



Ulisse

Soft Skills for Employability

EXERCISES TO IMPROVE CONFLICT MANAGEMENT



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INTRODUCTION

The proposed exercises aim to improve the Conflict Management competency, which according to the definition of the ULISSE Project means:

- Identify sources of conflict and work towards their resolution.
- Identify sources of conflict between you and others, or between others, and take steps to overcome it.

For this Workshop, 4 exercises are suggested:

- 1) The old lady and the young black
- 2) Border
- 3) Safe eggs
- 4) Nuclear shelter

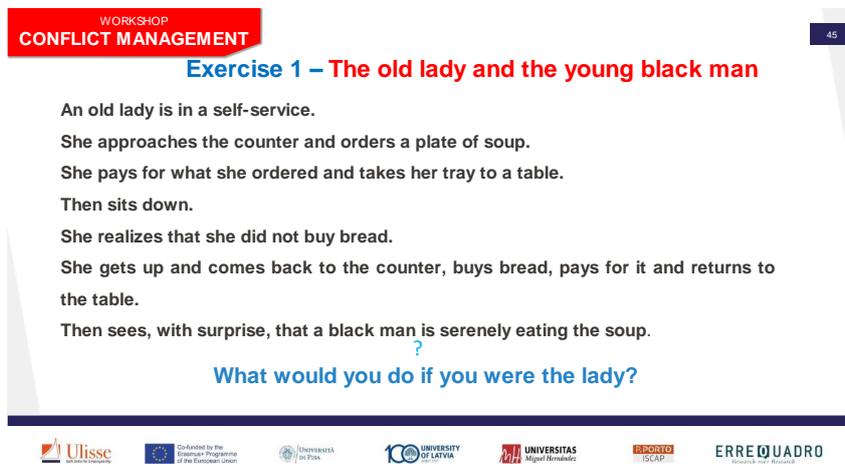
Each of these exercises can be used flexibly and tailored to the specific contexts and characteristics of groups and trainers. The fundamental idea is to allow experimentation and teamwork, trying to provoke problem solving situations that may have conflict management situations. Activities must have time pressure, creativity, leadership, teamwork, decision making, communication and other skills for good conflict management. It should be a fun, inclusive and safe activity. The dignity of the person must always be respected and a positive climate, science-based argumentation and free expression by the participants must be created.

Exercise1 “The old lady and the young black man”

The technique of reading and analyzing a written case about an interaction is used to create situations that are poorly defined in terms of narrative, leaving readers to analyze and interpret them. Often, participants do not rely on data, facts not expressed in the text, but rather on idiosyncratic perceptions, prejudices, opinions, and interpretations. (20 minutes total)

1.1 Exercise Steps

1. The written case is presented on a slide designed for everyone (in case there are blind participants, an audio with the slide description is presented. This slide has at the end a question “What would you do if you were the lady?” 1'



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Exercise 1 – The old lady and the young black man

An old lady is in a self-service.
She approaches the counter and orders a plate of soup.
She pays for what she ordered and takes her tray to a table.
Then sits down.
She realizes that she did not buy bread.
She gets up and comes back to the counter, buys bread, pays for it and returns to the table.
Then sees, with surprise, that a black man is serenely eating the soup.

?

What would you do if you were the lady?

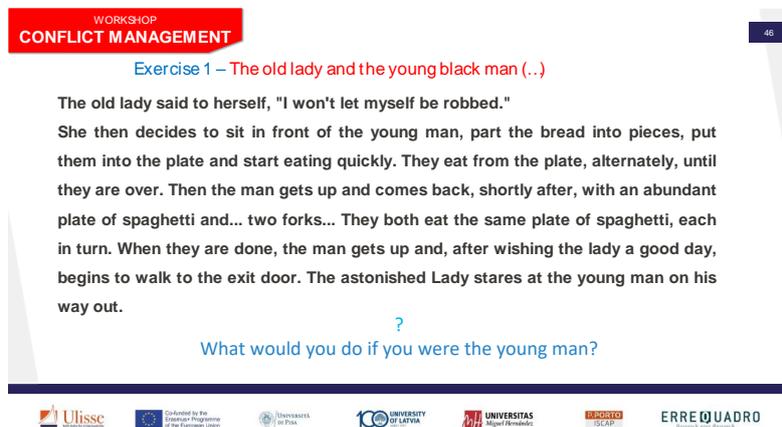
Logos: Ulisse, Co-funded by the European Programme of the European Union, Universitas in Pisa, UNIVERSITY OF LATVIA, UNIVERSITAS Miguel Hernández, ESCALO ISCAP, ERREQUADRO

2. Each participant (individually) writes their answers to the question on a post it. 1'

3. As a group, each participant presents their answer and discusses it with the other members. 3'

4. In a large group, each representative of the groups presents their answers. There is a discussion of the reasons for the behavior of the lady and the young person. 3'

5. Slide 2 of the exercise is presented, which at the end a question “What would you do if you were the young man?” 1'



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Exercise 1 – The old lady and the young black man (...)

