

Introduction to Peace and Conflict Resolution

(HM03)

Partners



Introducing peace and conflict.**Duration 1 day.****Student workbook and course outline.****Introduction. (Video Intro. 1).**

Everyone experiences conflict at some stage in their life. The conflicts can be interpersonal and sometimes we even experience it with our friends or family members when we disagree with them about something. The conflicts can be intergroup where the group you belong to disagrees about something with another group. Sadly, also the world has never experienced more international and violent conflicts than it is experiencing today. Unfortunately conflict is all around us and therefore this short course should help us all understand something about it and how to deal with it.

With all conflicts there are those who believe that they can achieve their objectives by force while others believe there are better and more sustainable ways to achieve their objectives without the necessity for force or violence. Before we can act to peacefully resolve conflicts in our family, working and community lives, it is important to understand more about the dynamics and patterns involved in conflict and peace.

This one-day introduction to conflict and peace will provide a basis for all students to engage together in their chosen course of study:

Course content and programme.

This course designed to be as experiential as possible as well as presenting theories to you about patterns, stages and considering how we might better manage our involvement in conflicts. As you interact with other students in this course there will be opportunities to learn from each other as well as from the course materials. As well as enhancing your knowledge of conflict participation in the course will allow you to meet other students with real and different experiences of conflict in their own context.

You are reminded that there are not always right or wrong answers, there is always your answer however and by sharing our responses we enter into a discussion that can help us understand some basic principles and perspectives in preparation for your mainstream course of study.

Session	Topic.
Opening session	What is conflict?
Session 1	How Conflicts can Develop.
Session 2	Stages of a Conflict.
Session 3	Personal Styles of Managing Conflict.
Session 4	Stereotyping Prejudice and Discrimination.
Session 5	Reflecting on what we have learned together. A Quiz

Opening session

What is conflict?

Before we get onto the main sessions of understanding **Peace and Conflict** in detail through the exercises and videos let's start by introducing ourselves to each other so that we know who we are working with.

Please say something about yourself which includes:

- Your name ?
- Where you live?
- In one sentence, what are your initial thoughts about conflict and peace.?

Now lets start to focus in on the main theme. We all have our own ideas of what conflict and peace are and they are all valid. Some conflicts are about important or big issues and some are about minor issues that sometimes we make big. Some conflicts lead to physical hurt and others lead to friends or family members never speaking with each other again. Some conflicts are solved very quickly and others last for many years.

When we are in conflict we often blame the other person or group as being completely responsible without considering how we might have contributed to it. In any case how do we define peace and conflict.

TASK 1.

Please answer the following 3 questions which will be shared anonymously with the other students:

Q1. What does conflict mean to you?

Q2. How would you define “Peace”?

Q3. Have you ever helped to resolve a conflict and can you tell us something about it?

Session 1.

How conflicts can develop.

Video 3 (session 1).

This session will help you understand how conflicts develop and how we can as individuals be part of escalating or resolving the conflict. In this session we are going to discuss and become familiar with terms such as:

- Escalation
- Polarisation.
- Expansion

The session will help you understand how conflict can permeate through communities and can escalate to polarisation or even violence. You will need to refer to Handout 1 for this session.

Based on the video and the handout please ask any questions you would like to.

TASK 2.

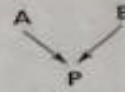
Please state one thing you have learned about how conflicts develop.

Handout 1.

HOW CONFLICT CAN DEVELOP

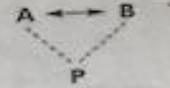
1. Although there is disagreement, both parties acknowledge and are responsible for the problem.

- Listening
- Respecting and
- Sharing of views



2. The focus is no longer on the problem

- Differences over specific issues get translated into charges against people.
- The other person is viewed as the problem
- Defensiveness in one triggers defensiveness in the other
- Communication is starting to break down as each party is thinking of the next resort



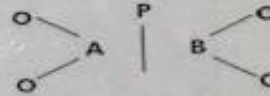
3. Issue expansion occurs

- A move for specifics to generalisation
- A sense of confusion and unmanageability



4. Talk about and not with the person

- Communication becomes less direct and accurate
- Less contact and dialogue with person and more with those who agree with him/her
- Decreased ability to listen and communicate because of emotional life of conflict



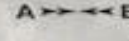
5. Escalation of conflict

- Dynamics of an "eye for an eye" set in
- Responding to latest issue
- Mistrust and communication



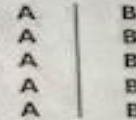
6. Open hostility

- Potential for violence
- In groups there is often a change in social organisation



