouldn't get to the right place, but perhaps you wouldn't care. Your attitude would be so positive, you'd be happy wherever you were.

The point is, you would still be lost. The fundamental problem has nothing to do with your behavior or your attitude. It has everything to do with the wrong map.

We all have many, many maps in our head, which can be divided into two main categories:

- ▶ maps of the way things are, or realities
- ▶ maps of the way things should be, or values

We interpret everything we experience through these mental maps. We seldom question their accuracy; we are usually even unaware that we have them. We simply assume that the way we see things is the way they really are or the way they should be.

ASSUMPTIONS



Assumptions are our interpretations of what we hear or read. They are based on our own personal attitudes and beliefs. Identifying and checking out our assumptions and giving the other person an opportunity to identify and check out their own assumptions is crucial to developing a common understanding of the problem.

Many of our values, assumptions, communication patterns, and ideas about conflict were shaped by the culture in which we were raised. These basic foundations of our personality are often so ingrained that it is difficult to be aware of them, let alone analyze them in a rational way.

How do we check out an assumption? We ask questions! This is where we go back to the Socratic Method of questioning in order to clarify what somebody meant or to help them and ourselves better understand what it is they are saying. Assumptions are often wrong and they often build into stereotypes.

STEREOTYPES

Stereotypes are generalizations or assumptions that people make about the characteristics of all members of a group, based on an image (often wrong) about what people in that group are like. Stereotypes are generalizations about people usually based on inaccurate information or assumptions rather than facts. Stereotypes do not take into account the great diversity of people within a group of people. Stereotypes are learned. Young children learn to stereotype others by the comments or behavior of their parents or other adults in their lives. Some stereotypes show up in television, music, books, school textbooks, and advertising. People may learn stereotypes by believing someone else's opinion when they haven't had firsthand experience.



Women drivers?

Stereotypes are often the cause of a conflict and at the same time when people are in conflict they often make stereotypes about the other side in that conflict. In conflicts, people tend to develop overly-negative images of the other side. The opponent is expected to be aggressive, self-serving, and deceitful, for example, while people view themselves in completely positive ways. These stereotypes tend to be self-perpetuating. If one side assumes the other side is deceitful and aggressive, they will tend to respond in a similar way. The opponent will then develop a similar image of the first party, and the negative stereotypes will be confirmed. They may grow worse, as communication is shut down and escalation heightens emotions and tension. What can we do to reduce or eliminate stereotypes in our lives?

- Focus on every person as an individual
- Become more aware of stereotypes and how they interfere with our ability to perceive and interact with people
- Remember that there are more differences within a group than between groups
- Recognize that we're all part of many groups, none of which can totally explain or define who we are
- Learn to look at things from the other person's point of view
- Adapt a more humble, tentative attitude about the accuracy of our judgments
- Be willing to learn more about the culture and background of people different from yourself
- Take opportunities to neutralize stereotypes when we hear them
- Practice the Socratic Method of questioning

When facilitating conflict transformation workshops, students will be likely to exhibit a strong tendency to stereotype. That is a learned behavior which can not be changed by just telling students that they are not right to make stereotypes. Students should be led through a Socratic dialogue where they are asked various questions to explain themselves. Judging their answers or getting into a debate with them would not be helpful.

WHAT IS A CONFLICT

Sometimes, although we are trying to communicate effectively, we experience conflicts with other people. There are different ways different people define conflicts. We will use the definition that states that conflict is a clash between two different wants that cannot be achieved at the same time and in the same place.

**CONFLICT IS A CLASH BETWEEN TWO DIFFERENT WANTS
THAT CANNOT BE ACHIEVED AT THE SAME TIME IN THE SAME PLACE**

Conflicts can be **internal** (dilemmas), when one person has two wants that cannot be achieved at the same time in the same place.

For example, somebody may ask himself "Shall I go home and straight to bed after work or shall I go out with my friends?"... He cannot do both things at the same time.



An **external** conflict is a conflict between two different people or groups. For example, if two people are in the same room, one might want to have the window open and the other might want to have the window closed. They cannot have the window open and closed at the same time.







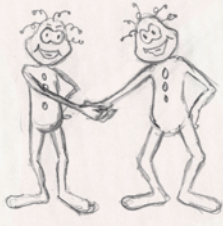
Conflict as a concept can help explain many aspects of social life such as social disagreement, differences of interests or opinion. In political terms, “conflict” can refer to wars, revolutions or other struggles, which may involve the use of force as in the term “armed conflict.”

Conflict is not always negative. In fact, it can be healthy when effectively managed. Healthy conflict can lead to growth, innovation and new ways of thinking. If the conflict is understood, it can be effectively managed by reaching a solution that meets both sides’ needs. This results in mutual benefits and strengthens the relationship. The goal is for all to “win” by having at least some of their needs met.

Different people behave differently in conflict situations.

THE MOST COMMON METHODS FOR DEALING WITH CONFLICT

METHOD	What Happens When Used	Appropriate to Use When	Inappropriate to Use When	Disadvantages
 USING POWER TO ACHIEVE WHAT IS WANTED	One’s power, position or strength settles the conflict	<ul style="list-style-type: none"> ▶ power comes with the position of authority and this method has been agreed upon ▶ it is necessary to resolve conflict quickly 	<ul style="list-style-type: none"> ▶ the other side (losers) are not able to express themselves and their concerns 	<ul style="list-style-type: none"> ▶ the relationship can be damaged ▶ there is usually no commitment to the solution
 GIVING IN	One side decides to give up on what they want	<ul style="list-style-type: none"> ▶ preservation of the relationship is more important at the moment ▶ the issue is not important to you but is important to the other side 	<ul style="list-style-type: none"> ▶ giving in leads to evading the issue when others are ready to deal with it 	<ul style="list-style-type: none"> ▶ this may lower your self-esteem ▶ you may be viewed as weak ▶ this could set the tone for future relationship, the other side may always expect you to give in
 DENIAL, AVOIDING THE CONFLICT	Conflict is avoided by people denying its existence	<ul style="list-style-type: none"> ▶ conflict is relatively unimportant ▶ a cooling off period is needed ▶ there is no time to go into it 	<ul style="list-style-type: none"> ▶ conflict is important and will not disappear but will continue to build 	<ul style="list-style-type: none"> ▶ there is no chance to resolve the conflict ▶ the relationship deteriorates when there is no communication

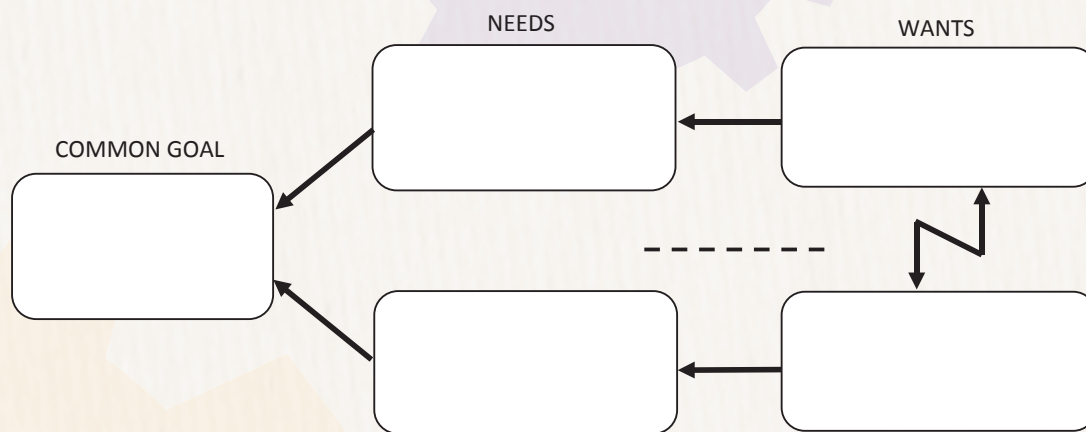
 <p>FIGHTING</p>	<p>The stronger side wins</p>	<ul style="list-style-type: none"> ▶ both sides have good arguments ▶ both sides have good solutions 	<ul style="list-style-type: none"> ▶ it can have harmful effect on teamwork 	<ul style="list-style-type: none"> ▶ fighting causes a strain in the relationship
 <p>COMPROMISE</p>	<p>Each side gives up something in order to gain something</p>	<ul style="list-style-type: none"> ▶ both sides are better off with compromise than with the alternatives where one of them would "lose" 	<ul style="list-style-type: none"> ▶ solution offered does not truly resolve the conflict and the conflict continues to build 	<ul style="list-style-type: none"> ▶ when the solution is only half the desired outcome, there might not be full commitment, but rather half commitment

In each of these examples, the conflict is solved in such a way that at least one side doesn't feel fully happy with the outcome. However, there is a way to solve conflicts so that both sides are fully happy. It is called a win-win situation, because both sides come out of a conflict situation feeling that their needs have been satisfied. The following technique for conflict resolution offers a way to analyze conflicts and solve them in a win-win way.

