COEXISTENCE DEPARTMENT

MEDIATION AND CONFLICT RESOLUTION WORKSHOP

IES MAR DE ALBORÁN

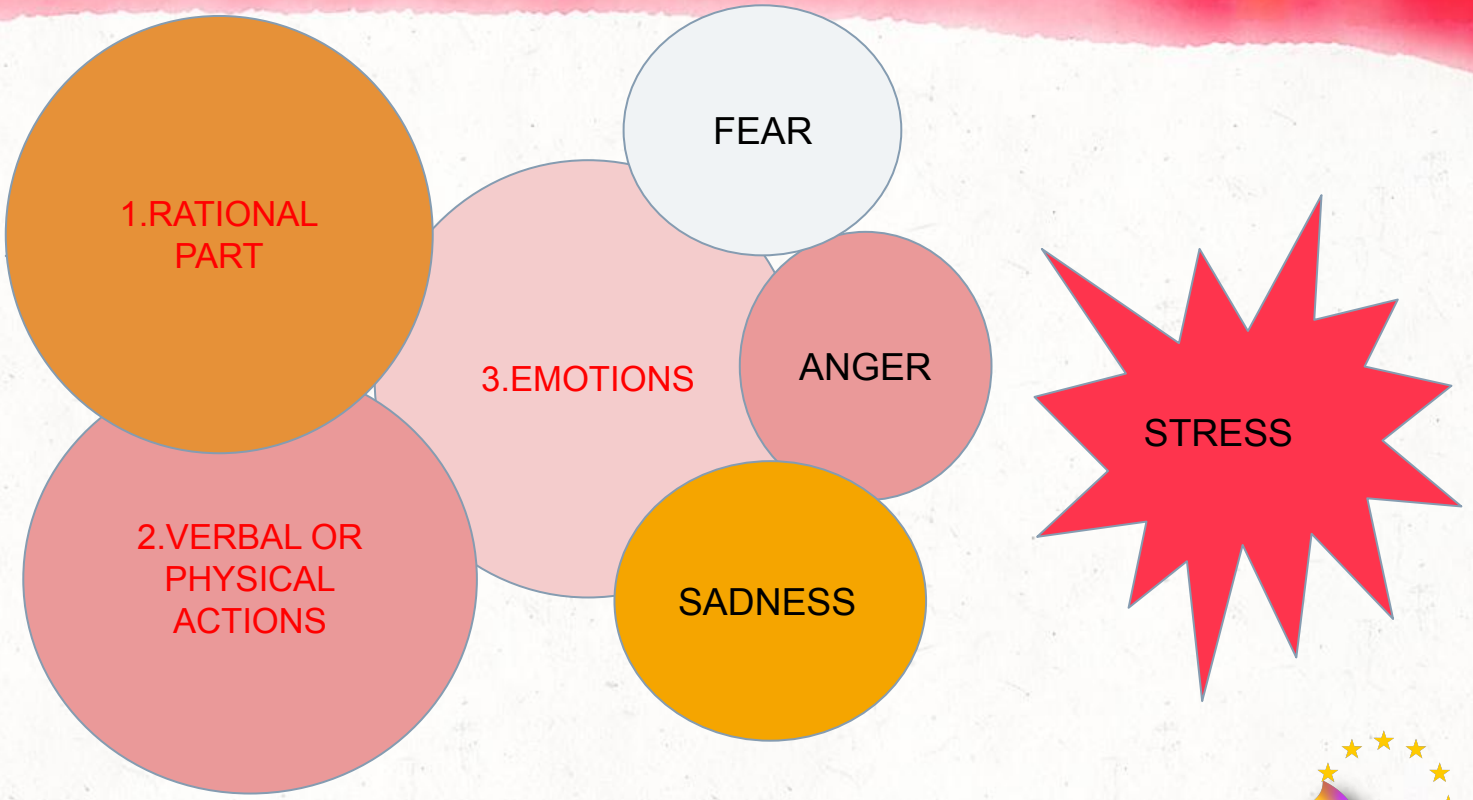
IF THERE IS COEXISTENCE THERE IS CONFLICT

We are educated to avoid conflict because it is something negative, but we are not educated to accept it as something human, as something that could help us be better

There are many kinds of conflicts, not only a physical or verbal fight, any kind of disagreement can be a conflict.

