

CONFLICT MANAGEMENT & CONFLICT TRANSFORMATION



YEE!

CONFLICT MANAGEMENT & CONFLICT TRANSFORMATION YEE HANDBOOK

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YEE Handbook

ABOUT THE AUTHORS



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Content

I.	MAPPING OURSELVES IN CONFLICT	6
	I.I. Human behaviour alphabet session	6
II.	ANALYSING AND DYNAMICS OF CONFLICTS	9
	II.I. Escalation, nature and characteristics	9
III.	HOW WE BEHAVE IN CONFLICTS	12
	III.I. Personal Strategies in Conflict	12
IV.	REALITY CHECK	18
	IV.I. Working with a checklist	18
V.	COMMUNICATION	20
	V.I. Non-Violent Communication (NVC)	20
VI.	CULTURE AND INTERCULTURAL LEARNING	25
	VI.I. Experiencing a culture	25
VII.	ORGANISATION AND CONFLICT	30
	VII.I. Structure of an organisation and conflict	30
VIII.	PRACTICE OF CONFLICT TRANSFORMATION	37
	VIII.I. Forum Theatre	37
IX.	HELP FROM OUTSIDE	39
	IX.I. Workshop on facilitation	39
	IX.II. Mediation	44
X.	OTHER TOOLS TO DEAL WITH CONFLICT	47
	X.I. Crisis intervention workshop	47
XI.	PLANNING OF THE FUTURE	54
	XI.I. Action plan	54
	COMMENTS OF PARTICIPANTS	57



Dear readers,

this handbook was produced as a follow up of a training course on Conflict Management and Conflict Resolution, which took place in April 2010 in the Czech Republic. The aim of this project was to raise the potential of youth workers and give them tools to deal with various conflict situations in their everyday life and work. Youth and Environment Europe (YEE) believes that such events can help young people to become active in various fields, thus helping to foster cooperation in and among youth NGOs in general. Therefore, we hope that this publication will be useful not only for the participants of this particular training course, but also for people involved in other youth organisations.

There are many approaches to conflict management and resolution, but for this training course we will focus on transformation as a method of conflict avoidance/reduction. The word “transformation” indicates that there are many choices other than traditional “fighting” or “escape” strategies – it allows us to see the potential for positive change within a conflict. Such a new paradigm also alters the focus: we consider the problem not just from the positions of others, but also the spotlight moves to ourselves as standing centre stage of a conflict. Therefore, the selection of methods chosen for this training course has been chosen with the intention to flip the focus onto our personal strategies, perceptions, reactions, feelings, and needs. As a team we will consider all these positions, as well as offer participants time for personal reflection. Time to self-assess, reflect and evaluate individual convictions is an important first step toward change; allowing us to find our personal path and the necessary tools for conflict transformation, while considering the positions of others. The aim of this five-day training course on conflict transformation is an invitation to reflect, learn new tools and try them in a safe training setting, and plan how to make them a reality.

*YEE team and trainers
of TC Conflict Management and Conflict Resolution*

I. MAPPING OURSELVES IN CONFLICT

I.I. Human behaviour alphabet session

IMPORTANCE OF THIS SESSION:

Conflicts are very complex processes, with a lot of interweaved, interlaced components and elements which influence our reactions and behaviour. The reason we need different approaches and knowledge (e.g. philosophy, psychology, sociology, history, and medicine) is to help us understand those ingredients and how to manage a conflict, or rather to understand and manage ourselves in a conflict. It is equally as important to understand person(s) with whom we are sharing the conflict. For the both reasons, we created the exercise “Human behaviour alphabet” in order to help us recognise and name key elements which our behaviour depends on. The exercise can also help us to understand human behaviour in general – why people react the way they do or why people do not always behave according to their knowledge.

SESSION CONTENT:

Where to find those key elements, where to search for them, how we should recognise them and understand their relevancies?

They are everyday present in us, we are composed of them and they are integrative part of our person, our own “absolute truth”, our reality, our world, it’s our:

needs, emotions, habits, beliefs, attitudes, knowledge, interests/wishes

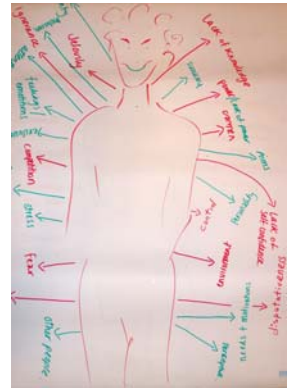


Every person has them. They are integrative elements which show a person’s reality or “absolute truth”. And that is why all people in the world are the same. At the same time, each person has unique needs, unique feelings, unique beliefs, values, motives... and this is why we all are different.

Can we recognise them in any situation? Can we always be aware of our needs, beliefs or interests? How able are we to let strong emotions be part of our conscious? Are we aware how to combine needs, ideas and reactions? Are they all relevant on the same level at any time, in every situation? All these questions are crucial to increase our abilities to understand and manage ourselves, as well as to understand others.

MATERIAL:

Draw several contour lines, a silhouette of the human body (shapes of bodies) and each should be surrounded by these words: needs, emotions, habits, beliefs, attitudes, knowledge, interests/wishes.



* Source: Outcome of the session from the TC “Conflict Management and Conflict Resolution”, 2010, YEE

CONCLUSIONS:

The experience of self-reflection/retrospect is very important and useful for every person, to be successful in the process of conflict management/transformation. This will be our entering point to conflict transformation analyses, discussions and theoretical research. For this purpose, “the theory of Abraham Maslow about pyramid of needs can help us to understand how our needs are developed and from what ingredients are made of, which can help us a lot for self-reflection on our own reaction during a conflict”¹. Furthermore, John Burton’s theories about basic assumptions of human behaviour and motivations related with conflicts also help our understanding of this issue.

REFERENCES:

1. Burton, J., 1990, *Conflict: Resolution and Prevention*, St. Martin’s Press, New York;
2. Danish Centre for Conflict Resolution, 1996, *Courses in Conflict Resolution*, Centre for Konfliktløsning, Copenhagen;
3. International Alert, 1996, *Resource pack for conflict transformation*, International Alert, London

1 Source: Dočkalová, J., Jakubowska, M., Pešek, T., Weisner, A., 2009, *Conflict – what an opportunity*, Czech National Agency Youth, Prague; pictures from the TC Conflict management and conflict resolution, 2010, YEE.



II. ANALYSING AND DYNAMICS OF CONFLICTS

II.I. Escalation, nature and characteristics

IMPORTANCE OF THIS SESSION:

Following what we have learnt in the previous sessions, it is interesting and useful to explore the elements of a conflict; how conflicts can escalate, and how the elements, which we discovered in the Human behaviour alphabet session, are important in conflict and what causes what.

SESSION CONTENT:

When we begin to deal with a conflict it often means that we discover a problem from our personal position (e.g. according to wishes, needs, or aims), as well from the people involved in the conflict. Soon, as we realise that other people have different goals, ideas, needs and motives, we will be ready to argue “who has the right”, “whose true is true”. During this time, we invest more and more energy in our arguments to prove our version or interpretation as the “real” or “best” one. When there are fewer arguments about the subject/problem, there is often more blaming, underestimating and offending of others, “crossing the borderline between disagreement and personification”. The increased energy means that we gesticulate more and listen less (“dialogue of the deaf”).

It is not only people’s behaviour that changes. During the conflict people can become nervous, go red in face, sweat, and their heartbeat can increase. Consequently, people’s abilities to control their reactions, to behave

responsibly, to show respect to each other, and to think in a constructive way decreases (“the aim justifies the way”).