THE CLOUD: LOGIC TOOL FOR PROBLEM ANALYSIS AND CONFLICT RESOLUTION

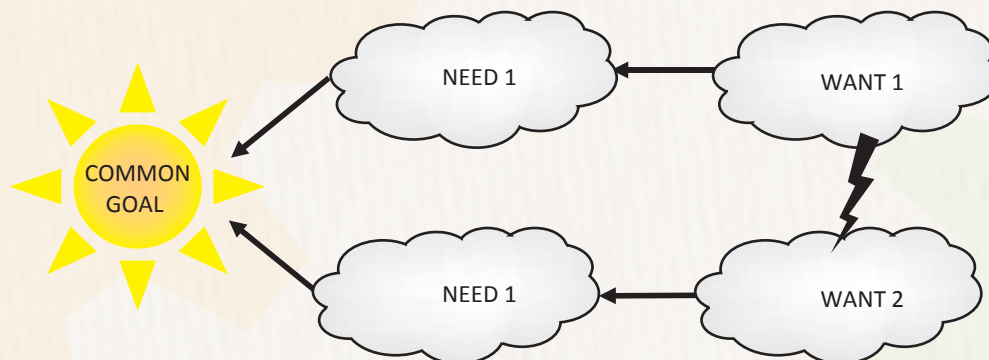
The Cloud is a part of the international Theory of Constraints for Intercultural Dialogue (TOC4ICD) program. Created by a physicist and a businessman, Dr. Eli Goldratt, TOC is a program using logic-based tools to improve communication, plan strategically, analyze problems and resolve conflicts. It is a way of managing change for improvement in personal life and relationships, as well as in organizations.

The name "Cloud" reminds us of the fact that conflicts are like bad weather – they are a part of life and cannot be avoided, but ways can be found and tools can be used to help us go through them more easily. When it rains, we use "tools" such as the umbrella, raincoats, boots etc. When we are in a conflict situation we can also use tools, but different kind of tools – logic tools -- to help resolve conflicts. The Cloud is one such tool. It is presented as a diagram consisting of five elements.



- ▶ The broken arrow symbolizes the conflict - the WANTS cannot exist simultaneously.
- ▶ The NEED is the reason why each side insists on getting what they want.
- ▶ In order to satisfy the NEED it is necessary to achieve the WANT.
- ▶ The COMMON OBJECTIVE is a situation both sides wish to have, but in order for it to exist each side must satisfy his/her NEEDS.

Sometimes, when working with young children, it is good to present the diagram in a more child-friendly way:



Looking from *right to left*, the first two boxes are places to write the **wants** of the two sides in the conflict. The next two elements are boxes in which needs are written; needs are essentially the reasons why each side wants what they want. The fifth element is the common goal, which is not the solution to the conflict, but something that both sides care about or would like to achieve. All the elements are connected with arrows which are called logic arrows; they show that there is a logic connection between different parts of the cloud.

When working with this simple diagram, we start from the surface of the conflict – the conflicting wants which everybody can easily identify. The next step is to go deeper and identify the needs or the reasons why each side wants what they want. This is more difficult because people are often not aware of the needs behind their wants, or we are not aware that there might be different needs behind a want than the one that first springs to mind. When trying to identify the need, it is not necessary to go too deep and try to identify the core issue, because the core issues are often general deep-seated needs, such as the need to be safe, to be respected or to belong. Usually, to enable the process of looking for a solution that would satisfy the need, it is enough to simply find the immediate reason for wanting something.

Here are some examples of needs behind wants.

WANT	NEED
to close the window	to be warm, to be able to concentrate (avoid noise), to have fresh air (if there is smoke or a bad smell coming from outside) ..
to watch TV	to relax, to keep informed, to have fun, to learn, to have something to talk about with friends
to go for a walk	to be healthy, to keep fit, to be in the fresh air, to relax, to meet somebody.....
to go out	to have fun, to relax, to enjoy oneself, be a part of a team, to see somebody, to be seen.....
that my parents let me go on a holiday with friends	to have new experiences, to have fun, to be independent, to be treated as an adult, to be recognized as being able to look after myself....

Constructing The Cloud

1. First we need to decide whether it is an internal or external conflict. If it is external, we have to identify the sides.

2. Then, we have to identify the **wants** of each side. *The wants must be verbalized as opposites, so that it is clear that they are clashing and cannot be achieved at the same time in the same place.*



(e.g. David wants to watch football on TV in the dining room at 6 pm and his sister wants to watch a reality show on TV in the dining room at 6 pm... The husband wants the family to go to the seaside in the summer, the wife doesn't want the family to go to the seaside in the summer.)

3. Then, identify the need on each side. In constructing the Cloud, identifying the needs is the most important **and the most difficult** part. It is important because only if we clearly identify the needs can we find a win-win solution. It is difficult because not many people are used to thinking in terms of their own needs, let alone of other people's needs.

Most people are not aware of their needs. Needs are often below the level of consciousness in the same way that the biggest part of the iceberg is below the surface of water. We are often aware only of what we want, but not which need we are trying to satisfy through that want.



Questions that help identify the needs:

- Why do you want that?....Because ?
- Which need are you trying to satisfy through that want?
- Why is this want important to you?
- What do you achieve if you get that want?
- What need would be jeopardized if you don't get that want?

4. Step four is to identify the common goal.

The common goal is not a solution of the conflict! It is a positive statement that is true for both sides, something that both sides care about and would like to achieve regardless of the conflict. For example, the teacher and her students might be in a conflict about whether to do the test or not. Regardless of the conflict, both the teacher and the student have a common goal, namely to have a good session. Or the common goal between parents and a child who are in conflict might be to have a good atmosphere in their family. In internal conflicts, the common goal is what the person would get or how they would feel if they satisfied both needs.

The reason why it is important to identify the common goal in the conflict is because recognizing that both sides have something in common is a motivating factor in trying to resolve the conflict.

Exercise in constructing the Cloud

In the following examples, the Cloud will be used only to analyze the conflict to start with and then later to look for win-win solutions. The examples have been purposefully chosen to have not much to do with education or young people's typical conflicts, because we want all the attention to be directed at constructing the tool, as well as to avoid readers getting emotionally involved while thinking about the conflict. The Cloud is a logic tool and it is important to experience the logic of cause-and-effect relationship when using it to analyze the conflict. Later in the text, there will be examples more appropriate for working with young people.

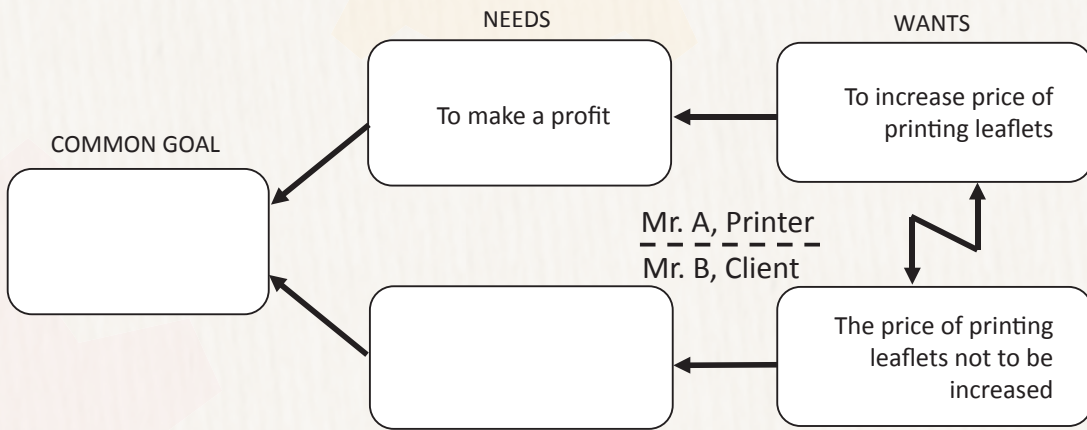
External conflict 1

The owner of a printing business, Mr. A, has a meeting with a client, Mr. B, with whom he has had a long business relationship and for whom he has been printing leaflets for many years. Printing costs have gone up and it is important for Mr. A to get more money through sales in order to make a profit. So, he would like to increase the price of printing leaflets for Mr. B.

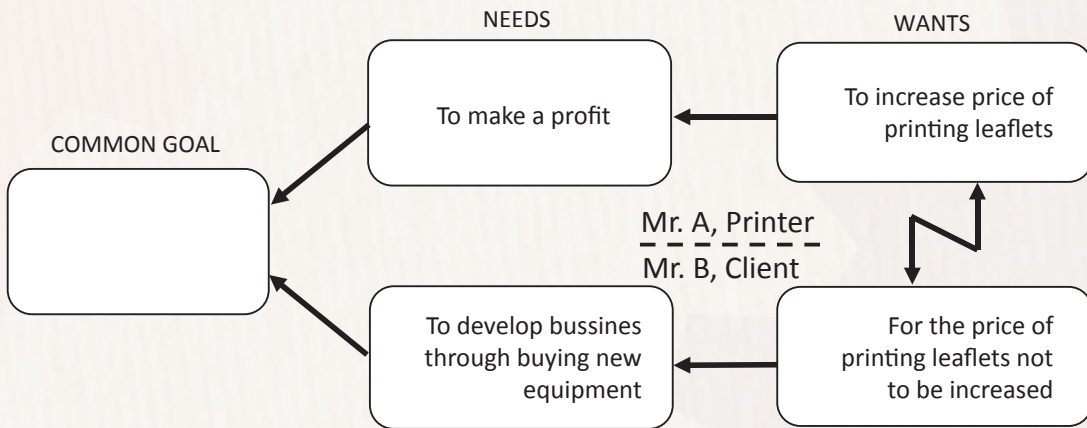


On the other hand, Mr. B is trying to buy some new equipment that would help him improve his business and he is trying to keep his expenditures very low. The increased price of printing leaflets is not something he would like to happen.