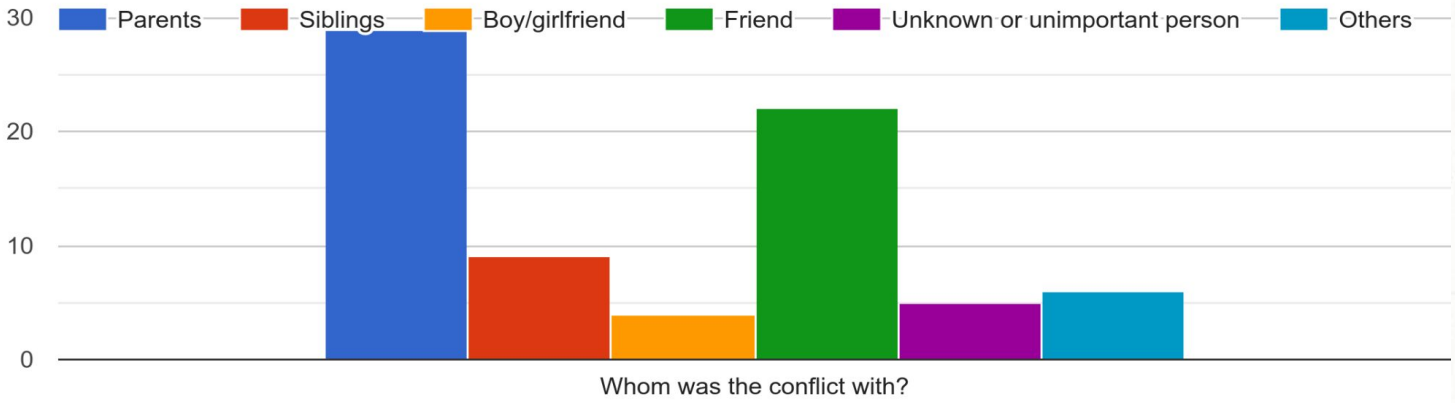
It can condition future personal relationships, so it is important to face the conflict, and learn to separate the problem from the personal relationship.

PARTS OF THE CONFLICT



PARTS OF THE CONFLICT

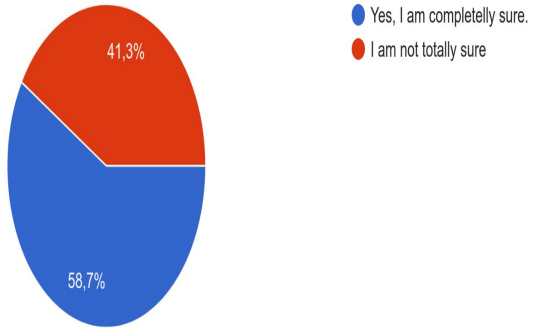
6. In the next question you have to reflect on a conflict you have recently had, that is important to you. Most conflicts are usually about arguments fo...se you will have to go through the whole process.



EMOTIONS

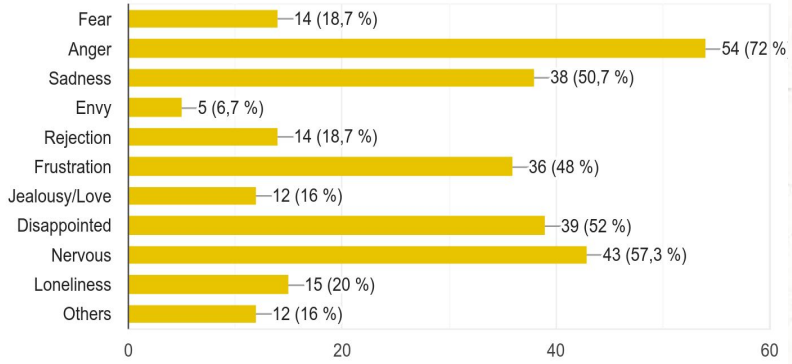
7. Could describe precisely what you were feeling at that moment?