The process of an escalating conflict can be summarised into three main categories. By following this process, we are able to recognise changes which happen to others and ourselves: a) aspects of ideas/feelings, b) aspects of behaviour and c) aspects of the body. We can understand these three changing aspects as behavioural (reactions), psychological (needs, emotions and wishes) and physical (physiological/neurological).

MATERIAL:

Behavioural	Psychological changes	Physical changes

* Source: Outcome of the session from the TC “Conflict Management and Conflict Resolution”, 2010, YEE

CONCLUSION:

To prevent the escalation of a conflict and destructive behaviour, it is essential to develop our knowledge, experience and abilities to follow all of mentioned aspects. We should pay attention to the “warning signals” (like traffic signals which direct us on the safe way) before we let chemical reactions/adrenalin in our body overtake and shadow our abilities to control ourselves to “drive safe a force”. The more we focus our efforts on

recognising the changing “signals” and following the process of conflict escalation (looking both at ourselves and others), the easier it is to prevent, as well as understand how and why people react the way they do.

REFERENCES:

1. Association for Peace Education Work, www.dadalos.org, Stability Pact, Sarajevo;
2. <http://shop.friedenspaedagogik.de/detail.php?wg=Plakate&id=pes>;
3. Gugel, G., 2000, Streit kultur, Verein für Friedenspädagogik, Tübingen;
4. Leary, M., 1984, Understanding and handling conflict, Peace Pledge Union, London;
5. Pinney, R., 1983, Creative Listening, Children’s Hours Trust, London



III. HOW WE BEHAVE IN CONFLICTS

III.I. Personal Strategies in Conflict

IMPORTANCE OF THIS SESSION:

Starting with a short experiment: draw the line in the middle of the room and ask people to create two rows on both sides of the line. Each person then brings a partner to their side of the line. And then it starts: most of the couples begin forcing each other, pushing, pulling... it almost automatically turns into a fight. What are the solutions? Why don't we go for a coffee to discuss the solution? The aim of the session is to look closer at personal strategies people apply in conflicts.

SESSION CONTENT:

Participants are asked to imagine the following situation:

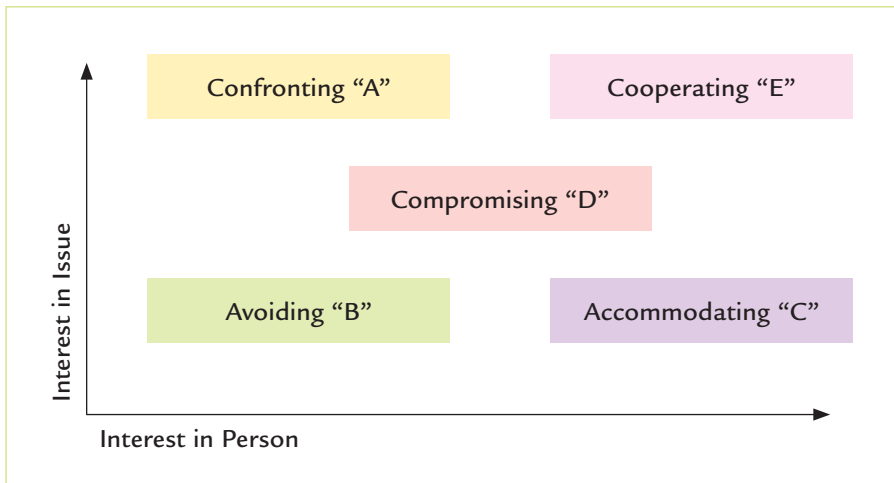
You have just arrived at a five-day training course. It was difficult for you to come here, as you have had a real problem to finish all the outstanding, urgent work on your desk back home. After the first morning's work, it's clear to you that the programme planned by the trainers is unlikely to meet your expectations (and you suspect this to be the same for several other participants).

**Choose one of the reactions you identify with:**

- A: You wait for the afternoon session to begin and you tell the trainers that the training is irrelevant to you, that you're going to leave and invite other participants to do the same. You report trainers to the NA.
- B: Go along with what's planned; it looks like it's really pretty clear-cut and decided in advance, telling yourself it will maybe work out in the end.
- C: You make the point that the programme planned is not very adapted to the needs of the group, but it has obviously been well-reflected on by the trainers and everyone could make an effort to participate.
- D: Suggest that everyone shares some common interest in the programme proposed and that there are other common needs that will probably be unmet: propose that a committee be formed to discuss this.
- E: You wait for the afternoon session to begin and you tell the trainers that the training is irrelevant to you and you ask the group if other people feel the same.

Based on these answers, participants are invited to form small groups and discuss positive and negative sides of each option. This can serve as basis for understanding that in daily conflicts we use all five strategies, depending on the relationship or issue. The graph below helps us visualise the relationships between the five strategies:

PERSONAL STRATEGIES IN CONFLICT



* Source: www.cnvc.org

Avoiding – not mentioning and keeping the problem silent can turn it into a joke. There will be no change to the situation, just waiting.

Accommodating – making the point that there is a conflict, but waiting to see how things will go and giving them a chance to improve (“I would react differently on your place, but I believe you have experience in a situation like this and you had your reasons”).

Confronting – making an open, clear statement about the conflict and willing it to stop (“I think you made a mistake and you should change your methods in the future”).

Cooperating – a win-win situation, giving space for a creative solution with agreement of all parties involved (“Do you have time for a meeting next week? I would like to discuss with you some working methods that we use in our job”).

Compromising – either a win-win or loose-loose situation. There is partial agreement in order to save time and energy (“Perhaps the solution is to work in different groups next week, so that we can follow our own ways”).

**MATERIAL:**

Styles of Conflict Management

When to use each style?

Confrontation (“my way”)

Often appropriate when:

- an emergency looms
- you are convinced you are right and being right matters more than preserving the relationship
- the issue is trivial and others don't care what happens

Often inappropriate when:

- collaboration has not yet been attempted
- cooperation from others is important
- used routinely for most issues
- self-respect for others is diminished needlessly

Compromise (“half way”)

Often appropriate when:

- cooperation is important but time or resources are limited
- finding a solution, accepting less can be better than a complete stalemate
- efforts to collaborate will be misunderstood as forcing

Often inappropriate when:

- finding the most creative solution possible is essential
- you can't live with the consequences

Avoiding (“no way”)

Often appropriate when:

- the issue is trivial
- the relationship is insignificant
- time is short and a decision not necessary
- you have little power but still wish to block the other person

Often inappropriate when:

- you care about both the issues involved and the relationship
- used habitually for most issues (leads to emotional explosions, or closing of the process or relationship)
- a residue of negative feelings is likely to linger
- others would benefit from caring confrontation

Co-operation (“our way”)*Often appropriate when:*

- the issues and relationship are both significant and cooperation is important
- a creative outcome is important
- time and energy are available for discussion
- reasonable hope exists to meet all concerns

Often inappropriate when:

- the time is short
- you're overloaded with the effort involved in the process needed for collaboration
- the goals of the other person are wrong beyond doubt
- the issues are unimportant

Accommodation (“your way”)*Often appropriate when:*

- you really don't care about the issue
- you're powerless but have no wish to block the other person

Often inappropriate when:

- you are likely to harbour resentment
- used habitually in order to gain acceptance – the likely outcome is depression and lack of self-respect
- others wish to collaborate and will feel like “forcers” if you accommodate

CONCLUSION:

Individual reflection on personal strategies might be misleading: we might come to the conclusion that we always use one strategy e.g. accommodating. But this can leave us with many questions: Why do I accommodate? What kind of relationships do I want to preserve? What relationships I do not want to break? Why? In what situations do I care more for people than the issue? Such information will bring us closer to the most important player when dealing with conflict: ourselves. And therefore we must take a closer look at the potential solutions.