The old lady said to herself, "I won't let myself be robbed."
She then decides to sit in front of the young man, part the bread into pieces, put them into the plate and start eating quickly. They eat from the plate, alternately, until they are over. Then the man gets up and comes back, shortly after, with an abundant plate of spaghetti and... two forks... They both eat the same plate of spaghetti, each in turn. When they are done, the man gets up and, after wishing the lady a good day, begins to walk to the exit door. The astonished Lady stares at the young man on his way out.

?

What would you do if you were the young man?

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6. Groups meet, present their positions, and discuss different perspectives. 3'
7. Presentation to the large group of the responses and interpretations of each group leader. 3'
8. Slide 3 presentation and reflection (After Action Review) in large group on the causes of conflicts, our perceptions, biases, prejudices, and wrong assumptions. 5'

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Exercise 1 – The old lady and the young black man (...)

When the old woman gets up to shout "Thief", she realizes that two tables in front was a tray with a plate of cold soup.

And in front of the table a chair with her suitcase.

She had made a mistake at the table when she came back from buying the bread.

AFTER ACTION REVIEW

Logos at the bottom: Ulysse, European Union, Universitat de València, UNIVERSITY OF ALABAMA, UNIVERSITAS Algori Semarang, ESCUELA ESCAP, ERREQUADRO

1.2 Tools and Resources

In person

Room with large space, slide projector, computer, post-its, pens.

Online

Using collaborative tools like Google docs, Mural, Microsoft Teams, etc.

In this situation, rooms must be created for each group.

The mentimeter can also be a good tool to share one's behavioral choices.
<https://www.mentimeter.com>

1.3 Suggestions for trainers

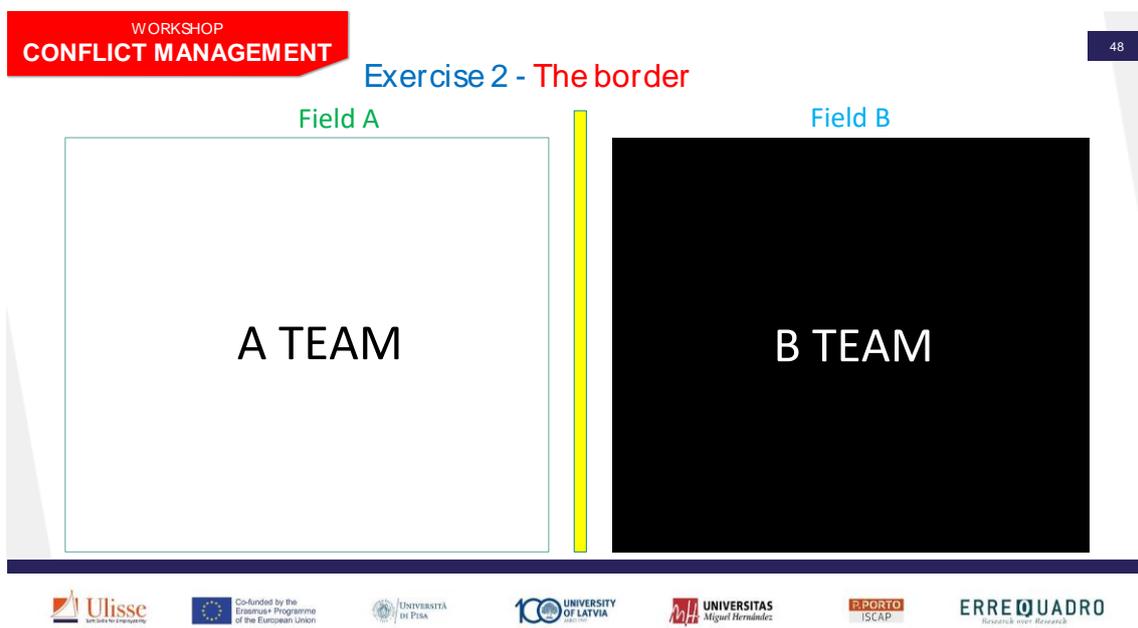
The trainer should try to maintain interpretive neutrality and let the participants freely express their readings of the case. It should adopt a coaching role, seeking to ask questions regarding the multiple proposals to react to the case. To manage the discussion of the exercise results in the large group, the free expression of feelings, thoughts and behaviours about the case is recommended, keeping the discussion high and not accepting expressions of hatred or radicalism based on characteristics that violate human rights. The personal roots of our positions should be highlighted (often little associated with the reality of the facts).