75 respuestas



8. Point out some of the emotions, which you think you felt.

75 respuestas



Stress cortisol

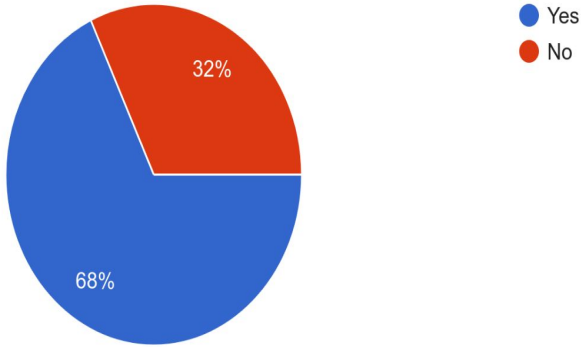
Automatic and defensive reaction

Necessary if responses are short and spaced out over time.

Very harmful to health if it is very prolonged in time, aggressive behaviour, anxiety, hypertension, insomnia, digestive and circulatory problems, etc..

9. Were you nervous about the conflict an hour or two later? Were you still thinking about the conflict?

75 respuestas



WHAT CAN WE DO ?

It is very difficult to control the emotions at that moment. Identify that you are in that emotional situation. Try to direct your emotions towards something that is positive for you (music, pleasant memories, going out, breathing exercises, counting, etc.), looking for affection in your environment (CALM YOUR STRESS/PRODUCE OXYTOCIN).

So, here is some advice:

- Immediate resolution is not frequent (key phrase)
- If one party does not want to resolve it, it is not a solution.
- Giving up something fundamental is not resolving the conflict.
- There are resources to solve the situation. Well-directed resolution with help within the group (class, family, circle of friends) can be very useful

Ways to deal with a conflict

Goals are very important

COMPETITIVE

I WIN - YOU LOSE

The important thing is to impose my idea or my objectives

The relationship is not very important

NEGOTIATION

HALF WIN - HALF LOSE

Some needs are satisfied, others are given up

The relationship is important

COOPERATION

EVERYONE WINS

An agreement is reached without giving much. The relationship is very important. .

EVASION

I LOSE - YOU LOSE

The problem is not faced, it is expected to solve itself.

SUBMISSION

I LOSE - YOU WIN

We give up our rights because of the fear of losing the relationship.

Goals are unimportant

Ways to deal with a conflict

COMPETITIVE

In the short term you will feel good, but in the long term you run the risk of feeling bad for being unfair and aggressive, you may be rejected by many people.

SUBMISSION

The relationship can go wrong because of your attitude. You will feel bad for not dealing with the problem, and this may cause you to react aggressively at the wrong time.

EVASION

There is a risk of further conflict on the same cause. You will feel bad because of the way you handle conflict, because of your insecurity.

What Strategies can we use to resolve?

1-Facilitate an environment of communication, which allows you to speak and be heard

2-Identify and describe the problem in detail. What is the problem? Do we agree that this is the problem? Clarify the interests, needs, and emotions of each party. NEEDS ARE MORE IMPORTANT THAN POSITIONS. (ACTIVE LISTENING/ ASSERTIVENESS)

3-What would happen if we do nothing? Could it get worse? What consequences would it have for everyone? Would it affect someone else?

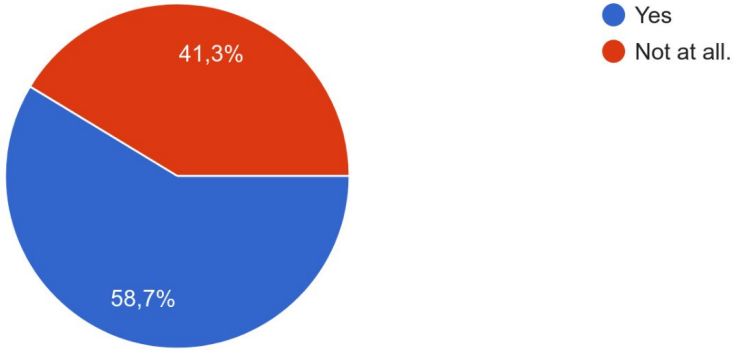
4-What could be the solutions and their consequences?

5-We choose a solution. We promise to carry it out.

Strategy for resolution

10. Did you know what the other person wanted, felt and what needed to be done to resolve it?

75 respuestas



TAKE CARE OF YOUR COMMUNICATION

1. Take care of your messages to **avoid misinterpretations**. Promote communication, speaking and listening.

2. Your **non-verbal language** is just as important as your verbal one. Your gestures, the position of your body, your gaze show interest and respect for the other party. Be honest with your gestures in relation to what you say.