REFERENCES:

1. Conflict resolution booklet by Bartos Institute for the Constructive Engagement of Conflict





IV. REALITY CHECK

IV.I. Working with a checklist

IMPORTANCE OF THIS SESSION:

.....
This analytic method gives us an opportunity to recognise the different positions in a conflict. Following what we have learnt from other sections of this handbook (e.g. strategies, dynamics and behaviour), it should now be easier to self-reflect on what has been covered and the issues raised. Self-reflection can help us explore more possibilities, directions or areas to take for a constructive and cooperative approach to solving a conflict.

SESSION CONTENT:

.....
A checklist will be made, followed by several questions with enough time for individual work.

MATERIAL:

.....
This questionnaire should help you to understand your personal position and the positions of other people, or a group, with whom you share a conflict.



	Myself	Others
Needs		
Feelings		
Reactions		
Wishes		
Strategies		

* Source: Check list from the session, TC “Conflict Management and Conflict Resolution”, 2010, YEE;

CONCLUSION:

.....

This checklist is useful if we want to better understand a problematic situation from the past, an ongoing issue, or what could happen to us. It helps us to understand the problem and how to self-reflect on the issue – making clear our feelings, confirming our wishes and needs, and consider whether our reactions contributed to a solution or the problem. Self-reflection should help us to find accommodative or cooperative strategies to resolving a conflict.

V. COMMUNICATION

V.I. Non-Violent Communication (NVC)

IMPORTANCE OF THIS SESSION:

In the introduction of this training, we heard the opinion: “I want to learn how to turn off emotions while I am in conflict”. Marshall Rosenberg, creator of NVC (Non-violent communication), would not have been able to believe his ears. How come? Why to turn off the greatest potential of self-knowledge? His theory underlined the importance of our present feelings as the links to our SELF, with our core needs. NVC teaches us how to be self-empathetic and show empathy to others – universal importance for all human beings. NVC postulates that conflict between individuals or groups is a result of miscommunication about their needs, often because of manipulative language (e.g. inducing fear, guilt, shame, praise, blame, duty, obligation, punishment, or reward).

SESSION CONTENT:

The main part of the session focuses on introducing a list of needs and the feelings related to them. Based on these two categories, participants can identify their own needs hidden under the present feeling. This process helps involve them in NVC practice, which is based on self-empathy and understanding of what is “alive” inside oneself at a present moment. We will also use language as a form of NVC; helping make the issue less violent and less judgmental. Participants of this session will have learned how to reformulate the message using four steps of the NVC message:



E.g.: “What?! Must we have another boring dinner with your parents?!”

Observation: It is fifth time this week that we will eat dinner with your parents.

Feeling: I feel irritated and tense.

Need: I need intimacy and closeness with you.

Request: Can we plan one dinner per week, only for two of us, so that we would spend time without others? What you think about that?

MATERIAL:

.....
 Following www.cnvc.org

Feelings when your needs are satisfied

- AFFECTIONATE: compassionate, friendly, loving, open, sympathetic, warm
- CONFIDENT: empowered, open, proud, safe, secure
- ENGAGED: absorbed, alert, curious, fascinated, interested, intrigued, involved, stimulated
- INSPIRED: amazed
- EXCITED: amazed, astonished, eager, energetic, enthusiastic, lively, passionate, surprised, vibrant
- GRATEFUL: appreciative, moved, thankful, touched
- HOPEFUL: encouraged, optimistic
- JOYFUL: amused, delighted, glad, happy, jubilant, pleased, tickled
- PEACEFUL: calm, clear, trusting, comfortable, centred, content, fulfilled, quiet, relaxed, relieved, satisfied, serene, still
- REFRESHED: enlivened, renewed, rested, restored, revived

Feelings when your needs are not satisfied

AFRAID:	apprehensive, dread, frightened, mistrustful, panicked, petrified, scared, suspicious, terrified, worried
ANNOYED:	aggravated, displeased, exasperated, frustrated, impatient, irritated, irked
ANGRY:	enraged, furious, outraged
AVERSION:	animosity, dislike, hat, horrified, hostile, repulsed
CONFUSED:	ambivalent
DISCONNECTED:	alienated, apathetic, bored, detached, distant, distracted, removed, uninterested, withdrawn
DISQUIET:	agitated, alarmed, discombobulated, disconcerted, disturbed, restless, shocked, startled, surprise, trouble, turbulent, uncomfortable, uneasy, unnerved, unsettled, upset
EMBARRASSED:	ashamed, chagrined, flustered, guilty, self-conscious
FATIGUE:	beat, burnt
PAIN:	anguished, devastated, grief, heartbroken, hurt, lonely, miserable
SAD:	depressed, dejected, despair, despondent, disappointed, discouraged, disheartened, gloomy, hopeless, melancholy, unhappy
TENSE:	anxious, cranky, distressed, distraught, irritable, jittery, nervous, overwhelmed, restless, stressed
VULNERABLE:	fragile, helpless, insecure, reserved, sensitive, shaky
YEARNING:	envious, jealous, longing, nostalgic, pining



List of needs

Physical well-being	Autonomy
air food water shelter movement rest sleep sexual expression touch safety	choice freedom independence space spontaneity
Connection	Meaning
acceptance affection appreciation belonging cooperation communication closeness community companionship compassion consideration empathy inclusion intimacy love mutuality respect/self-respect safety security stability support to know and to be known to see and to be seen to understand and be understood trust warmth	awareness celebration of life challenge clarity competence contribution creativity discovery efficiency effectiveness growth hope learning mourning participation purpose self-expression stimulation understanding

Play	Honesty
joy humour	authenticity integrity presence
Peace	
beauty communion ease equality harmony inspiration order	

* Source: www.cnvc.org

CONCLUSION:

Non-Violent Communication needs to be learnt like another language. It needs time and patience, and previous habits, both mental and verbal, need to be forgotten. Practice of self-empathy allows people to give empathy to others and helps them to identify their needs. By meeting the needs of others needs, in turn, creates a common, new strategy which does not hurt any side of the conflict. There are a wide range of strategies that emerge when we relate not only to words, but also the hidden needs of others, which can surprise those used to communicating the solution with no real connection to the others. You could say: it is not just communication, it is a life-style.

REFERENCES:

1. www.nonviolentcommunication.com;
2. Rosenberg, M. (2003) *Nonviolent Communication: A Language of Life*. Second Edition. Encinitas, CA: PuddleDancer Press. ISBN 1-892005-03-4;
3. http://en.wikipedia.org/wiki/Nonviolent_Communication



VI. CULTURE AND INTERCULTURAL LEARNING

VI.I. Experiencing a culture

IMPORTANCE OF THIS SESSION:

.....

This part of the programme will explore different aspects of culture: what it is and how living in a certain culture influences our view of the world and of others. It concentrates both on practical experience, as well as the theory of cultural issues and its relevance for our daily life, especially when looking at conflict.