7. Polarisation

- Polarisation sets in when problems intensify and people feel forced to move into one or another camp
- Difficult to find neutral ground: more accommodating people have less influence, while the more aggressive become key players



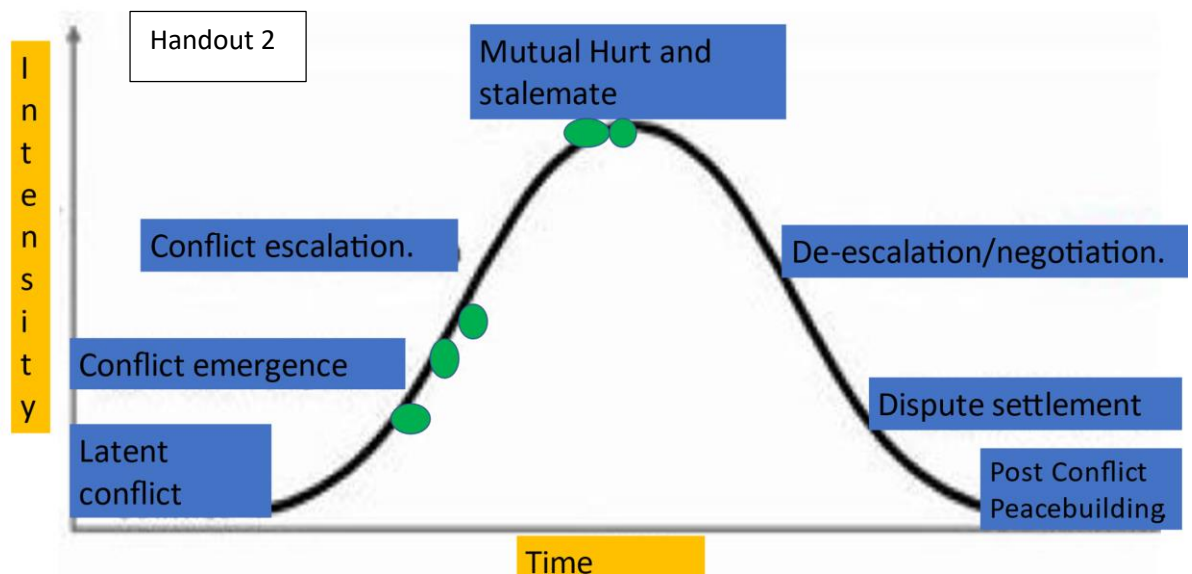
Session 2.

Stages of conflict.

This session will help students understand the stages that all conflicts go through if solutions are not found at an early stage to prevent it developing into a polarised and violent conflict. This instrument can be used to help us understand interpersonal, intercommunity and even international conflicts and by identifying what stage the conflict is at can inform how we respond.

Specific peacebuilding interventions can be made at all stages on the curve to reduce the intensity of the mutual hurt phase or to bring about negotiation, agreement accompanied by post-conflict reconciliation to ensure there is no recurrence of the conflict.

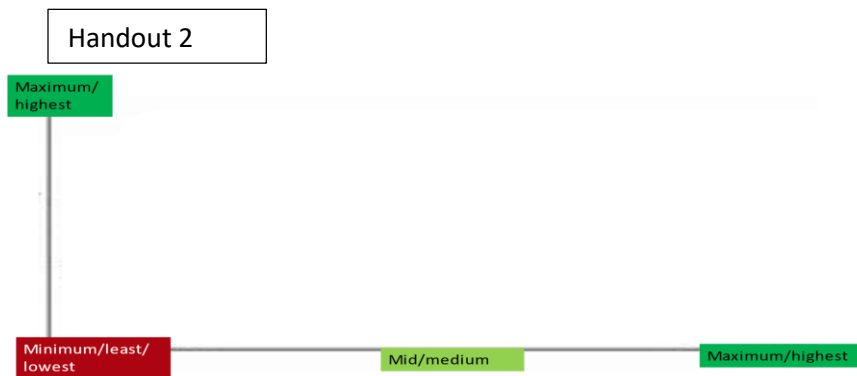
Session 2 video.



Task 3.

TASK 3.

Please use the blank graph below in handout 3 to plot a conflict that you have experienced yourself. Use 10 dot points to explain your graph in this box.



Session 3:

Personal styles of managing conflict.

Video session 3a.

This exercise will help students reflect on how they tend to respond when they find themselves in conflict. It will help you to see how our reactions to conflicts vary depending on the importance of the issue causing the conflict and the significance of the relationship between you and the person you are in conflict with.