3. The **tone of your voice** should be relaxed, never aggressive.

BODY LANGUAGE ACTIVITY

This language is often more important than verbal language, and is fundamental for many jobs, and of course in conflicts.
It is very important and complex in communication. If the other person imitates your body position, it means that you are making contact with him or her.
There are many factors involved:

1.The distance between people, the shorter the relationship is the closer or the more aggressive the behaviour is. (invasion of personal space)

2. The tone of voice and the rhythm of speech.

High tones can be associated with aggression, security or celebration.

Low tones may be associated with defensiveness, sadness, shyness.

BODY LANGUAGE ACTIVITY

3. Body positions, hand and foot movements, eye contact and head position.

We can speak of three parts or lines:

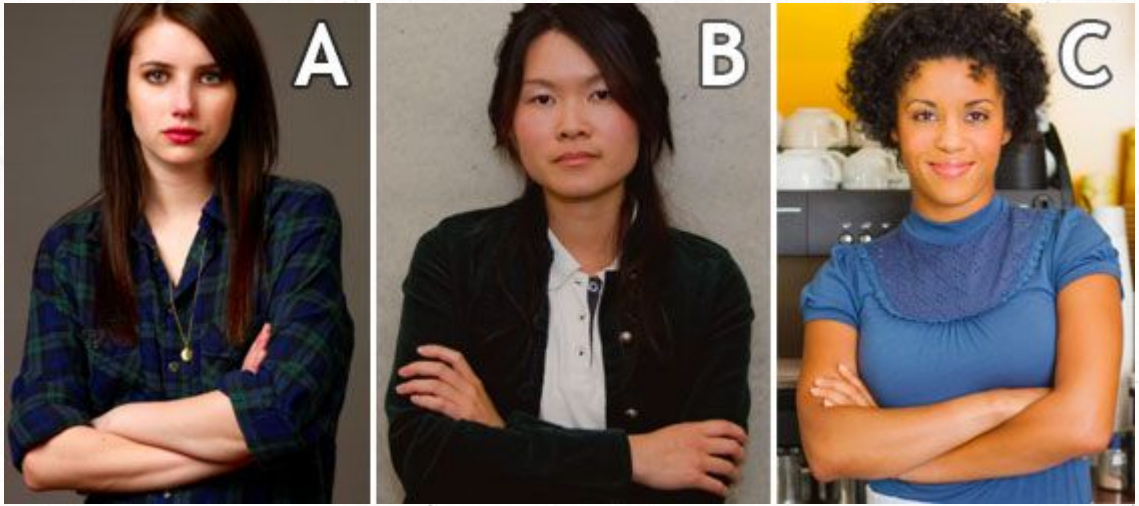
- The direction of the feet intuitively indicates whether or not you want to be there. (lie detector).
- The direction of the chest, if it is directed towards the other person there is interest.On the other hand, if it is turned or tilted backwards, it denotes disinterest or fear. It is more difficult to manipulate.
- The direction of the gaze or eye contact is our diplomatic part. If there is no eye contact, if you avoid it, or there are frequent changes of direction, either, there is no interest or the situation is uncomfortable. Too much can be bad too.

In addition legs and arms are important:

- Crossed legs or arms show defensive positions.
- There are typical movements that show anxiety or nervousness such as scratching hands, touching hair, covering the mouth or nose, rapid movements of fingers, legs, etc. that denote nervousness, anxiety.
- Open hands show honesty.