SESSION CONTENT:

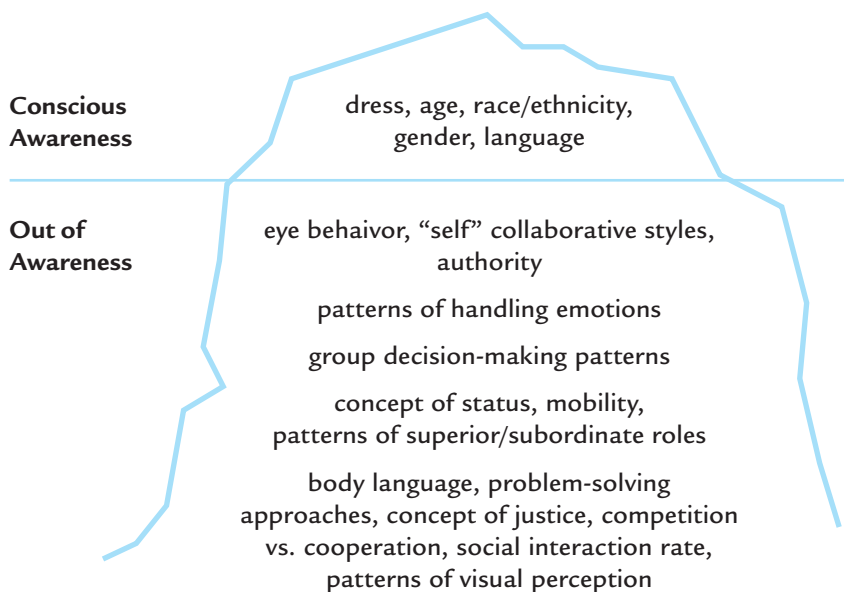
The Derdians²

A simulation exercise which supports the experience of individuals entering into a new culture – either by being a member of such culture or being a visitor who helps other members of the culture to create something.

2 2000, T-kit Intercultural learning, Council of Europe and the European Commission, Council of Europe Publishing, Strasbourg, pp. 62-65

Iceberg of culture

Culture has been aptly compared to an iceberg, which has a visible section above the waterline and a larger, invisible section below the water line. Like an iceberg, culture has some aspects that are observable and others that can only be suspected, imagined, or intuited. The part of culture that is visible (observable behavior) is only a small part of a much bigger whole.³



Roles in relation to status by age, sex, class and much more

* Source: <http://mentalhealth.samhsa.gov/publications/allpubs/svp05-0151B/mod3.asp>Activity:

Think of a time when you experienced a different culture – how much did you get to know about it? How deep did you get under the surface? How long did it take you to understand a specific topic? How did you find out more about these different issues?

3 http://www2.pacific.edu/sis/culture/pub/1.1.1_Activity_The_Iceberg.htm



Developmental model of cultural sensitivity⁴

The model describes six stages of perception of another culture and how to further develop one's own perception. The stages are:

Denial of differences: A person is not able to understand cultural differences. Indicators of this stage are stereotyping and superficial denial of differences.

Defense against difference: A person notices cultural differences, but sees these differences as negative since he/she evaluates by comparing with their own, which is perceived as the right culture. The larger the difference the worse the other culture and the better one's own culture.

Minimisation of difference: The stage where superficial cultural differences are recognised and accepted. Differences are minimized by focusing on similarities between one's own and the other culture due to an ethnocentric point of view.

Acceptance of difference: Acceptance is achieved when cultural differences are not only recognized but also accepted as an alternative solution of how to organize human existence.

Adaptation to difference: The development of communication skills that enable intercultural communication in order to understand and be understood across cultural boundaries.

Integration of difference: It is reached when one manages to internalise multicultural frames of reference. The one integrated in another culture is seeing oneself as in a process.

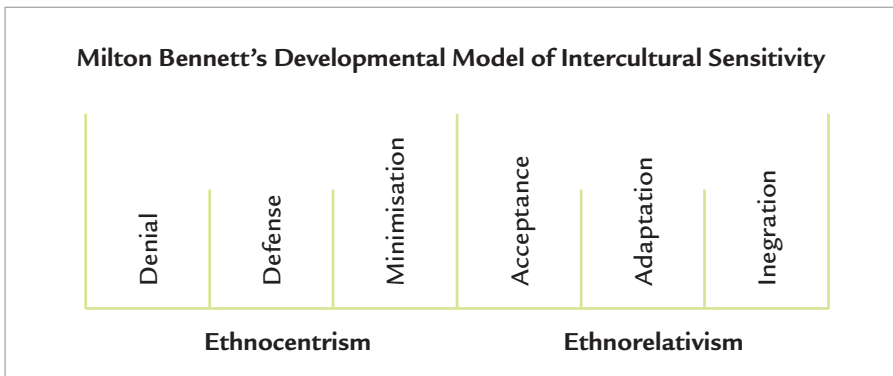
4 Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993

MATERIAL:

These six stages mentioned above are placed on a continuum from ethnocentrism to ethnorelativism (see the model bellow).

Ethnocentrism is the tendency to believe that one's ethnic or cultural group is centrally important, and that all other groups are measured in relation to one's own. The ethnocentric individual will judge other groups relative to his or her own particular ethnic group or culture, especially with concern to language, behavior, customs, and religion.

Ethnorelativism is an acquired ability to see many values and behaviors as cultural rather than universal. It is a way of learning how to respect and how to understand the other peoples.



* Source: <http://blog.communicaid.com/cross-cultural-training/cross-cultural-theory-developmental-model-of-intercultural-sensitivity/>

CONCLUSION:

There are many ways in which culture can be perceived – from a viewpoint based on a geographical frame of a state or a nation, to a common set of values or interests. When interacting with another person it is important not to take for granted that the other person sees the world in the same way as you do, rather the contrary. Intercultural communication is based on understanding that culture is composed of different aspects (examples of which you can see on the picture of cultural iceberg) and each of us is a unique compilation of those aspects.

The model of intercultural sensitivity looks at possible ways how to view another culture. It also gives guiding questions and tasks to further develop oneself.

REFERENCES:

1. 2000, T-kit Intercultural Learning, Council of Europe and the European Commission, Council of Europe Publishing, Strasbourg;
2. http://www2.pacific.edu/sis/culture/pub/1.1.1_Activity_The_Iceberg.htm;
3. <http://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics>;
4. <http://blog.communicaid.com/cross-cultural-training/cross-cultural-theory-developmental-model-of-intercultural-sensitivity/>



VII. ORGANISATION AND CONFLICT

VII.I. Structure of an organisation and conflict

IMPORTANCE OF THIS SESSION:

Many people believe that conflicts in an organisation are caused only by differences between people – their needs, opinions, perceptions and values. This is indeed partly true, but at the same time there is another part. Every organisation has certain structure, a culture of how things are and should be done, and a hierarchy of roles, which demonstrates who is responsible for what and how things are controlled.

SESSION CONTENT:

There are aspects of culture that are very relevant if we are to manage an organisation. We have to take into consideration that every culture can react differently to the same issue, and it is equally important to consider that some individuals can fit into a certain culture and others cannot. This latter observation has clear implications for groups of people who come together to achieve a common purpose.⁵

5 Derived from: 2000, T-kit Organisational management, Council of Europe and the European Commission, Council of Europe Publishing, Strasbourg, pp. 13–14



Edward and Mildred Hall's behavioural components of culture⁶

The model concentrates on several components of culture, which are described by two opposites:

Fast and Slow Messages – refer to “the speed, with which a particular message can be decoded and acted on”. Examples of fast messages include headlines, advertisements and television. In general, it is easy to become familiar with people who respond more towards fast messages. Whereas it can take more time to get to know people well who respond to slow messages. It is also important to consider that in some cultures it takes less time to make friends than in others. Therefore, in essence, easy familiarity is an example of a fast message, and examples of slow messages are TV documentaries, deep relationships, etc.

High and Low Context – is the information that surrounds an event. If little information is given in a transmitted message, and most of the information is already present in the persons who communicate, the situation is one of high context. For example, communication between a couple that has lived together for several years tends to be very high context. Not a lot of background information is needed in daily life, nor is it expected. One keeps oneself informed about everything having to do with the persons important to oneself. On the contrary, in low context cultures personal relationships tend to be split up more according to the different areas of one's involvement, and there is a higher need for background information in normal transactions.

Territoriality – relates to the organisation of physical space, e.g. in an office. It is a sense people have developed of the space and the material things around them, and is also an indication of power. Is the president's office on the top floor of the building, or in the middle? If, for example, one considers the pens on one's desk as part

6 Derived from: 2000, T-kit Intercultural learning, Council of Europe and the European Commission, Council of Europe Publishing, Strasbourg, pp. 22–24

of personal territory others are not appreciated when just borrowing these pens without asking.