Not only can this inform how you might respond to conflicts in the future but it might also inform how you relate to other students on the course.

This exercise will focus on 5 different styles of managing conflict. Each are effective and valid styles to apply in specific contexts.

There will be three stages to this exercise:

1. Complete questionnaire (Handout 4, 5 and 6)
2. Complete scoresheet (Handout 7)
3. Analyse the results using the graph (handout 8)

TASK 4.

Using the handouts 4, 5, 6, please complete the questionnaire as directed at the top of handout 4.

This should take no more than 30 minutes.

Remember there are no right or wrong answers here there are only your answers that matter.

Remember to keep one specific conflict in mind as you complete the questionnaire. You will not be asked to share the details of this conflict with anyone else, teacher or student.

TASK 5.

Using handout 7 please complete the score sheets based on your answers to the questionnaire.

This should take no more than 20 minutes.

When you have completed your score sheet take 10 minutes and make 3 dot points below in this box to explain what you see, feel, think about your results.

Handout 4.

How Do I Manage Differences?

Self Assessment Exercise

Picture yourself in a "Setting" in which you often find yourself experiencing conflict. This "Setting" is an environment or relationship which is significant in your life. You should not attempt to think of yourself "in general" or in a variety of settings, but in one particular environment.

Answer each question with a response that is as close as it can be to how you usually respond in this conflict setting. Circle A or B statement which is most characteristic of your own behaviour.

Sometimes, neither statement is typical for you but try to choose the one that seems more accurate or nearest!

1. **A** There are times when I let others take responsibility for solving the problem.
B Rather than negotiate the things on which we disagree, I try to stress things upon which we both agree.
2. **A** I try to find a compromise solution.
B I attempt to deal with all his/her and my concerns.
3. **A** I am usually firm in pursuing my goals.
B I might try to soothe the other's feelings and preserve our relationship.
4. **A** I try to find a compromise solution.
B I sometimes sacrifice my own wishes for the wishes of the other person.
5. **A** I consistently seek the other's help in working out a solution.
B I try to do what is necessary to avoid useless tensions.
6. **A** I try to avoid creating unpleasantness for myself.
B I try to win my position.
7. **A** I try to postpone the issues until I have had some time to think it over.
B I give up some points in exchange for others.
8. **A** I am usually firm in pursuing my goals.
B I attempt to get all concerns and issues immediately out in the open.
9. **A** I feel that differences are not always worth worrying about.
B I make some effort to get my way.
10. **A** I am firm in pursuing my goals.
B I try to find a compromise solution.

WEA Conflict Management

Handout 5

11. **A** I attempt to get all concerns and issues immediately out in the open.
B I might try to soothe the other's feelings and preserve our relationship.
12. **A** I sometimes avoid taking positions which would create controversy.
B I will let her/him have some of her/his positions if s/he lets me have some of mine.
13. **A** I propose a middle ground.
B I press to get my points made.
14. **A** I tell him/her my ideas and ask him/her for his/hers.
B I try to show him the logic and benefits of my position.
15. **A** I might try to soothe the other's feelings and preserve our relationship.
B I try to do what is necessary to avoid tensions.
16. **A** I try not to hurt the other's feelings.
B I try to convince the other person of the merits of my position.
17. **A** I am usually firm in pursuing my goals.
B I try to do what is necessary to avoid tensions.
18. **A** If it makes the other person happy, I might let her/him maintain her/his views.
B I will let her/him have some of her/his positions if s/he lets me have some of mine.
19. **A** I attempt to get all concerns and issues immediately out in the open.
B I try to postpone the issue until I have had time to think it over.
20. **A** I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.
21. **A** In approaching negotiations, I try to be considerate of other person's wishes.
B I always lean toward a direct discussion of the problem.
22. **A** I try to find a position that is intermediate between his/hers and mine.
B I assert my wishes.
23. **A** I am very often concerned with satisfying all our wishes.
B There are times when I let others take responsibility for solving the problem.
24. **A** If the other's position seems very important to him/her, I would try to meet his/her wishes.
B In approaching negotiation, I try to be considerate of the other person's wishes.
25. **A** I try to show her/him the logic and benefits of my position.
B In approaching negotiation, I try to be considerate of the other person's wishes.

Handout 6.

WEA Conflict Management

26. **A** I propose a middle ground.
B I am nearly always concerned with satisfying all our wishes.
27. **A** I sometimes avoid taking positions which would create controversy.
B If it makes the other person happy, I might let her/him maintain her/his views.
28. **A** I am usually firm in pursuing my goals.
B I usually seek the other's help in working out a solution.
29. **A** I propose a middle ground.
B I feel that differences are not always worth worrying about.
30. **A** I try not to hurt the other's feelings.
B I always share the problem with the other person so we can work it out.