4. Face gestures, natural or forced smile, eye opening and eyebrow movement can change the meaning of the message.

BODY LANGUAGE ACTIVITY



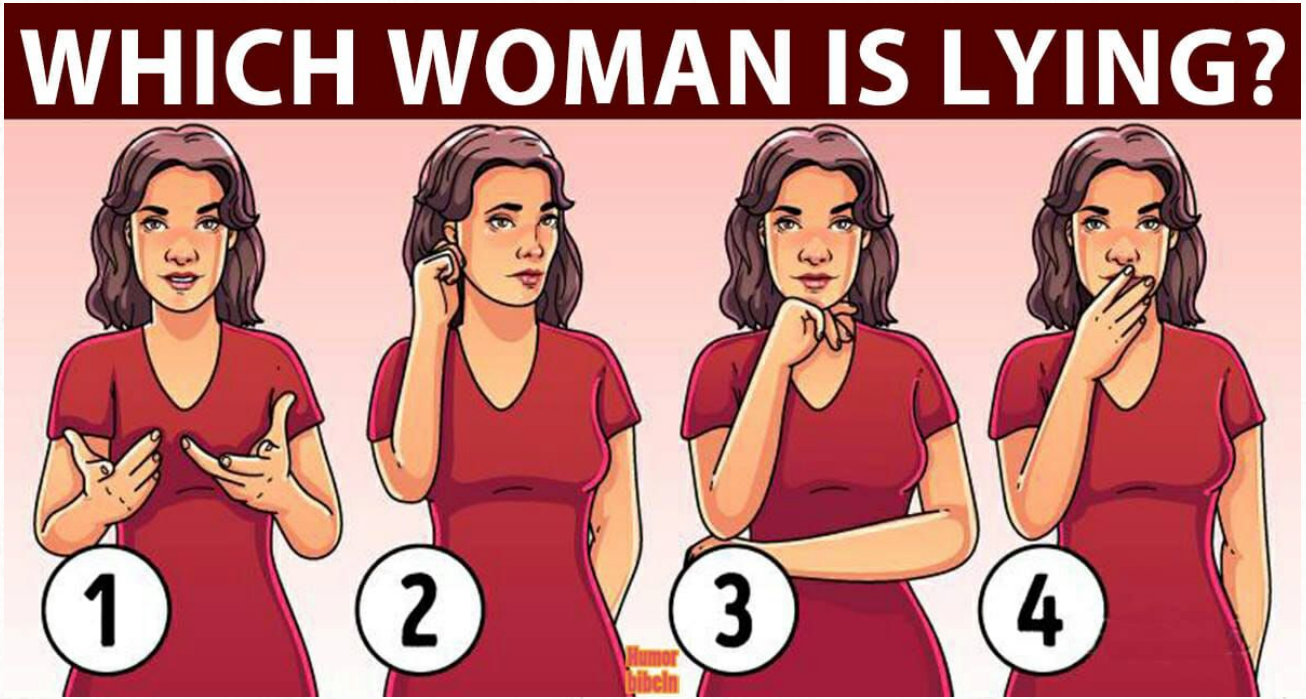
QUICK QUIZ:

Look at the photo. Which of the three women is angry and defensive? neutral? friendly?

BODY LANGUAGE ACTIVITY

Look at the picture of the actor Samuel L Jackson. Which character seems dangerous to you? Which one would be a dangerous killer? Why?

BODY LANGUAGE ACTIVITY



BODY LANGUAGE ACTIVITY

NOW WE ARE GOING TO PLAY A GAME.

Each participant, without speaking, should show a mood, or attitude through their body language, and not showing the answer until the end. The other members of the group will try to guess his or her mood and write down the answer. (5 minutes)

ACTIVE LISTENING – EMPATHY

You have seen the conflict between Chenoa and M. Carmen. Each team has three minutes to answer these questions:

1. Is this a good time to try to resolve the conflict or should we wait?

2. What emotions do you think Chenoa and M. Carmen felt?

3. How has Chenoa dealt with the conflict? (Competitive, etc.)

ACTIVE LISTENING – EMPATHY

Active listening consists of making an effort to understand, in as much detail as possible, what people are expressing, and that this is evident to them, that is, that they feel heard.

It is very useful for the parties in conflict to understand each other and to move from positions to interests, needs and possible solutions.

When we listen actively we try to connect with the other person. We leave our points of view for a moment to explore and understand what the other wants to communicate. It does not mean giving the reason.

We do not value, judge, encourage, or advise. We are not thinking about how to refute what the other says while speaking.

We explore feelings as well as facts. We observe body language and ask the necessary questions.

ACTIVE LISTENING TECHNIQUES

Show interest	Body language assent, make it easier for the other person to speak more from the self (self-messages)	*Can you tell me more about this?* *What did you feel then?* *I felt…*
Clarify	Ask questions to clarify doubts	*So why did you do that?*
Paraphrase	We show that we are understanding the other person. We repeat with our words the main ideas.	*So what you're telling me is...* *For you the problem is...*
Reflect	Reflect the feelings of the speaker	*It bothers you that I call you by that nickname...* *And you don't like to be insisted on something you don't want to do*
Sum up	Summarize and repeat the most important facts. Search interests.	*So if I understand correctly, you shouldn't be there, you feel accused for no reason and you want everything to be clarified...*

ACTIVE LISTENING – EMPATHY

Show interest	Body language assent, make it easier for the other person to speak more from the self (self-messages)	Can you tell me more about this? What did you feel then? I felt…
Clarify	Ask questions to clarify doubts	So why did you do that?