Personal Space – is the distance to other people one needs to feel comfortable. The Hall & Hall describe personal space as a “bubble” each person carries around at all times. It can change size according to the situation and the people one interacts with (e.g. people you are close friends with are allowed closer than others). The “bubble” indicates what one feels is an appropriate distance to another person. Somebody standing further away is considered distanced, somebody trying to get closer than what is perceived as the appropriate distance might seem offending, intimidating, or simply rude.

Monochronic and Polychronic Time – relate to the structuring of one’s time. Monochronic timing means to do one thing at a time, working with schedules where one thing follows the other, where different tasks have a time scale assigned to them. Time for monochronic cultures is very hands-on, it can almost be touched and is talked about as a resource: spending, wasting, and saving time. Time is linear, extending as one line from the past through the present into the future. Polychronic timing means the opposite: many tasks are done at the same time, there is high involvement with people, which implies more emphasis on relating to others than on holding to a schedule. Polychronic time is not so much perceived as a resource, and could rather be compared to a point than to a line.

Hall & Hall perceive some of these dimensions we have described as being interrelated. Monochronic time in their research is closely linked to low-context and to a design of space that allows the compartmentalisation of life (a structure where different areas of involvement are separated from one another). In addition to the dimensions mentioned, Hall & Hall introduce several other concepts as important to be attentive to, e.g. how scheduling in a culture works, how much time ahead meetings should be arranged, what is considered appropriate in terms of punctuality, and how fast information flows in a system – is the flow bound to an hierarchical system (up/down), or does it flow more like a large network in all directions?



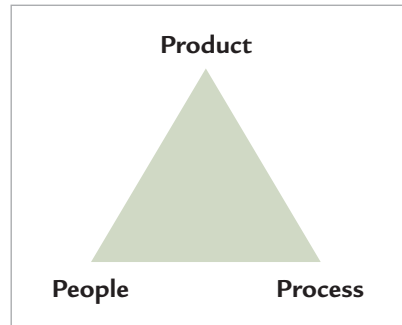
AKTIVITY 1:

Based on the Hall & Hall model of culture – how would you describe yourself? And how would you describe your organisation – does the organisation have a specific culture in these terms? Is there any tension arising from this structure (or lack of it)?

3-P model

This model shows how important it is to keep balance between the three aspects the organisation concentrates on – the people, the process and the product. Unfortunately achieving such a balance in long-term is impossible so keeping the balance is a constant process of equilibrating the three components.

* Source: Project Management, 2000, T-Kit No. 3, Council of Europe and European Commission



AKTIVITY 2:

Think about your organisation – is it more concentrated on one of the aspects of the 3P model? Which one is it? Which one is your “preference”? How can you ensure that all the elements – people, process and product – are taken care of? How can you monitor and evaluate that you, as a team, look and care for balance among them?

Structural violence

As mentioned earlier in this chapter, there are many conflicts which arise from interaction among people and from individual differences. Yet there are conflicts, which do not have their roots in the individual, but in the structural. Structural violence was first used by Johan Galtung. It refers to a form of violence, which is used by a certain social structure or institutions to systematically ‘kill people’ by preventing them from meeting their basic needs. Even though hunger and poverty are two prime examples of what is

described as structural violence, that is, physical and psychological harm that results from exploitive and unjust social, political and economic systems, for our understanding we might also use examples of no access to information, constant control etc. That is understandable when we look at society as such, but the question might arise – how is all this connected with organisations, and even more specifically where is the link to a youth NGO? There are points, which organisations share with social structures. Those, for example, can be:

Hierarchy and/or division into certain groups or groupings – how roles are described; who can, how long and how to enter a certain place in the hierarchy, what is the place and role of different groups (based on common topic, age, interest, knowledge or experience, role etc.)

Access to power and control – who makes decisions and how, who controls that what is agreed to be done, and what are the mechanisms to “reward and punish”. The last question is: who are the people who can access the power and the control?

Distribution of resources – that can also include opportunities to learn and develop, getting needed information and knowledge, but also physical resources such as material for your work or “tokens”, which are given away within an organisation.

Value background and its translation into practice – what values the organisation is based on and how it is ensured in the organisation the values are a part of the daily life and routine. What is the perception of justice and injustice, and how are the individual’s rights treated and dealt with in the organisation?

Approach and perception of an individual – how important an individual is within the organisation and how important it is to see, appreciate and support that each of the people involved is different and “special”.

Those are some of the spaces, where structural violence can happen. A member of your team can have a lower possibility to take decisions for



the team or even to take part in a common decision, someone can be simply not taken into consideration when creating a new project, even though he/she would theoretically fulfill all the official criteria.

ACTIVITY:

Think about your organisation and the spaces, where structural violence can appear – how are they dealt with in your organisation? Are there discussions in your organisation about its values and how are they practised in reality? Are there clear mechanisms of how to control those with power and how is power shared among all the people involved? Look at all the fields mentioned and think about the practice in your organisation and spaces for change or development.

CONCLUSION:

As in any structure, also in an organisation its culture and structure is important. The culture of an organisation can explain why certain things are done in certain ways. The structure then looks at who should do what and under which conditions. In this chapter we have looked at the culture of an organisation from the perspective of communication, balance between 3 aspects important in every activity an organisation does. Last but not least we have looked at ways how any system, including an organisation, can create violence just by having a certain structure. In this sense by structure of organisation we can understand a system of roles, tasks and communication among them. Some more specific aspects, which can support structural violence are mentioned in this chapter together with questions helping to look at one's own organisation.

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VIII. PRACTICE OF CONFLICT TRANSFORMATION

VIII.I. Forum Theatre

IMPORTANCE OF THIS SESSION:

A common problem of conflict transformation training is the balance of theory and practice. How to apply the theories and tools in reality? Augusto Boal used Forum Theatre during this kind of training. This method, known as “Theatre of the Oppressed” is a process where audience members could stop a performance, often a short scene in which a character was being oppressed in some way. The audience would suggest different actions for the actors to carry out on-stage in an attempt to change the outcome of what they were seeing. This was an attempt to transform the flow of the conflict using tools introduced during the training.

SESSION CONTENT:

Participants bring use an example from a past personal/professional conflict (preferably not an ongoing issue) and share it in a small group. One of the conflict examples is presented in front of the audience, who in turn could interrupt the scene and offer different solutions. After each performance several questions were discussed:

What was the problem/conflict about? A necessary step to find common agreement in a group. A group’s shared interpretation of a situation is very unlikely.

Analysis of the strategies offered by audience: what volunteers were trying to change what was the result? Was it efficient?

How those offered strategies related to the reality? How would the person involved in the situation imagine the solution?

What was real solution of the conflict, if any?

MATERIAL:

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In some situations it is better to use case studies than real examples from participants. When creating a case study, it is recommended to take into consideration the profile of participants in order to work out solutions to the situations. Each case should be given about one hour. By rushing you may miss an important aspect of the situation. Every method needs careful and competent facilitation; it is important to be aware that it serves as a learning resource and is not just for fun. The facilitator needs to observe the situation, suggest moments of changes, control time, as well as conclude and summarise the theories applied.

CONCLUSION:

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Forum Theatre works as a barometer. It shows how the theory gained in previous part of the training could be applied in real conflict situations. Those who use their personal examples in this training have a chance to reconsider the situation and see its potential in calm and safe structure. Sometimes, at the time a solution can seem unrealistic or unreachable, but after reflection the answers can present themselves and underline what was blocking transformation of conflict. Forum Theatre is a great potential for learning!