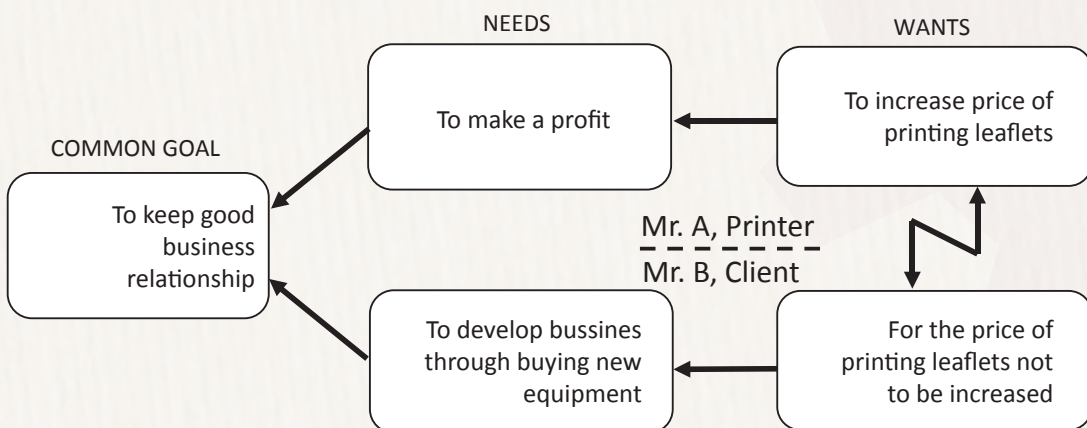
The first step is to identify the needs of the two sides in the conflict.



The next step is to identify the **need** of each side. It is important that the need is always expressed in a positive way (I want to close the window because I need to be warm, rather than not to be cold. Or, I want to go out with my friends because I need to have fun and not because I am bored at home).



Then, we identify the common goal. What is it that both Mr. A, the printer and his client Mr. B would like to achieve? What do they care about in the context of their relationship, regardless of the fact that they are currently in conflict?



When we construct the Cloud, we do it from right to left, starting with the wants and moving through he needs to the common goal. When the Cloud has been constructed, we read it from left to right. The Cloud is read in order to check the logic of it and as a part of the process of communication which is taking us closer to resolving the conflict. It is important that when we read the Cloud, we read it in the particular way, following the particular pattern given here:

In order to(achieve the common goal), one side needs and that's why they want.....

On the other side, in order to(achieve the common goal), the other side needs and that's why they want.....

In the case of Mr. A and Mr. B, this is what it sounds like:

In order for Mr. A to keep a good business relationship with Mr. B, he needs to make profit and that's why he wants to increase the price of printing leaflets.

On the other hand

In order for Mr. B to keep a good business relationship with Mr. A, he needs to develop his business through buying new equipment and that's why he wants the price of printing leaflets to remain the same.

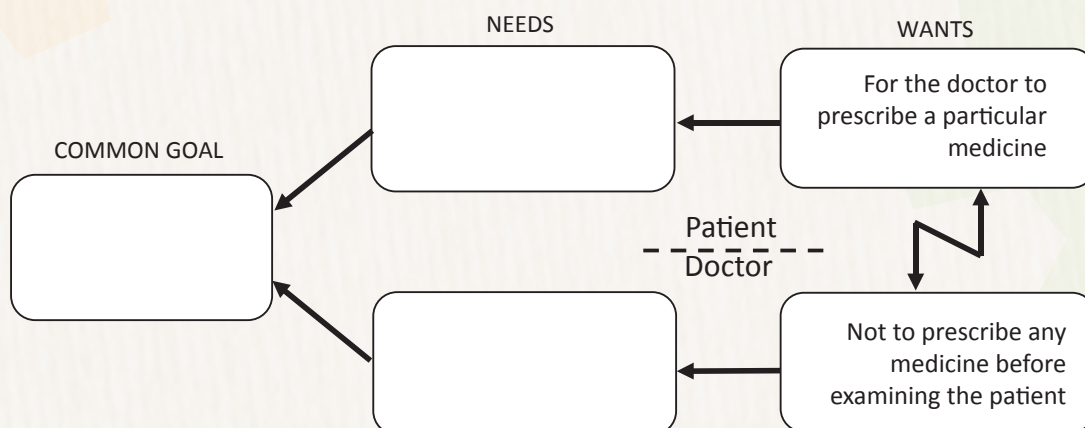
When we read the Cloud in such manner, we bring our thoughts into a logical, cause-and-effect pattern which will be needed when seeking a win-win solution.

External conflict 2

A patient walks into a doctor's office and asks the doctor to prescribe a particular medicine for him. The doctor comments that it is not possible for him to prescribe medicine without examining the patient. The patient doesn't like that.



So first we define the wants of the two sides that are in the conflict. We verbalize them in such a way that it is clear they cannot be achieved at the same time in the same place.

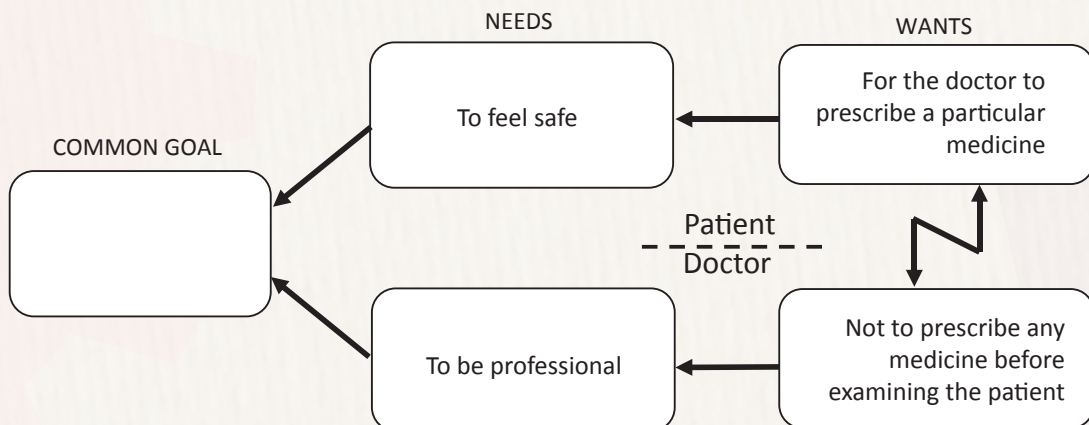


Then we try to understand the reasons why each side wants the things they want. In constructing the cloud, we are trying to guess what the other side's need is but only the other side can confirm whether we are right in our guess.

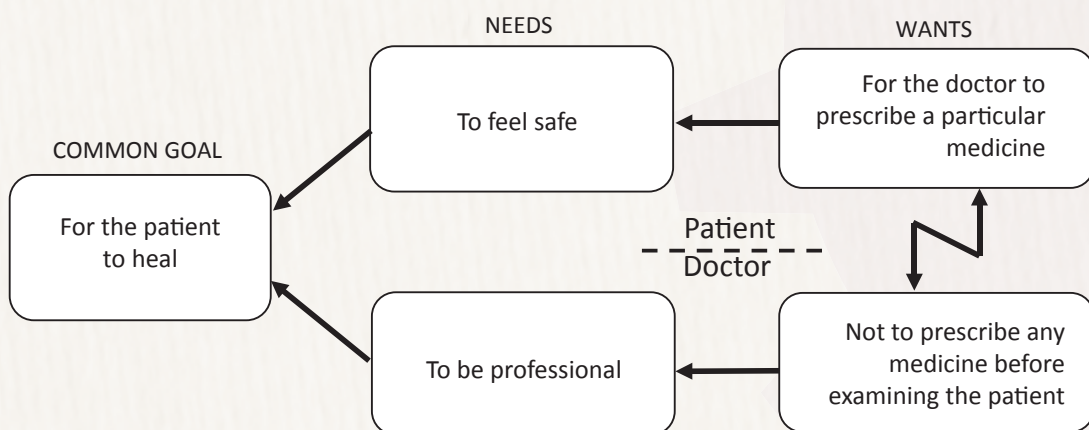
Different people want different things for different reasons. For example, one person can want to buy a bicycle out of the need for recreation, while another person might want the bicycle out of the need to save money. Somebody else might want the bicycle out of the need to spend time with friends who go cycling every weekend.

In the case of the doctor and the patient, we can guess that the patient might have used this medicine and had good results. Or perhaps, somebody whom the patient trusts might have suggested that medicine. This would probably mean that the patient needs to feel safe that the medicine which will be prescribed to him will be effective.

As far as the doctor is concerned, perhaps we can assume that he needs to be professional in his job, comply with medical practices and regulations or perhaps to be respected as a professional.



Lastly, we identify the common goal, something that both the doctor and the patient care about and would like to have. The common goal does not necessarily lead to the solution of the conflict but it is a very important element in this process because it has a motivational role, it reminds the conflicting sides that there is something that they both care about. In this case, the common goal can be that both the doctor and the patient would like the patient to heal.



Let's read the Cloud:

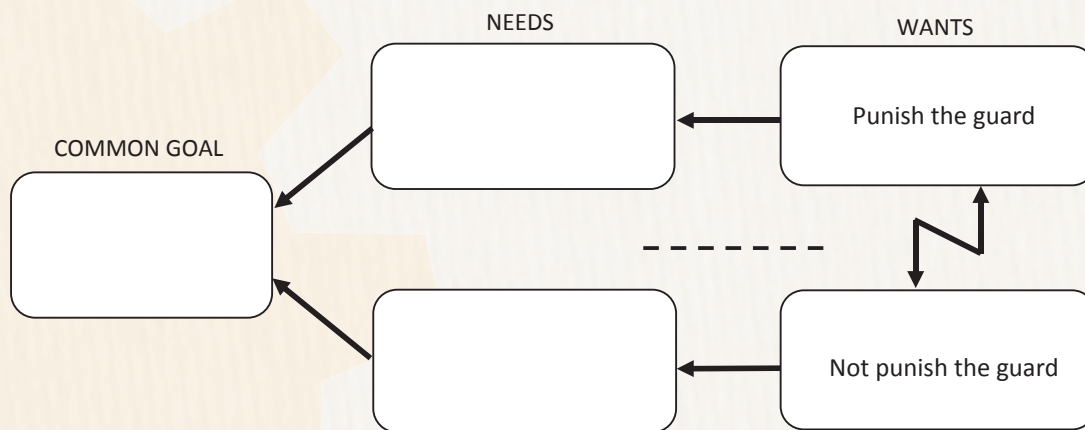
In order for the patient to be healed, he needs to feel safe that the medicine prescribed to him will be effective and that is why he wants the doctor to prescribe that particular medicine.