M Carmen is a very empathetic teacher, and the following day she wants to understand what happened to Chenoa. You are going to imagine that you are the teacher, and you are going to do these tasks as a team:
(5 minutes)

1. Write a sentence in which you express to Chenoa your interest in talking to her and finding out what happened to her. Be empathetic and somewhat affectionate, but you are a teacher.

2. Ask two questions to clarify Chenoa's reaction. Start the process.

ACTIVE LISTENING – EMPATHY

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Reflect	Reflect the feelings of the speaker	*It bothers you that I call you by that nickname...* *And you don't like to be insisted on something you don't want to do*

Ask two new questions using the above techniques.Try to get more information.

Sum up	Summarise and repeat the most important facts. Search interests.	*So if I understand correctly, you shouldn't be there, you feel accused for no reason and you want everything to be clarified...*

Summarise and offer Chenoa a possible compromise.

ASSERTIVE COMMUNICATION

PASSIVE COMMUNICATION	ASSERTIVE COMMUNICATION	AGGRESSIVE COMMUNICATION
People who behave passively or inhibited are not capable of defending their rights, personal interests; they try to avoid disturbing others, but they neither respect themselves nor are capable of being respected by others. They tend to speak in a low voice, with little fluency and doubts. They avoid direct eye contact, use tense gestures and hunched posture. They have feelings of helplessness, rejection, guilt and frustration and explode of rage from contained frustration.	Assertive people can express their own position on an issue, request, reason to explain their position with appropriate gestures and tone of voice. They can express the presence of a problem that needs to be modified. They know how to ask in the right way. They ask for clarification and know how to start a conversation. They can express gratitude, affection, admiration, or dissatisfaction, pain and confusion.	They defend their personal rights and interests without respecting the people they interact with. The aim is to dominate others. They often use a high tone of voice, do not listen and use insults or threats. They often look in the eye with a tense gesture, use threatening hand movements and invade the personal space of others. It may work in the short term, but they are rejected or feel guilty..

ASSERTIVENESS TECHNIQUES

They can help, stop, postpone or reduce a conflict.

"Scratch Disk" Technique

We repeat our message clearly, convincingly and repeatedly, without aggression or violence, accompanied by relaxed body language and tone voice.

I disagree…

You know I don't like it...

I have told you that I do not agree with what you say…..

"Fog Bank" technique

To avoid getting into a game of provocations, we can listen carefully and admit the opinion and appreciation of the other person, even if we do not share them.

- "You have bad face".

- Yes, " it's possible".

- "You spoiled the meeting."

- "You're right, the meeting did not go well."

The assertive postponement

We find time to respond at another time when we are able to respond with greater control of the situation and with a clearer mind. If the other person insists on the confrontation, it should be combined with the "Scratch Disk" technique, repeating that this is not the time to solve the problem.

- "I'm fed up, you're late again."

- Maybe this isn't the best time to discuss it, we would better start dinner. It's better if we talk about it later, more calmly".

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Maybe Chenoa could have handled the conflict better. Now you are going to play the role of a student. State that what the teacher tells you is important, show empathy with her and control your emotions. Choose the most appropriate assertiveness technique for your answer.

EMOTIONAL INTELLIGENCE
Treat others as you would like to be treated

This is a type of social intelligence that involves the ability to understand our own and other people's emotions.

Self-CONTROL

How do I manage anger, anxiety and other forms of stress? Do I communicate assertively?
Am I able to maintain self-control when I am a victim of conflict stress?

Self-AWARENESS

How well do I know my feelings?

Self-MOTIVATION

Do I have projects, am I constant, do I not sink easily ....?

EMPATHY

"Do not judge others until you have put on their shoes".
Am I able to understand other people's points of view even during an discussion?

SOCIAL SKILLS

Conversational, expression of emotions, assertive behavior