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IX. HELP FROM OUTSIDE

IX.I. Workshop on facilitation

IMPORTANCE OF THIS SESSION:

Facilitation can be a helpful tool when working in groups. It can support the group development and getting together in many ways and in the same time keeping the focus on the topic or the issue, which is in the centre of attention. Different aspects of facilitation can be used in various parts of our lives – having a conversation with friends, going for a weekend activity with a group, having a Sunday lunch with family, etc.

SESSION CONTENT:

What is facilitation?

Facilitation is essentially a tool that helps direct and guide discussions, meetings, and decision-making processes. It allows everyone a chance to speak their mind, and thus to feel like they are a part of the group.

Why is facilitation important?

Facilitation keeps things focused, allows everyone a chance to participate, and helps the group get tasks accomplished and decisions made. If meetings are not facilitated, most likely they will be filled with tangents and side conversations – which make the meetings grueling and just plain boring. Furthermore, two or three people may end up dominating the meetings, leaving everyone else feeling unwelcome and unimportant.

When might there be a need for a facilitator?

There can be many reasons why to invite external facilitator to support you. You might need to **make an important decision** and you would like to have the possibility to contribute to the discussion as any other member of your team.

You might need to **discuss your common position or opinion** as there are many different ones and to be strong as an organisation you need to be united. Or one of you has a great new idea or a new project in mind and you would **like to create this new project or share the idea and involve others** into it.

In all those cases facilitator can be a very helpful person, not being personally interested in the issue or in the outcomes, he/she can concentrate on you as a group and guide you through the difficult waters to the final destination you would like to reach. That brings us to another important question...

What does a facilitator take care of?

- Motivating all members
- Encouraging everyone to express an opinion
- Picking up opinions
- Not forcing anyone to speak
- Making sure everyone agrees with the conclusions
- Helping draw conclusions
- Watching the time!

Facilitators – A facilitator is usually responsible for taking care of group processes, supporting the discussion and making sure that everybody can express themselves and feels comfortable. At the same time a facilitator, unlike a trainer, is not responsible for bringing “expertise” into the discussion and doesn’t “lecture” others.

Facilitators encourage debate and help a group to reach results. They need to be able to improvise, to have a sense of responsibility, good management skills and a good listening capacity. They need to be impartial (not taking



any side), have reformulation skills (to be able to say in other words what was said before), and have moderation skills. They can also have a logistical responsibility concerning materials, space, and an overview of the technicalities of a meeting.

Facilitators are very often used for different kinds of meetings, where discussions are the main point (statutory meetings, volunteers meetings, planning weekend). Facilitation is also used in teams while preparing activities and projects. In these situations it is usually not just one person responsible for the facilitation process, but the task is shared by all the members of the team.

Tricks for facilitators:

Method of decision-making: You can work by a simple majority vote. You can use majority consensus, where points of view in the minority are often addressed, and can somewhat modify the final decision. Or you can work by absolute consensus, where no decision is made without full agreement in the group. Different methods can be used based on the importance of the decision at hand.

Directed questions: It may be decided that the facilitator can call on those who haven't raised their hands or said anything at the meeting. And, of course, those who are called on have the right to pass.

Bike rack: If something important arises but isn't on the agenda or is way off-topic, you can put it on a "bike rack," a list of subjects to be discussed at a later time.

Stacking: In large groups, stacking is almost essential for meetings. With a stack, a list is kept of those who raise their hands, and people are called on in the order that they have raised their hands. In small groups, a stack is usually not necessary, as long as the group stays on topic and all participants have an opportunity to speak.

Hand signals: Oftentimes, a hand signal is better than speaking, since it minimizes interruptions in the discussion. For example, sometimes people wiggle their fingers for “I agree.” or they form a P with their hands to indicate that they have a “point of information” on someone’s comment.⁷

Summarising: After a long discussion the most important issues which were tackled are named.

Any agreements made form part of the summary.

ACTIVITY:

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Tips for facilitating a discussion:

- Keep discussion focused on the session’s topic.
- Do not allow aggressive/talkative people or a faction to dominate.
- Draw out quiet participants.
- Stay neutral and be cautious about expressing your own values.
- Use conflict productively and don’t allow participants to personalise their disagreements.
- Don’t be afraid of pauses and silences.
- At the beginning create an agreement with the group about principles how to make the discussion a comfortable experience.

7 ssc.sierraclub.org/ssc_documents/presentations/facilitation.pdf



MATERIAL:

Facilitator’s self-checking list

As a facilitator	I am usually good at	I often have difficulties in
...running group activities		
...acting according to the needs and learning styles of participants		
...choosing methods		
...creating new methods		
...recognising the dynamics in a group		
...addressing conflict and crisis		
...supporting participants in their individual learning process		
...choosing ways to support individuals		
...giving feedback and listening actively		

* Source: www.cnvc.org

CONCLUSIONS:

The world of facilitation is a very interesting and very demanding one. This part of the handbook aimed at providing some basic and rather general ideas of what can be useful when entering the world and how to behave once you are in it – standing in front of the group which expects you to support them in the process of discussion, creation and agreement. There are many materials and many ways and it is up to each one of us to discover our own approach and style.

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IX.II. Mediation

IMPORTANCE OF THIS SESSION:

The purpose of this part is not for participants to practice mediation skills, but to provide good general information and overview about what mediation is, why we need it, and what we can expect of it.

If parties involved in a conflict are not able to resolve the situation or problem and their reactions are escalating (meaning that they are slowly losing abilities to control themselves), one of the best things to do take a long break from attempting to solve the situation, and seek help from



a mediator. A mediator is a person who is not interested in the cause or outcome of the conflict; they seek to help each party to search their own solution and reach a common agreement. The reason why people involved in a conflict should ask for mediation is not to have a person who will tell them what to do, but rather help foster cooperation, understanding and respect between parties – providing a constructive approach to the conflict. The benefit of mediating a conflict is that it helps to prevent further escalation; making clear the cause of a conflict to all parties; gaining useful information and considering different approaches to the problem; and creating a constructive and cooperative atmosphere.

SESSION CONTENT:

There are several important parts in the process of mediation. We should first be clear about what to expect from a mediator's behaviour, what the principles in mediation are and what the phases of mediation are.

Mediators help people to:

- listen to each other
- talk to each other (preventing misunderstandings, and (re) establishing working relations)
- clarify their issues
- provide the conditions (process) to search for common solution

Principles of mediation:

- the process must be voluntary
- the needs of both parties must be respected
- the mediator must be impartial
- to separate the person from the problem
- professional secrecy

Mediation phases:

- preparation (individual talks, setting up the meeting space)
- opening (clarification of roles, expectations, principles)
- overview and details

- areas of agreement
- closing (making sure people understand and accept conclusions)

Mediator's skills:

- able to reframe conflict-creating language into conflict-resolving questions or statements
- able to identify areas of common ground or agreement
- active listening/clear speaking skills
- able to recognise and follow body language
- collecting useful information

CONCLUSION:

Conflict resolution requires many steps in the process of mediation. A good mediator should have patience, experience and knowledge to help all parties reach common agreement. Some things which look simple or seem unimportant can be reasons for unexpected problems. For example, when preparing a series of individual talks, it is important to consider who will be the first to talk as some people may react negatively to a later or last place. Thus, the mediator will talk to all parties and help to setup neutral meeting space (e.g. organising chairs, with or without tables). The more experienced and skilled in mediation find it easier to select useful knowledge and resources, in order to establish cooperation between parties and help bring conflicts closer to a resolution.