On the other hand, in order for the patient to heal, the doctor needs to be professional and that is why he wants to first examine the patient and then prescribe the medicine accordingly.

Internal conflict 1

When checking the stock room in a company, it was discovered that some stock is missing and it is clear that the guard is responsible. The company manager is upset about it and she isn't quite sure what to do about it.

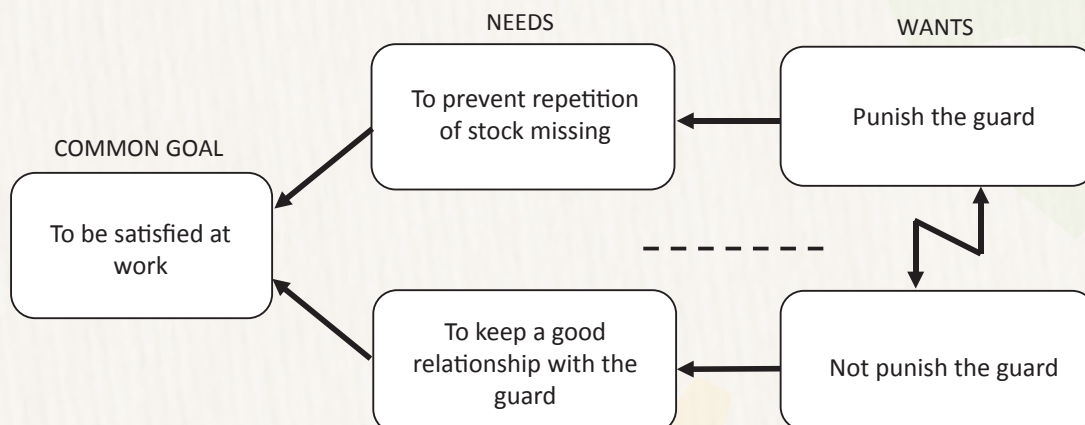
In an internal conflict, we have only one person who is in a dilemma about whether to do something or not to do it. This person has two conflicting wants that cannot be achieved at the same time and in the same place. In this case, we can assume that the manager is in a dilemma whether to punish the guard or not.



In this situation, different managers would want to punish the guard for different reasons or because of different needs. One might want to punish the guard out of the need for justice, or for things to be fair, the other might want to do it out of the need to do her job professionally and follow the procedures, while yet another might want to do it primarily out of the need to prevent the repetition of such behaviour that would lead to stock missing. Let's assume that this manager wants to punish the guard out of the need to prevent the repetition of this situation.

On the other hand, the reasons for not wanting to punish the guard might also differ for different managers. While someone might want to not punish the guard out of the need to keep a good relationship with him, someone else's need for not punishing the guard might be to keep his/her image of a "nice" person in the company, or to show understanding for the guard (in case this is the first time stock is missing). Let's assume that this manager's need is to keep a good relationship with the guard.

We already mentioned that the common goal in internal conflicts is how a person would feel or what a person would achieve if both needs were fulfilled. Most often, a common goal in an internal conflict would be something like: to feel good, to be happy, to be satisfied at work, to make a good decision etc. In this case it might be to be satisfied at work.



*In order for the manager to be satisfied at work, she needs to prevent repletion of stock missing and that's why she wants to punish the guard.
On the other hand, in order for the manager to feel good at work, she needs to keep a good relationship with the guard and that's why she wants not to punish the guard.*

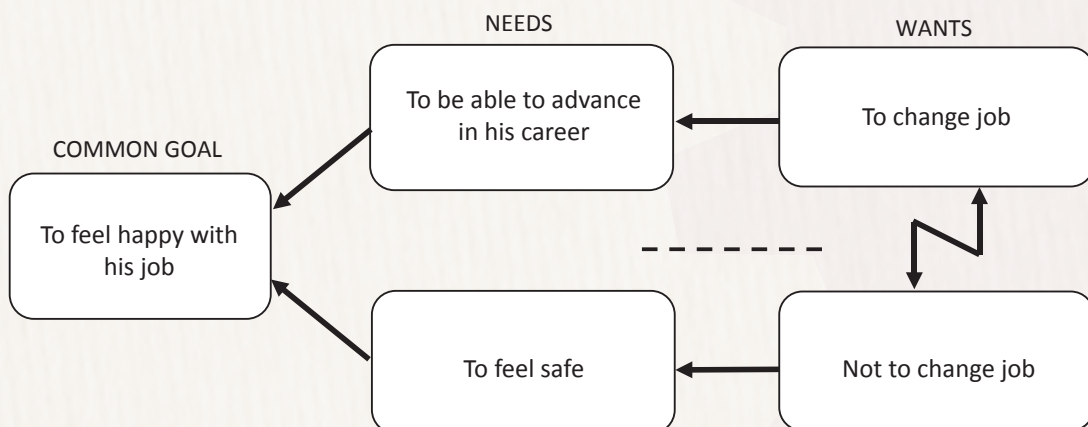
Internal conflict 2



David is not happy with the conditions at his present job in a company that works with computers. The salary is low and at the moment there is no possibility for him to advance in his career. However, he has been working in this job for years, he has a good relationship with his colleagues and he knows exactly how things work in this company. Recently, he discovered there is a job vacancy in another company that works with computers. He doesn't know anything about this company.

Obviously, David is in a dilemma whether to change his job or not. Out of which need would he want to change his job? Probably the first that would come to our mind would be that he is not happy at his present job, the conditions are not very positive if he wants to advance in his career. This is the explanation of the situation and it is a good first step in trying to identify the need. The next thing would be to go further and ask, "which need of his can not be satisfied at his present job?" The obvious answer is – the need to develop, grow, advance in his career. On the other hand, David would not want to change his job. Why? Possible explanations might be that he doesn't know anything about the other company; he doesn't know any people there and is not sure what he could expect there; he does not how things work there; and he is unsure whether he would like it there. So, which need is in jeopardy if he goes for this new job? Most likely, David's need to feel safe.

Now, the common goal is what David would have or achieve if both his needs were satisfied, if he could advance in his career and feel safe at work at the same time. Perhaps we could say that he would feel happy with his job.



Let's read this Cloud:

In order for David to feel happy with his job, he needs to advance in his career and that's why he wants to change his job. On the other hand, in order for David to feel happy with his job, he needs to feel safe at work and that's why he does not want to change his job.

What do we gain by constructing the Cloud?

In these four examples, we did not solve conflicts but only analyzed them. Did we manage to gain something even though we still don't have the solution?



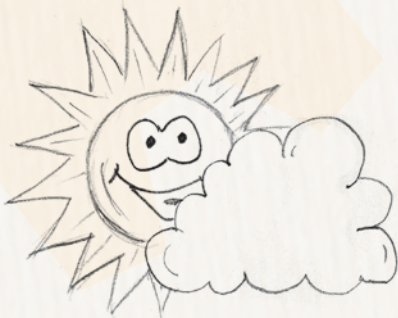
Yes!

When we make the Cloud, we manage to present the essence of the conflict in two simple, clear, logical sentences. That is very important because in these two sentences we have all the significant elements of the conflict. We have been able to verbalize the conflict itself, to be clear what the different sides want. And, perhaps most critical, we have been able to identify the needs behind each want.



Being able to understand both one's own needs and the needs of the other side is very important in trying to solve the conflict, particularly being able to understand the need of the other side. Usually, we do not think about why the person with whom we are in conflict wants whatever it is that they want. We look at the person as a nuisance, someone "difficult", a horrible person etc. When we think about the needs of this person, we begin to realize that the needs this person has are something we can understand. Then, we develop empathy which is a key element in conflict resolution. Just by analyzing the conflict through The Cloud, we have created a bridge for dialogue with the other side and paved a road that could lead to finding solutions to the conflict.

Analyzing the conflict through the Cloud helps us:



- Understand ourselves better
- Develop empathy: understand the other side
- Examine the level of emotions involved in the conflict
- Suppress emotions that might escalate the situation
- Analyze the problem in a fair way
- Focus on the core issue in the fog of the conflict
- Create a bridge for a dialog with the other side
- Find the guidance needed to come up with Win-Win solutions

FINDING A WIN-WIN SOLUTION

To adopt the WIN-WIN way of thinking, it is required to:

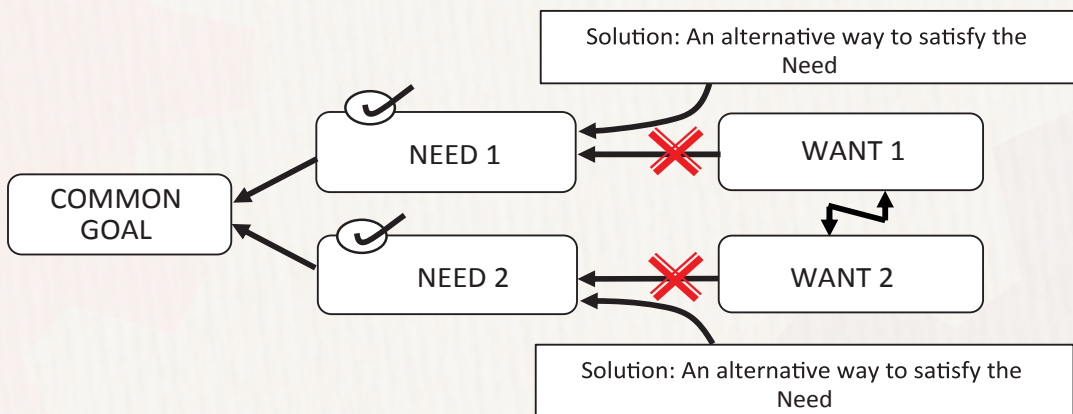
- Be willing to analyze the problem in a fair way.
- Shift the focus from the wants to the needs.
- Find alternative ways to satisfy the significant needs of each side.