Exercise 2 "The border"

This exercise is intended to explore the different steps of a negotiation process to resolve a problem. After the theoretical presentation on conflict management and negotiation, it is expected that the participants will be able to adopt some of the negotiation skills, mainly that of communicating with opponents and the adoption of a "WIN-WIN situation". (20 minutes total)

2.1 Exercise Steps

1. Assignment of participants to teams: Two teams are created (team A and team B, using the groups already formed). One of the teams is told to leave the room and go to the corridor where they must wait for the trainer to visit. 2'



2. The room is divided into two with a rope, making it clear that it represents a boundary between Space A and Space B, where each of the teams will be respectively. With team A (stayed in the room) the team objective is given "There are two fields here and two teams with a border dividing them, what is asked of team A is to convince team B to go to yours field. If they manage to get all the members of the other team from B to A, then team A will be a winning team". They are given 3 minutes to create one or more strategies for success and the trainer leaves to give instructions to team B. 4'

3. The trainer explains the same to team B and gives them the same objective "they will be winners if they get all the elements of team A to move to side B". The team is given 3 minutes to discuss the strategy. 4'

4. With the two teams facing each other (each in its own field), team A is asked to put its strategy into practice. 3'

5. After the allotted time and if there has not been a good reaction to team B's proposal, team B presents its strategy. 3'

6. Reflect on the different strategies and reactions to them. What were the emotions, thoughts, and behaviors? Did you hear all the ideas? Has anyone suggested a good solution that was ignored? Did you follow the negotiation steps? Trusted? Did you ask the necessary questions? Have you taken the first step in trust? Did they come to understand that the team's goals were compatible and that no one needed to lose? Did they cooperate or compete?... 4'

2.2 Tools and Resources

In person

4-meter rope, living room, hallway.

Online

Using collaborative tools like Google docs, Mural, Google Meet, Microsoft Teams, Zoom-hummingbird, etc.

2.3 Suggestions for trainers

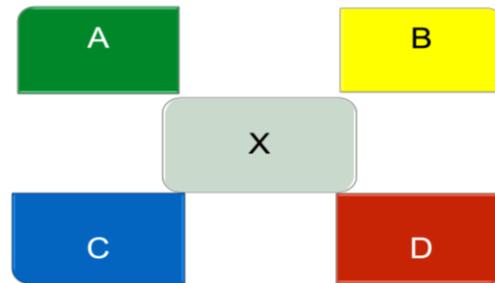
The trainer should ensure that participants follow the steps of the negotiation process provided in the theoretical part. On the other hand, you should let the course of events follow, as you also learn a lot from mistakes and ignored steps in the negotiation process. It is likely that the participants (at the end of the exercise) are a little frustrated that they could not see that the problem was not incompatible. The trainer should mention that the emotion they may be feeling is essential for the brain to be aware of the importance of developing this skill in the future.

Exercise 3 "Safe eggs"

This exercise aims to explore the ability to work in a team and with other teams towards a common (organizational) goal. Participants organized in teams, must realize that more than competing, they must cooperate with other teams, as there is an over-ordained goal, it is important to create a team of teams, learning from each other, sharing resources, and creating aligned solutions. It doesn't matter that a team's egg is safe, but that all the eggs are safe, because just a team does not protect its egg well that everyone loses, and the organizational objective is not achieved. (30 minutes total)

3.1 Exercise Steps

1. Four teams are previously created (yellow, green, blue, and red), which must be in a specific space and distanced from the other teams to work (space A, B, C, D) with a fifth space in one hundred of the other spaces. 2'



2. The slide is presented and explained that they will now have an organizational challenge/problem. All teams belong to the NASA organization, and the government requested a solution to develop a device that would allow 4 fragile objects (raw chicken eggs) to be protected in such a way that a fall/displacement in height (3 meters), did not destroy them. However, teams can only use materials that are available as per the image/list. 2'

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Exercise 3 – Safe Egg

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- 🏢 Organizational problem
- 👤 Build a solution to protect 4 eggs landing
- 👥 4 teams
- 📦 Use materials in boxes
- 🕒 20 -30 minutes maximum



A



3m

B





20 minutes









3. *The teams work, and it is expected that they can understand that some do not have the same materials as the others and that they must resolve the situation. They are also expected to be able to think about their team, but mainly about the Organization as a whole. They must have a focus on the team and another on the context, being always focused on the final objective and on communication with other teams. Each team leader should meet with the other team leaders to get a team of teams and thus create a joint solution (for example create a single device to protect the eggs and a rope to make them go down slowly and not drop from the point A to point B. It may be necessary to make an interruption and give clues to resolution to the teams. 15'*

2. *After the time is up, the device is tested, letting the leaders take their solutions upstairs and bring the eggs from Point A to Point B. 5'*