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X. OTHER TOOLS TO DEAL WITH CONFLICT

X.I. Crisis intervention workshop

IMPORTANCE OF THIS SESSION:

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This workshop could help in acting in situations when another person/ persons appears to be in a crisis. It looks at ways how we can intervene in such situations. It also looks at our own ability to resist crisis situations and our “armour“ for moments of crisis.

SESSION CONTENT:

What is crisis?⁸

Crisis can be described as a consequence of contact with a barrier or situation, which we are not able to deal with through our own means or with the help of people close to us. In the same time some other sources look at it from the perspective of change – they say that crisis is a combination of danger and opportunity. And yet other sources claim that by crisis we can understand the edge of stress, when an organism cannot deal with own reserves anymore. All those descriptions are relevant and even more a combination of all 3 of them can create a better picture of what is crisis.

⁸ Derived from: Vodáčková, D. a kol., 2007, Krizová intervence, Portál, Praha

What are the causes of crisis?

We can look at crisis from two perspectives – one side is created by external factors, which influence our life, the other side is then the internal factors, which make crisis come from inside.

From the perspective of personal interests:

- Loss (e.g. split from a friendship or relationship, loss of job, death of someone close)
- Change (e.g. moving to another town, change of job or school, moving from parents to live alone)
- Choice between two same qualities (e.g. jobs offering the same opportunities, internship in a good company or going abroad as a volunteer)

From the perspective of emotional and psychic condition:

- Acute psychic stage (e.g. hysteria or constant crying)
- Alcohol or drug intoxication
- Psychic trauma – from outside (something traumatising from surroundings), fear, feeling of being endangered, feeling helpless
- Acute reaction (e.g. to stress or an unknown situation)
- Post-traumatic stress reaction (when the crisis situation has already gone and everything is calm again)

What are the phases of crisis?

Crisis, as any other moment in our lives, happens in stages. Even though in some moments the time between the beginning of the crisis and its more gradual stages is very short, there is always the same development. The phases can be described as follows:

Feeling endangered – tension is higher both in the body and emotions, yet it is still possible to see potential solutions and ways out of the situation, rational thinking is still involved

Feeling vulnerable and lack of control – tension increases, the person stops feeling it is possible to change things and that they have



control over what is happening and starts to feel like a victim
Re-defining crisis – the person comes back to rational thinking and believes that usual solutions could work out only with putting more effort and energy into them

Serious psychological disorientation – a moment in which the person cannot distinguish time, direction, and recognition . The person no longer is able to see the world around and understand, also not being able to react to it or to act to support oneself.

What are the reactions to conflict?

There are 5 basic ways to react to a crisis situation. Some of them are more passive while other more active. Even though each of us has a certain preferred, automatic, dominant reaction, during a crisis it is possible that a person reacts in different ways. That can be specifically true if the crisis last a longer period of time.

- Aggression
- Running away
- Regression (a defence mechanism leading to the temporary reversion to an earlier stage of development rather than handling unacceptable impulses in a more adult way, moment when a person behaves much in a much less mature manner than would be usual in her/his age)
- Panic
- De-realisation (pretending that the crisis doesn't exist)

ACTIVITY:

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 Try to remember a crisis situation you have encountered? What was your reaction? Did it change and how?

At the beginning of the chapter it was mentioned that there are certain “abilities”, we could also call them strategies, which, if developed, can help us to get through a crisis. It doesn’t mean that the crisis wouldn’t come at all, it only means that it’s process can be smoother and easier for us to handle.

WHAT STRATEGIES CAN HELP US TO COPE IN MOMENTS OF CRISIS?

- Ability to share and talk
- Good contact with your emotions: being able to cry, let out anger, being able to orient ambivalent feelings, and respecting other people's emotions
- Good contact with the need of your body
- Good contact with your personal needs
- Awareness of your own limits (being able to agree or disagree with things according to your needs)
- Ability to orient yourself in a situation using available means and information
- Ability to use your own experience
- Ability to use experiences of others
- Ability to use the potential of a natural community (friends, family, colleagues, people in your community)
- Ability to use patterns of collective behaviour
- Ability to get inspiration from literature stories
- Openness to unusual and creative solutions
- Belief and hope
- Sense of suffering

ACTIVITY:

When looking at the list of strategies – which ones do you think you have already well developed and which you would like to work on?

As this chapter deals with crisis, it might be obvious that for us, as youth workers, youth leaders or trainers it is not only important that we understand ourselves and can help ourselves in the moments of crisis. It is also important that we are able to support others when they get into a crisis situation, be it a physical crisis – a broken leg, or a psychological crisis connected with i.e. split up with a boyfriend.

What is very important when we end up as support in crisis moments is to be aware that we are not trained to be professionals in this sphere (unless you have undertaken training in crisis intervention, of course).



It is important for many reasons – not to create false expectations in the other person, not to put ourselves and the other person in risk by coming up with conclusions and solutions which are not realistic or may even be endangering the person. And last but not least as, when not being trained, we might end up telling the other person what to do based on our own perception of the world.

There is one saying that no doctor should be curing his/her own family and this saying works out perfectly also for the crisis situations and our role when supporting others in such situations. As youth workers, or even as friends, we can still do many things. We can help the person to get into physically and psychically safe place. We can satisfy their basic needs (only be careful in cases of injuries, first aid rules go first even in the moments of crisis), we can offer a space to stay or lend them whatever they might need to survive near future. But at a certain moment an important step comes – a step when we tell them that we care for them and they are important to us, but now... it is the professionals who should help them as we cannot and we could harm them more than support if we keep on helping them. And for that it is important not only to be aware of who you can send the people to (makes sense to know a psychologist, a social worker or a therapist in the area in such a moment) but also to be aware of the stages of crisis intervention. If we are able to recognise the phases we might be able to realise that the time to send people in crisis to an expert comes very soon. And there participants become clients and support becomes counselling.

What are the stages of crisis intervention?⁹

Make Psychological Contact and Establish the Relationship – Establish rapport by conveying genuine respect and acceptance of the client. The client also needs assurance and reinforcement that he or she may receive help. If this step is omitted, the client will not feel respected and will be resistant to counselling.

9 http://counseling.suite101.com/article.cfm/ten_steps_of_crisis_intervention#ixzz0ovQGbg2u

Examine the Dimensions of the Problem to Define the Problem.

Identify the precipitating event, previous coping methods, and lethality. Focus on the now and how, rather than the then and why. Use open-ended questions.

Explore Feelings and Emotions.

It is therapeutic for the client to vent and express feelings and emotions in an accepting, supportive, private, and non-judgmental setting. The crisis intervener must actively listen.

Explore and Assess Past Coping Attempts.

Identify and modify the client's coping behaviours at both the preconscious and conscious levels. Coping responses must be brought to the conscious level and to educate the client in modifying maladaptive coping behaviours. Explore how certain situations are handled: intense anger, loss of a loved one, disappointment, failure, etc. Help the client understand how they have been coping and why it has not worked. If this step is omitted, the client may continue using maladaptive coping behaviours that continue not to work.

Generate and Explore Alternatives and Specific Solutions.

Clients need help conceptualising more adaptive coping responses to the crisis. If the client has little introspection or personal insights, the clinician needs to take initiative to support the client in finding coping methods.

CONCLUSION:

Crisis intervention refers to the methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, physical, and behavioural distress or problems. A crisis can refer to any situation in which the individual perceives a sudden loss of his or her ability to use effective problem-solving and coping skills. A number of events or circumstances can be considered a crisis: life-threatening



situations, such as natural disasters (such as floods or fires), sexual assault or other criminal victimisation; medical illness; mental illness; thoughts of suicide; and loss or drastic changes in relationships (death of a loved one or divorce, for example). For a youth worker or youth leader it might be important to know about what crisis is and what could be a cause of it specifically when working with young people in longer-term project when their personal issues become more visible and young people open to you and share their problems in their daily lives.