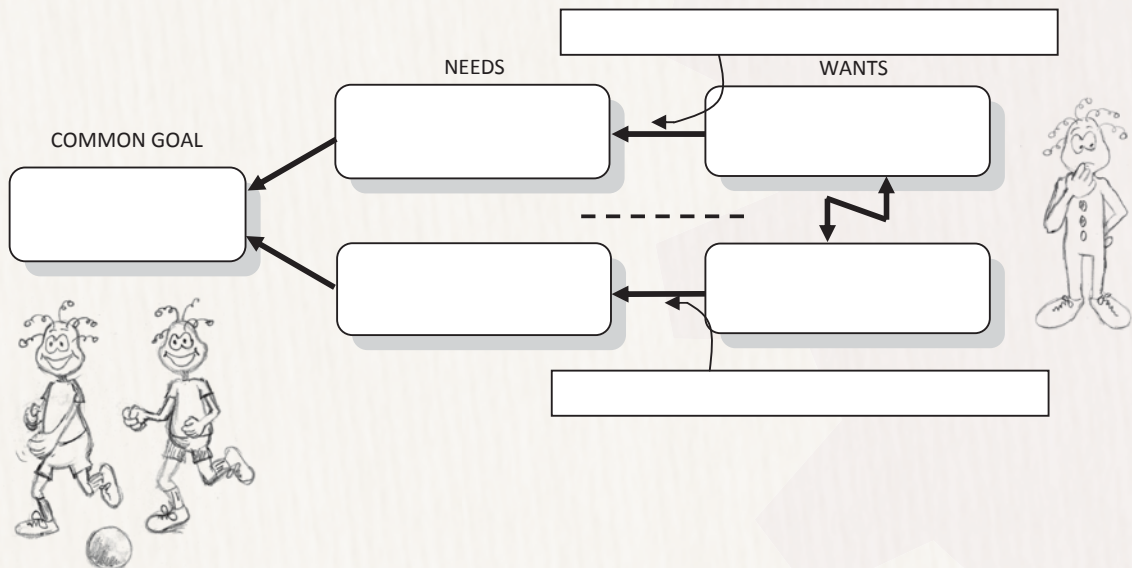
A Win-Win solution is a solution that enables both sides to satisfy their significant needs. The problem is that in order to satisfy the needs, each side insists on getting their conflicting wants. Thinking Win-Win requires us to shift the focus from striving to get what we want, to striving to satisfy our needs.

**IN ORDER TO HAVE A WIN/WIN SOLUTION,
AT LEAST ONE SIDE WILL HAVE TO FIND AN ALTERNATIVE WAY TO SATISFY THEIR NEED.**

In the majority of cases, just identifying the needs is enough to get the people thinking about the ways to satisfy both needs. When the focus is shifted from the wants to the needs, intuition takes over and in most cases it is fairly easy to come up with a win-win solution.



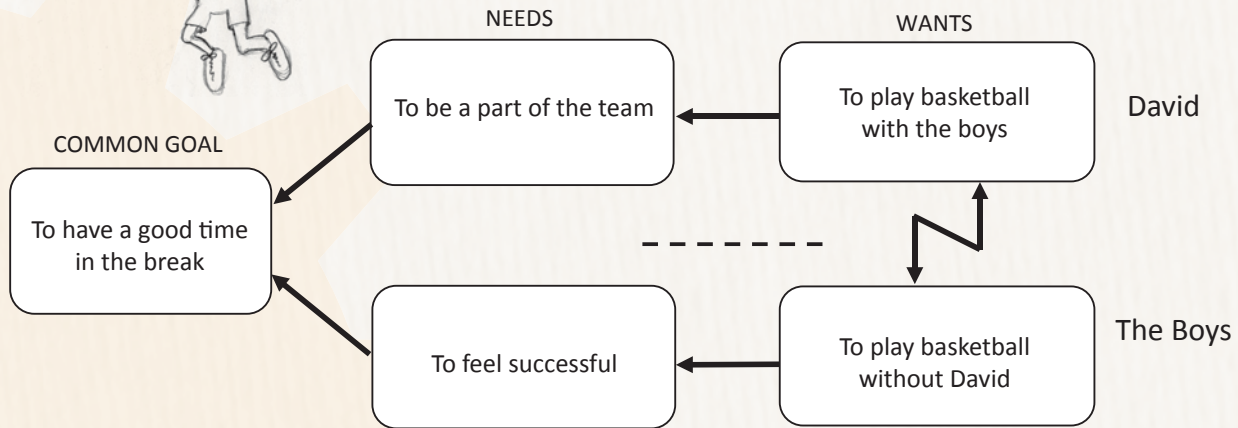
Practice finding a WIN-WIN solution in the story of David and the boys playing basketball.



Story line: During one of the breaks at school, a group of children gathered to play basketball. The boys really liked to play it and enjoyed the competition and the excitement. During the preparations for the game, David showed up and requested to join the game. David really enjoyed being with his friends and did not want to stay out of the game. The problem was that David is not a very good player so the rest of the kids did not want him to join the game. David was offended and started to interrupt the game.



Who are the sides in the conflict? What do they want? What are their needs behind their wants? (Why do they want it?) What is it that they both would like to achieve, that they both care about, their common goal?



Reading the Cloud:

In order for David to have a good time during the break, he needs to be a part of the team and that's why he wants to play basketball with the boys. On the other hand, in order for the boys to have a good time in the break, they need to be successful and that's why they want to play basketball without David.

So now we have the essence of the conflict presented through two sentences. In order to find the win-win solution, we have to shift the focus onto the needs and try to think of a way in which both side's needs would be achieved. How could David be a part of the team and at the same time boys have a successful game?

Well, David could be a referee! There are other possibilities that could also work:

- David could collect the ball when it goes out of the court;
- He could be a reporter
- He could play for the same amount of time for each side.



All these would logically work, however, it is likely that David or the boys might not be very happy with them, while David being a referee is a solution that neither David nor the boys would be likely to object to.

Given that in 80% of cases (if the Cloud has been properly constructed and the needs have been clearly defined), it is possible to come to a win-win solution intuitively. In this Guide, we will only be working at resolving conflicts in this way. There is another way, a systematic way, to seek win-win solutions through using the Cloud, but we will not be working with it in this Guide.

The majority of people, when in conflict, only think about their wants. Merely trying to identify and verbalize the need, we “program” our mind to start seeking solutions to satisfy the need.

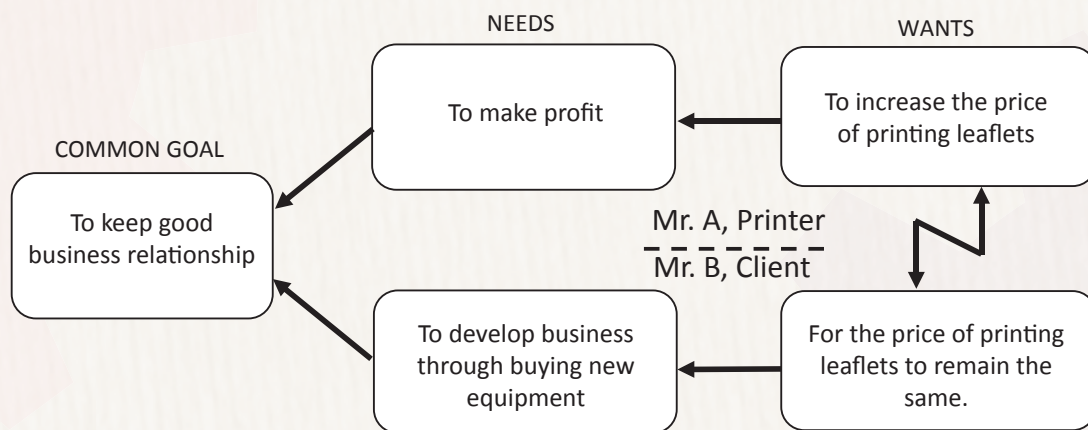
If I insist that a window should be closed in a room in which other people want to have the window open that is often because I am cold. If I say: “I would like to close the window because I am cold”, I am only stating the fact and in a way closing the argument.



If, on the other hand, I identify my need and say: “I would like to close the window because I need to feel warm”, I open a “thinking space” in which both I and the other side can start thinking about the way to help me satisfy me need. People are generally creative in finding win-win solutions once the conflict analysis has been done properly.

Practice in finding a win-win solution - External conflict 1

In the case of the two business partners, this is how we constructed the Cloud.



If we shift the focus on the needs this is what we are trying to achieve:

How can Mr. A, the printer, make a profit (more money) and Mr. B, develop business through buying new equipment (not have extra expenditure so he could spend the money buying equipment instead of paying higher prices)?