3. *There is a reflection on the solutions found and, on the processes, involved. The different strategies and reactions to them. What were the emotions, thoughts, and behaviors? Did you hear all the ideas? Has anyone suggested a good solution that was ignored? Did you follow the negotiation steps? Trusted? Did you ask the necessary questions? Have you taken the first step in trust? Did they come to understand that the team's goals were compatible and that no one needed to lose? Did they cooperate or compete? Do they manage conflicts well?... 6'*

3.2 Tools and Resources

In person

LIST OF MATERIALS (EACH BOX)

1 raw egg	1 plastic cup/large paper
1 meter rope	20 clips
1 roll of duct tape	20 drinking straws
2 newspapers	eight rubber bands
4 small balloons	Four paper cards (10x10)
1 plastic cup/small paper	Four small cards made of polystyrene

3.3 Suggestions for trainers

The trainer should ensure that participants follow the steps of the negotiation process provided in the theoretical part above. On the other hand, you should let the course of events follow, as you also learn a lot from mistakes and ignored steps in the negotiation process. It is important to give feedback on the emotional state of the team. The trainer must take advantage of the various critical moments to adopt the role of a team coach and encourage its development.

Exercise 4 "Nuclear Shelter"

This exercise aims to explore the intrapersonal, interpersonal, and cultural causes of conflict. After the theoretical presentation on conflicts and conflict management, participants are expected to be aware of their prejudices, personal beliefs, moral values, social attitudes, and their role in the beginning (cause), escalation and resolution of conflicts. The exercise aims to help participants increase self-knowledge and social dynamics, identifying individual and social sources, as well as ways to resolve them, considering respect for the values of the human person.

4.1 Exercise Steps

1. It is explained to all participants that a nuclear war alert has been issued. The group of participants has only 20 minutes to decide who enters (and survives) and who stays out of the shelter (those who are going to die). The shelter has the capacity to sustain life for a few years to 6 people, being essential to decide who should be chosen to be the future of Humanity. 3'

2. The trainer assigns a social role to each participant (see list of social roles) and each one must interpret this role, introducing themselves to the group and saying why its survival is important for humanity. 7'

3. Each participant lists their choices and exclusions individually. 3'

4. Next, the participants must reach a consensus on the elect to survive. Consensus means not just seeing who has the most votes, but collectively agreeing on the people chosen. 15'

 **Problema social**

 **Selecionar 6 pessoas para serem o futuro da Humanidade**

 **13 participantes**

 **Assumir o papel social**

 **20-30 minutos máximo**



4.2 Tools and Resources

In presence

CANDIDATES (roles)

1 - Dr. Strange, African, 35 years old, married, no religious affiliation, PhD in history, poet, good health, physically active and enjoys politics.

2 - Mrs. Strange. Caucasian, Jewish, 38 years old, BS and MS in psychology, counselor in a mental health clinic, good health and active in community activities.

3 - Mrs. Garcia, Hispanic, 33 years old, Catholic maid, 9th grade, exotic dancer, prostitute, in good health (she was raped by her adoptive father, ran away from home, went back to the reformatory where she stayed until she was 16).

4 - Ms. Evans, African, 32 years old, Protestant, BA and MA in elementary education, teacher, lesbian, good health, excellent teacher, enjoys working with children.

5 - Mr. Johnson, Amerindian, 68 years old, policeman, is armed.

6 - John, Asian, 16 years old, no religion, 10th grade, aggressive behavior and in good health.

7 - Mr. Newton, Caucasian, 26 years old, atheist, is in his last year of medicine, known for having homosexual tendencies, good health and wearing "weird" clothes.

8 - Mrs. Clark, Caucasian, 26 years old, evangelical, electrical engineering degree, married, childless, in good health, enjoys outdoor sports and grew up downtown.

9 - Sister Kathleen, Caucasian nun, 25 years old, postgraduate, English, middle class and in good health.

10 - Mr. Black. Caucasian, 51, Mormon, high school graduate, mechanic, "Mr. Fix everything", single and in good health.

11 - Ms. Harris, Hispanic, 21, Protestant, nurse, likes people, is in good health, and enjoys outdoor sports.

12 - Father Flanagan, Roma, 37 years old, Catholic, with seminary experience, active in civil rights activities, criticized for his liberal views, good health, and a former athlete.

13 - Dr. Lee. Asian, 66, MD, general practitioner, has had two heart attacks in the past 5 years but continues to practice medicine, has some child abuse charges (never convicted)

Online:

Using collaborative tools like Google docs, Mural, Google Meet, Microsoft Teams, Zoom-hummingbird, etc.

4.3 Suggestions for trainers

The trainer should ensure that participants follow the steps of the negotiation process provided in the theoretical part above. On the other hand, you should let the course of events follow, as you also learn a lot from mistakes and ignored steps in the negotiation process. Participants are likely to be a little frustrated that they failed to realize that the problem was not incompatible. The trainer should mention that the emotion they may be feeling is essential for the brain to be aware of the importance of developing this skill.

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