There are different stages of crisis as well as reactions, which can also change in time and space. Nonetheless, it is helpful to recognise one's own strategies and approaches in a crisis situation – it can support our ability to cope with a crisis. It can equally help us in moments when we are supporting someone else to recognise their behavioural patterns and usual approaches to certain situations. In cases where support is needed, always be careful how far you go and consider whether the help of a professional would not be more useful, without appropriate knowledge and experience we could cause more harm than good.

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XI. PLANNING OF THE FUTURE

XI.I. Action plan

IMPORTANCE OF THIS SESSION:

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Bringing new ideas is a very important part of the world of youth organisations. Reflection about our work and evaluating what we do and how we do it is also very important. And then the time comes to put things into practice. This part gives an example of how to transfer such reflections and ideas into a plan, which can be worked on after returning back home from a training course.

SESSION CONTENT:

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Coming back to organisational structure

In the part on organisational structure one of the activities was to look at one's own organisation based on the Hall & Hall model and the 3-P model and see spaces, where there might be tension – either between our personal approach and the one of the organisation or within the organisation itself. In case you have done such an exercise it is indeed possible to do it, maybe even asking a colleague to do it with you.



Coming back to personal check list

In another part of the handbook (Chapter IV. – Reality Check) there was an introduction of a tool called checklist, which can help you to think about a conflict you have been a part of and you would like to concentrate on. Once the checklist is filled in and the reflection done, an action plan can also help you to create steps how to transform a conflict into an opportunity for change and learning.

ACTIVITY:

Action plan

The table, which we are introducing in this part of the handbook is based on the specific issue of potential conflict or tensions within an organisation. Nonetheless, it can be used for a variety of purposes, it only depends on your needs in the specific moment. Think (together with your colleague) about the potential conflict issues in your organisation, which you could transform using the knowledge, skills and attitudes you gained during the training course. Choose three issues and discuss the possible action plan according to the following questions for each of them.

MATERIAL:

	Issue 1	Issue 2	Issue 3
What is the issue?			
What needs do I/others have connected to this issue?			
What could be done to answer the needs so the situation would change?			

	Issue 1	Issue 2	Issue 3
What support do I need to get the needs answered?			
What will be my first step to transform the situation?			
When do I make the first step?			
How will I know the needs are answered?			
Who will I be involved in changing the situation?			

* Source: Material created for the purposes of the session at the TC “Conflict Management and Conflict Resolution”, 2010, YEE

CONCLUSION:

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Planning an action is an important step in the process of project or organisational change and development. In this part we have concentrated on tools which can help you to plan. At the same time it is very important to monitor and evaluate the process of action and adapt it based on the new situations which may arise, as well as the changes which happen during the process.

REFERENCES:

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1. 2000, T-kit Project management, Council of Europe and the European Commission, Council of Europe Publishing, Strasbourg;
 2. 2000, T-kit Organisational management, Council of Europe and the European Commission, Council of Europe Publishing, Strasbourg;
 3. <http://www.time-management-guide.com/plan.html>



Comments of Participants



INÊS, *Portugal*

“This was my first TC and I’m keeping very good moments and memories out of it. The theme, the place, the village, the people, everything was so nice! What I enjoyed the most was to see, that although everybody had different culture or language, everybody had quite the same soul. I felt like we were a big family!”



KAKHA, *Georgia*

“TC Conflict Management and Resolution enriched my experience a lot. I have been putting the lessons I learnt at the TC into practice and I found that gained skills, knowledge and attitudes are very helpful for my personal life as well as for the professional activities. In addition, I explored interesting training and facilitation tools, which are directly transferable to my everyday work.”



IRENA, *Macedonia*

“This course offered me the possibility not just to understand myself better, but also to encourage myself to start exploring other cultures, beliefs, motivations, worries and hopes. It showed me how to look beyond the limits and to find the best possible solution, not just to manage conflict but also to become a new, better and stronger person.”



VICKY, *Spain*

“It is never easy to deal with a conflict, it doesn’t matter what the context is – a problem at work, discussion with your friends or family or even a moment of personal crisis. This training course helped me to learn more about the process & dynamics of a conflict, to be aware that there are some signals that we can recognise and that we can use to try to cool it down before it goes too far, and also that there are moments or situations where we just need to get help from an expert. We were using non formal education methods, that, even if quite unknown to the wider public, are a great way of developing better individuals as they don’t focus on knowledge, but on skills, attitudes and feelings.

Therefore, I can only finish with a big THANKS: to the European Union and Council of Europe for supporting this kind of project through the Youth in Action programme and European Youth Foundation, to YEE, the organisers & trainers for making this project possible and so interesting, and to the rest of the participants for all the moments we shared.”



Notes

A series of horizontal dotted lines for taking notes.

TC Conflict Management & Conflict Resolution

The training course **Conflict Management & Conflict Resolution** was a final part of the following series of trainings focused on communication, facilitating skills and work in teams:

- 1) Training for Trainers – general skills, facilitating (2008)
- 2) Teamwork and Communication (2009)
- 3) Conflict Management and Conflict Resolution (2010)

We believe that at the training participants not only adopted useful methods and techniques of analysing conflict, non-violent communication, facilitating, etc., but learned more about themselves and the people around them as well. We also hope they will spread it in their home organisations and countries: **Armenia, Bulgaria, Ukraine, Poland, Italy, Spain, Portugal, Slovenia, Greece, Macedonia, U.K., Czech Republic, Georgia.**

We would like to thank to all participants for their involvement and wish them all the best in their future lives and careers. We hope that from now on you will take conflicts as an opportunity!



CENTRUM VERONICA
HOSTĚTÍN



www.hostetin.veronica.cz

The training course took place in the **eco-village of Hostetin**, which promotes the use of local resources, energy conservation, renewable sources of energy (particularly sun and biomass) as well as environment-friendly technologies. The accommodation was provided by the Centre Veronica offering a unique opportunity to experience principles and technologies of passive housing.

Hereby, we would like to thank to the Center of Veronica for their hospitality and kind cooperation!



Source: <http://www.yef.coe.int/fej/>

The European Youth Foundation (EYF) is a fund established in 1972 by the Council of Europe to provide financial support for European youth activities. It has an annual budget of approximately 3 million Euros. Since 1972, more than 300 000 young people, aged between 15 and 30 and mostly from member states, have benefited directly from EYF-supported activities.

Its purpose is to encourage co-operation among young people in Europe by providing financial support to such European youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for the Council of Europe's fundamental values such as human rights, democracy, tolerance and solidarity.



Education and Culture DG

'Youth in Action' Programme



Youth in Action is the Programme the European Union has set up for young people.

On 15 November 2006, the European Parliament and the Council adopted Decision No 1719/2006 /EC, which establishes the Youth in Action programme for the period 2007 to 2013. This document is the legal basis of the Programme for its entire duration.

The Youth in Action is the Programme aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background: Youth in Action is a Programme for all!

Source: <http://ec.europa.eu/youth/>,
Youth in Action Programme Guidebook

YEE would like to thank to the Council of Europe (European Youth Foundation) and to the European Commission (Youth in Action Programme) for their support!



Youth and Environment Europe (YEE) is an umbrella organization uniting environmental European youth non-governmental organizations. Since its foundation in 1983, YEE has been a platform for many organisations that study nature and are active in the field of environmental protection.

The aim of YEE is to provide a platform where these organisations can cooperate and to encourage youth to be involved in environmental protection. YEE creates an opportunity to contact other European organisations, to exchange experiences, ideas and to work together.

Find out more about YEE at www.yeenet.eu.

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Education and Culture DG

‘Youth in Action’ Programme



This project has been funded with support from the Council of Europe, European Youth Foundation.



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