Some of the answers the participants of CooperaTiVa suggested in their training were:



For Mr. A not to increase the price, but to decrease the costs of his printing, through such ways as using fewer colors, no high-gloss paper, etc., so that he would still make a profit

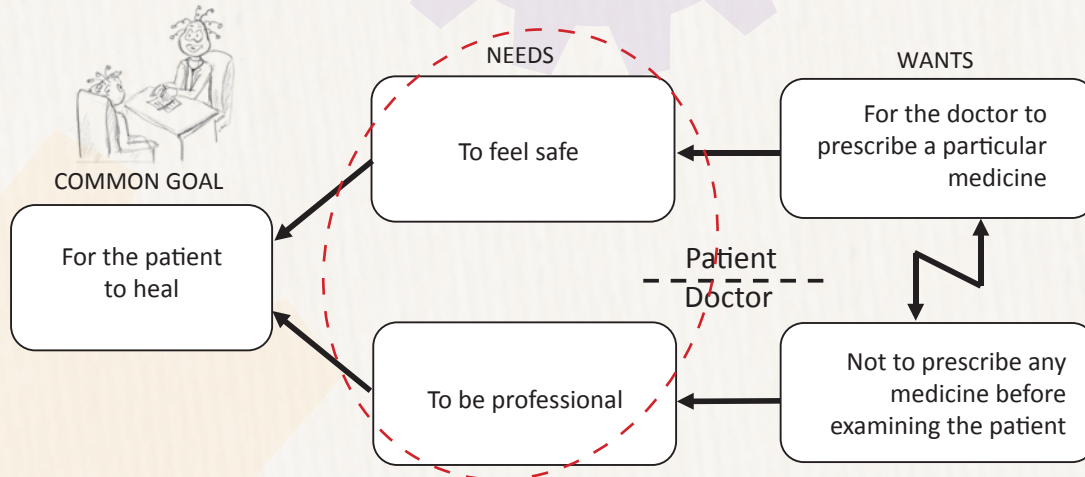


For Mr. A not to increase the price for Mr. B, but for Mr. B to introduce a few new clients to the printer to whom Mr. A. could charge higher prices



Mr. A to increase the price but to let Mr. B pay in a few installments so that he could invest money into equipment, make money and then pay the rest to the printer.

Practice in finding a win-win solution - External conflict 2



In the case of the conflict between the patient and the doctor, the need of the patient was to feel safe and the need of the doctor to be professional.

What can be a win-win situation here?



Perhaps the doctor can say to the patient: "I guess you must have used this medicine before and experienced that it helped you. Just to be on the safe side, let me examine you and see whether we can use the same medicine again or whether something else could work better this time."

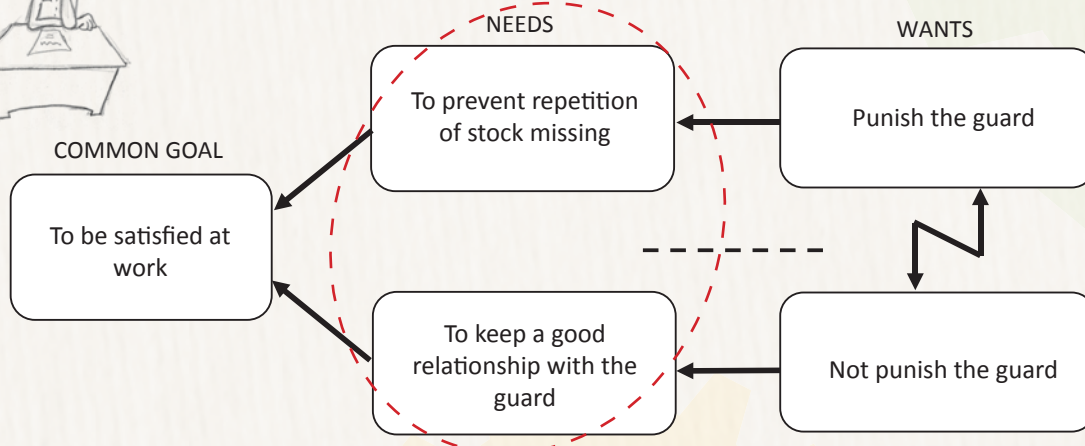
It is most likely that the majority of patients decide to trust the doctor if he approached the situation in this way.

Most often, the solution to the problem is not some huge, revolutionary idea. When constructing the Cloud, it is the process of cause-and-effect logic that is the key. It is using this logic of connecting cause and effect that structures our thinking in such a way that we could easily come up with a solution. It is not always absolutely necessary to find a solution to every problem when using the Cloud. What is important is to develop a way of looking at situations from different point of view and communicate with others in such a way that recognizes an understanding of their needs, as well as a willingness to find a solution that will satisfy both our needs. Sometimes, just that in itself is enough for the conflict to disappear.

Practice in finding a win-win solution - Internal conflict 1



In the case of the manager who had a dilemma whether to punish the guard or not, this is what the Cloud looked like:



In order for the manager to be satisfied at work, she needs to prevent a repeat situation of the stock missing and that's why she wants to punish the guard. On the other hand, in order for the manager to feel good at work, she needs to keep a good relationship with the guard and that's why she wants not to punish the guard

How can she prevent repetition of this situation with the stock missing and at the same time keep a good relationship with the guard?



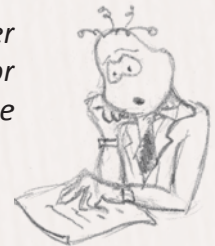
Perhaps she could tell the guard that it is her duty to punish him for the fact that the stock is missing but that this time she would chose not to punish him because she is sure that he would have learned from this mistake and would not allow the same mistake to happen again, but should it happen again, she would have no choice but to punish him.



Perhaps the manager could tell the guard that the procedures in the company are such that she has no choice but to punish him. However, she could offer him to choose the "punishment": to replace the stock, to have a certain percentage taken off his salary at once, or to take a certain (smaller) percentage taken off his salary over several months etc. The important thing is that the guard realizes the manager is allowing him to take control of how he chooses to set the situation right.

Practice in finding a win-win solution - Internal conflict 2

In order for David to feel happy with his job, he needs to advance in his career and that's why he wants to change his job. On the other hand, in order for David to feel happy with his job, he needs to feel safe at work and that's why he doesn't want to change his job.



There are at least two options for David to find a win-win solution:



To talk with the manager at his present job and ask for improved conditions or suggest a way for the company to develop through his own development – a new department, line of products etc.



To find a way of gaining information about the new job: looking at the other company's web site, asking friends and colleagues to help him get in touch with somebody working in the other company so he could find more information etc.

EXAMPLES OF CLOUDS FROM COOPERATIVA



During the shooting of CooperaTiVa series, there were different conflicts between individual participants and the teams, as well as the internal dilemmas that individual participants had to solve. That is quite normal, because wherever there are people, there will be conflicts, too. Actually, all the decisions we make on a daily basis are in a way solutions to dilemmas: Should I go out tonight or not? Shall I wear a dress or a suit to work today? Should I accept this invitation or not? Should I tell them what I really think about their idea or not?

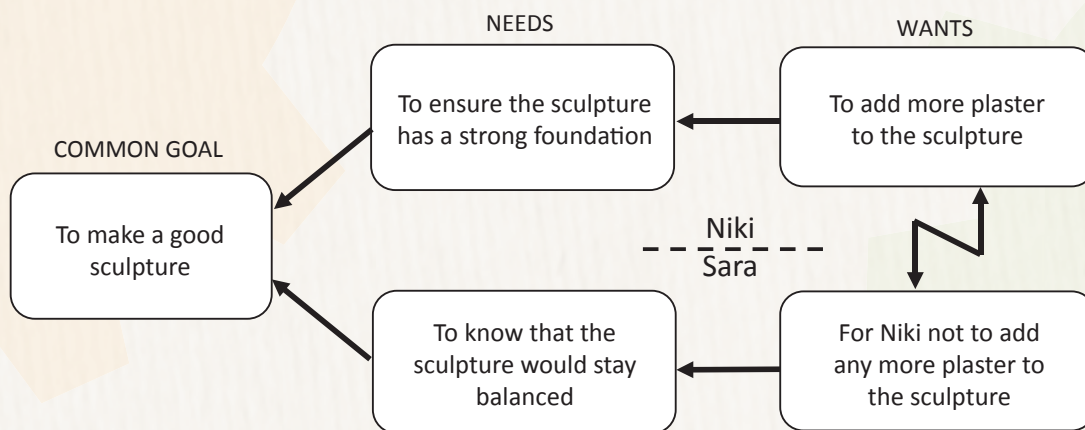
Conflict by itself is not a problem; it is more how people deal with conflicts that creates problems.

The participants of CooperaTiVa were often in situations when they had dilemmas regarding the tasks they were asked to do. Sometimes as individuals and sometimes as teams, they were not sure how to solve some dilemmas.

Often, the team members did not agree on how to do the task. For example, in the episode in Ulcinj, when the teams were asked to express themselves artistically using the litter they collected in the beach, Niki and Sara on the Yellow Phoenix team had different ideas about how they should use the plaster for building the foundation of their structure.



Niki's idea was to add a lot of plaster to the foundation of their sculpture; Sara started shouting at her to stop doing it. At that point, somebody on the team suggested they should do the Cloud and asked Sara and Niki to define their wants and then the reasons why they wanted it. Sara explained that she was afraid that if Niki kept adding more plaster, the sculpture would become too heavy and would fall apart. So the team helped her verbalize her need: to know that the sculpture would stay balanced. Niki explained that her need was to make sure the sculpture should have a strong foundation and that based on her experience working with plaster before, she knew what she was doing. Both of them agreed that their common goal was to make a good sculpture.



In order to make a good sculpture, Niki needs to ensure the sculpture has a strong foundation and that's why she wants to add more plaster to it. On the other hand, in order to make a good sculpture, Sara needs to know that the sculpture will stay balanced and that's why she wants Niki to stop adding more plaster.

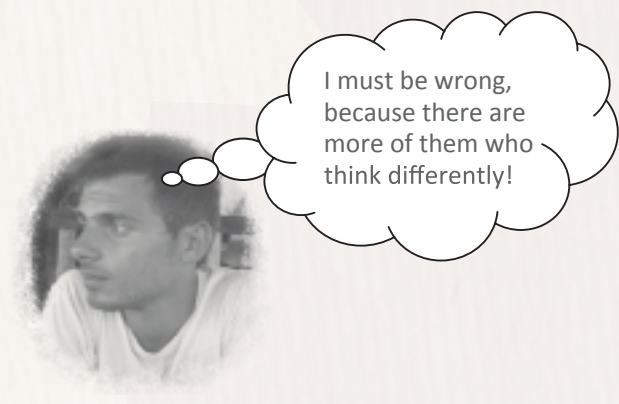
When the members of the team “spoke” the Cloud, Niki understood that Sara needed reassurance that the sculpture would not fall apart if more plaster was added, so she addressed Sara with great confidence explaining that she had worked with plaster before and could guarantee that the sculpture would be safe with more plaster added to it. Sara accepted that and the conflict was transformed – the whole team carried on working with added enthusiasm.

On the other side of the beach, the Purple Lions also experienced conflict. Marko's idea was to use a cushion they found on the beach as a foundation for their sculpture, while Zita didn't like that idea. Their conflict was solved by Marko going ahead and doing what he wanted and Zita got upset. In the discussion with the team the following day, they all recognized that the conflict between Marko and Zita could have been handled differently.

Unfortunately, people who are bigger, stronger and louder, often just go ahead and do whatever they want simply because they can. However, "winning" like that is a short-term gain which undermines a long-term goal of having a good relationship with somebody. Everybody on the Purple Lions team learned a lot through this experience, particularly Marko and Zita.

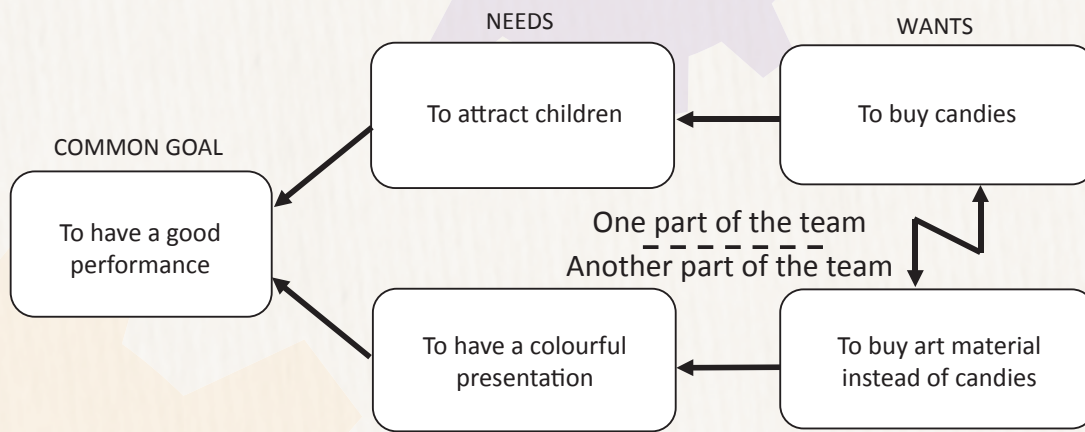


Another example of a conflict which was solved in a win-lose way was the conflict Dardan had with the members of his team when they were making a decision whether to use a long stick or a short stick for the flower in their sculpture. Dardan wanted to use a short stick but everybody else wanted to use a long stick, so he decided to give in to the majority. In the discussion the following day, it was agreed that it would have been useful to do a Cloud in this type of situation – just because a majority of people agree about something, it does not mean they are right about it.



When we do the Cloud, the conflict becomes more easily understood and the needs of both sides can be seen and discussed. Sometimes, when somebody explains their need, we recognize there is logic to what they are saying which was not clear when we only think about what they want.

There is one example when doing the Cloud which helped the members of the Purple Lions make a good decision. When they were shooting an episode in Herceg Novi their task was to collect money for the school books for Roma children through organizing a street performance. There was a moment when they disagreed about how to use the money they were given for materials and resources to organize the performance. Some members of the team thought that they should buy candies to give away to passers-by and others thought they should buy art materials to create posters. This is what their Cloud looked like:



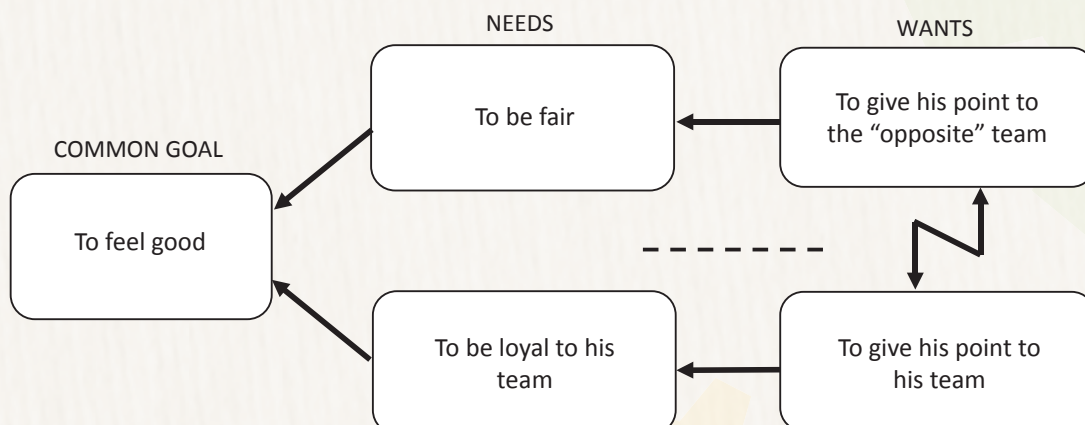
In order to have a good performance, some members of the team think that what they need is to attract children and that's why they want to buy candies which would be given to children passing by.

On the other hand, in order to have a good performance, other members of the team think that what they need is to have a colourful presentation which would make the passers-by stop and look and that's why they want to buy art material and create colourful posters.

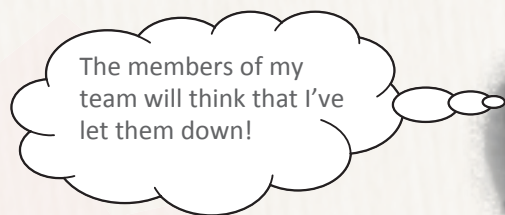


The members of the team did the Cloud and focused on both sides' needs. They wondered how they could create a performance that would attract the attention of the children and at the same time be colourful so that grown ups would also stop to look at it. The win-win solution they came up with was to buy different coloured balloons!

There is another example of how the Cloud was used successfully to solve an internal conflict. In the episode in Gusinje, Igor and Marko were asked to evaluate the work of both teams and give their points to the team which they thought worked better together. They were given a lot of criteria and went off to observe the Purple Lions first and then the Yellow Phoenix team. The first team showed great team work; everybody listened to one another, and conflicts were resolved in a win-win manner. In the second team, the Phoenix, there was a problem from the start with some team members not wanting to discuss their strategy in front of Marko and Igor. The conflict seemed to have been resolved, but the atmosphere was tense till the end. Igor saw that his team, the Phoenix, did not do as well as the other team but found it hard to accept it at first. So, he made a Cloud.



In order for Igor to feel good, he needs to be fair and that's why he wants to give his point to the opposite team. On the other hand, in order for him to feel good, Igor needs to be loyal to his team and that's why he wants to give his point to his team.



PREPARING SESSIONS WITH STUDENTS

What are we hoping to achieve through making students acquainted with the CooperaTiVa project?

- To show them a model of how media, and particularly a reality show, can have an important role in social transformation;
- To create an opportunity for students to explore issues of stereotypes and prejudice as common causes of conflict;
- To create an opportunity for students to explore issues of conflict and to learn a conflict resolution technique that could be used in different everyday life situations;
- To create an opportunity for students to explore the importance of dialogue in multi-ethnic environment.

In this Guide, we give examples of three possible class sessions that could be held in order to explore these issues. Depending on the time available and possible constraints that might exist for different teachers, teachers are encouraged to use the material from this Guide in the way that suits them best. The Cloud in particular is something that could be used while exploring any issue and in any part of the curriculum. We hope that the suggestions for the sessions given below will be something that will inspire you to create our own lesson plans to suit your needs and curriculum requirements.

SESSION ONE: Introduction to the CooperaTiVa Program

Time: - 45 minutes

Purpose: To prepare the students for watching the CooperaTiVa video

- To introduce the theme of stereotype, prejudice and conflict
- To introduce the issue of importance of inter-ethnic dialogue

Expected Results:

- Students have understood how stereotypes and prejudice can lead to conflict and violence
- Students have thought about the importance and value of dialogue in inter-ethnic relationships

Part one: Welcome

Duration 5 minutes

- Tell students that they will be watching the first part of the Program about how the CooperaTiVa reality show was made and that you will first talk about some of the issues that are presented in the show.

Part two: Introducing the issue of stereotypes

Duration 20 minutes

Materials needed: pens and paper

- Ask students to write down a one-word / short-phrase response to each word you read to them: basketball player, hippy, banker, blonde, factory owner, beggar
- Divide students into groups of four (4) and ask them to compare their answers. Ask them to note any repetitions. After each group has reported, ask them why they think they all had similar responses to the words. If nobody mentions stereotypes, ask them if they had heard of stereotypes.
- Introduce the definition of Stereotype:
 - *Stereotypes are generalizations or assumptions that people make about the characteristics of all members of a group, based on an image (often wrong) about what people in that group are like.*
 - *Stereotypes are generalizations about people usually based on inaccurate information or assumptions rather than facts.*
 - *Stereotypes do not take into account the great diversity of people within a group of people.*
- Ask students to spend two (2) minutes in their groups listing some most common stereotypes. One member of each group reads them out. (Women=poor drivers, Germans=punctual, Italians=good lovers, Africans=good musicians, etc.)
- Ask each group to come up with an answer to one of the questions:
 - 1) Why do we have stereotypes?
 - 2) What are the most common stereotypes about young people?
 - 3) What kind of stereotypes do people have about somebody they are in conflict with?
 - 4) How can reduce stereotypes in our lives?
- After they have given their answers, summarize using the following:

Stereotypes are learned. Young children learn to stereotype others by the comments or behavior of their parents or other adults in their lives. Some stereotypes show up in television, music, books, school textbooks, and advertising. People may learn stereotypes by believing someone else's opinion when they haven't had firsthand experience.

In conflicts, people tend to develop overly-negative images of the other side. The opponent is expected to be aggressive, self-serving, and deceitful, for example, while people view themselves in completely positive ways. These stereotypes tend to be self-perpetuating. If one side assumes the other side is deceitful and aggressive, they will tend to respond in a similar way.

The opponent will then develop a similar image of the first party, and the negative stereotypes will be confirmed. They may grow worse, as communication is shut down and escalation heightens emotions and tension.

What we can do to reduce stereotypes:

- *Focus on every person as an individual*
- *Become more aware of stereotypes and how they interfere with our ability to perceive and interact with people*
- *Remember that there are more differences within a group than between groups*
- *Recognize that we're all part of many groups, none of which can totally explain or define who we are*
- *Learn to look at things from the other person's point of view*
- *Adapt a more humble, tentative attitude about the accuracy of our judgments*
- *Be willing to learn more about the culture and background of people different from ourselves*
- *Take opportunities to neutralize stereotypes when we hear them*

**Part three: How stereotypes can lead to prejudice and conflict Duration: 20 minutes
and the importance of inter-ethnic dialogue**

Materials needed: pens and paper, computer and video projector or TV and a DVD player

- Ask students to give examples of stereotypes we have about groups of people in our environment that we might not know much (Roma, people with disabilities, other ethnicities, etc.) Explain that the only way to understand those we don't know much about is to get engaged in a dialogue with them. For example, we might accept a stereotype that the Roma people do not want to send their children to school because they want them to work and earn money from an early age, but only when we actually discuss this with Roma people we might find out that they often do not have the necessary documents for children to be enrolled at a school, or that they do not have money to buy clothes and books for them, or that children themselves do not want to go to school because they often do not feel welcome at school.
- Tell students that they will be watching a Program about a reality show that was created for young people in the region whose aim was to explore how young people of different ethnicities and cultural background, particularly Serbians and Albanians, can work together in teams to complete different tasks, which challenges they would meet etc.
- Ask students to think about what kind of challenges they think the participants of the show might have encountered during the production of the Series. Explain that the discussion about this will continue in the following session
- Let students watch the first eight minutes, 15-seconds (8:15) minutes of the show. The program should be stopped when the graphic text reading "The Goals of the Show?" comes on screen.
- Then, play the section of the program from 21:36 (twenty-one minutes and thirty-six seconds) until 25:25 (twenty-five minutes and twenty-five seconds) which deals exclusively with stereotypes.

- Ask students to think about one word that would sum up how they feel about what they had seen and write that word down. Explain that you will start the next session by sharing these words

SESSION TWO: Introduction to the Cloud

Time: - 45 minutes

Purpose: To introduce the conflict resolution tool – the Cloud

- To explore the theme of conflict
- To introduce the tool for analyzing and solving conflicts – the Cloud

Expected Results:

- Students have a common understanding of what conflict is
- Students have an understanding of different elements of conflict – wants, needs and common goal between the parties in the conflict

Part one: Welcome & Setting the Stage for CooperaTiVa Duration 10 minutes

- Ask students to start the session by sharing a word which they wrote down at the end of the previous session and which summarized how they felt about the first part of the CooperaTiVa Program.
- Play another section of the program from 8:16 (eight minutes, sixteen seconds) until 11:42 (eleven minutes, forty-two seconds) into the program.
- Explain that in the second part of the Program, the issue of conflict is explored and that before watching the Program, you will be showing them the tool for conflict resolution that the participants of CooperaTiVa were taught to use in their training

Part two: Introducing the conflict resolution tool, the Cloud Duration 25 minutes

Materials needed: pens and paper, blackboard

- Ask students to think of some conflict they have had in their lives. Give them a few seconds and then ask them if they think about that conflict, how they would define the term “conflict” in general. Listen to their definitions and comment that there are many different definitions but a simple one is this:

Conflict is a clash of two different wants that cannot be achieved at the same time in the same place.

- Explain that conflicts can be internal or external (example from the text on Cloud).

- Ask students if they thought it is possible to have a life without conflicts. Explain that we have internal conflicts every time we have to make a decision, that conflict is not bad as such, it is how people deal with conflict that can make it a horrible experience. Tell them that there are tools that can help people deal with conflicts effectively and that you are going to explore one of these tools called the Cloud.
- Repeat the definition of conflict as the clash between different wants that cannot be achieved at the same time in the same place.
 - Ask students why people want what they want.
 - Ask them why they think somebody would want to close the window. They will probably answer, because they are cold.
 - Ask for other suggestions (there is noise or smoke coming from outside..)
 - Explain that if someone is cold, they need to get warm; if there is smoke, they need to be able to breathe, etc.
 - Introduce the idea that behind every want there is a need.
- Draw a diagram of the Cloud and explain that it is a sort of a graphic organizer or a logic tool that helps us analyze and resolve conflicts. Introduce the elements of the Cloud as presented in the text in the first part of this Guide. Focus on the relationship between the wants and the needs. Ask students to identify possible needs of someone who wants: to use public transport (save money, get somewhere faster), buy a bicycle (get fit, spend time in nature, be a part of the team – if friends go cycling), watch TV (be informed, relax, have fun, keep in touch with what goes on in the world, be a part of the team – if friends all talk about a particular program) etc.
- Explain that the most important part of resolving conflicts is being able to identify the needs of each side and then trying to find the way to satisfy both needs.
- Tell students that you will be trying to analyze and solve some conflicts in the following session, after you have watched another part of the CooperaTiVa Program.
- Watch the third section of the Program from 11:43 (eleven minutes, forty-three seconds) until 21:36 (twenty-one minutes and thirty-six seconds), from “How did Cooperativa Begin?” until The Narrator introduces the topic of Stereotypes.

Part three:	Watching the part of the Program dealing with conflict
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Duration 10 minutes

Materials needed: pens and paper, computer and video projector or TV and a DVD player

- Show students the section of the Program which deals with real-life conflict among the CooperaTiVa participants, from 25:25 (twenty-five minutes and twenty-five seconds) until 31:12 (thirty-one minutes and twelve seconds).
- Give students a task to do until the next session: Each time they find themselves in conflict situations to try to identify their own needs – the reasons behind why they want what they want, and if possible, the needs of the other side, too.

SESSION THREE: Practicing the Cloud

Time: - 45 minutes

Purpose: To practice using the Cloud for improved communication and conflict resolution

- To practice communication based on the language of needs
- To practice using the Cloud to analyze and resolve conflicts

Expected Results:

- Students are able to analyze a conflict situation and present it in a clear, logical way
- Students are able to identify the needs of the conflicting sides and seek a win-win solution that would satisfy the needs of both sides

Part one: Welcome

Duration 5 minutes

- Ask students to start the session by sharing how their assignment went, if they were able to remember to try to identify the needs behind the wants in conflict situations.
- Explain that you will first practice using the Cloud to analyze and solve some conflicts and then see the examples of several conflicts in CooperaTiVa and how they were resolved.

Part two: Practicing using the Cloud

Duration 20 minutes

Materials needed: pens and paper, blackboard

- Tell students the story of David and the boys playing basketball and analyze the conflict with them starting from defining the wants, the needs, and the common goal, and then trying to find a win-win solution that would satisfy both needs. Use the material from the first part of the Guide.
- Show students the Clouds that Niki and Sara made about adding the plaster on their sculpture.
- Tell students about Igor's dilemma whether to give the point to his team or the other team. Ask students to build the Cloud.
- Show students how to read the Cloud using the cause-and-effect logic. Ask them to read the Clouds they have made using the structure: *In orderone side needs.....and that's why they want.... On the other hand, in orderthe other side needs..... and that's why they want.....*

Part three: Watching the part of the Program dealing with conflict

Duration 20 minutes

Materials needed: pens and paper, computer and video projector or TV and a DVD player

- Show students the last part of the Program, from 31:12 (thirty-one minutes and twelve seconds) until the end of the program.
- Ask students to tell you what they thought of using a reality show to promote inter-ethnic dialogue.
- End by saying that CooperaTiVa was a project that tried to use the power of TV for an educational purpose, to show people how to solve conflicts, to make people think about stereotypes and also how getting to know people that are different from us (different gender, ethnicity, age, of different abilities, interests etc.) can be a good way to overcome stereotypes and prevent possible conflicts that could happen as a result of stereotypes.

CONCLUSION

In this Guide, we have given you an outline for three sessions, however many more sessions can be designed and held based on the CooperaTiVa Video Program. We hope that you will use this Guide as a starting point and that it will inspire you to have many productive and stimulating conversations with your students exploring the issues that are touched upon in the Program.

The CooperaTiVa series marks an important point in the use of reality shows in the purpose of social education. Its participants have shown that it is possible to achieve even the most difficult things with cooperation, teamwork and a willingness to learn how to overcome stereotypes and prejudice. This group of multi-ethnic youth have proven that differences do not have to be threatening but rather enriching especially when people come together with good will and eagerness to learn about the other. It is this willingness to learn about the other that will take us all a long way forward in our own process of development as individuals and communities.