Handout 7

Scoring the Thomas Kilmann Conflict Mode Instrument

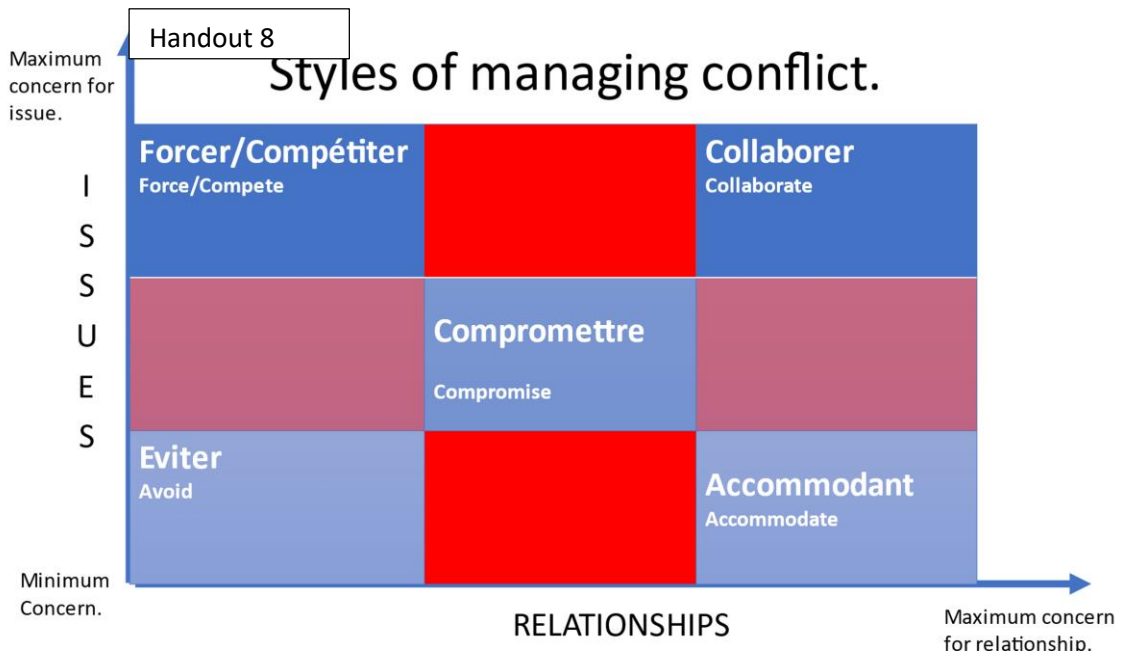
Circle the letters below which you circled on each item of the questionnaire

	Competing (forcing)	Collaborative (problem-solving)	Compromising (sharing)	Avoiding (withdrawal) A	Accommodating (smoothing) B
1					
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A		B	
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A

Total number of items circled in each column:

Competing Collaborative Compromising Avoiding Accommodating

Session 3 b.



Session 4.

Prejudice, stereotyping and discrimination.

Session 4a.

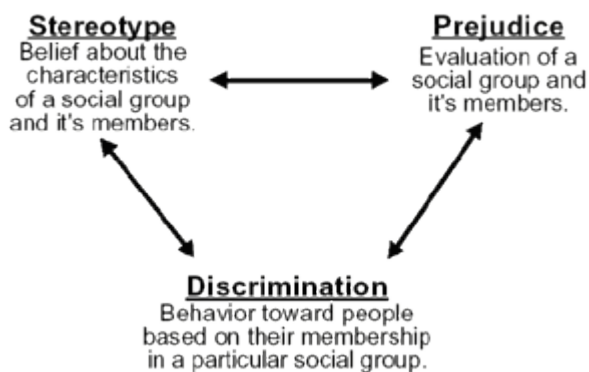
This session will help students understand the relationship between prejudice stereotyping and discrimination as sources and key factors in many intergroup conflicts. Students will be encouraged to examine the sources of their own prejudices. You will need handout 9 for this session.

Prejudice is about how we think about a particular group of people based on information from sources that are not always reliable and accurate.

Stereotyping is where we attach identical (often negative) characteristics to a specific group of people based on your own prejudices. It also simplifies the world we live in by grouping people together.

Discrimination is when you behave differently towards people based on your positive and negative stereotypes and preferring some groups of people over others.

Handout 9.



TASK 6.

Please give a short example of discrimination in this box. It can be personal or general.

Session 4b.

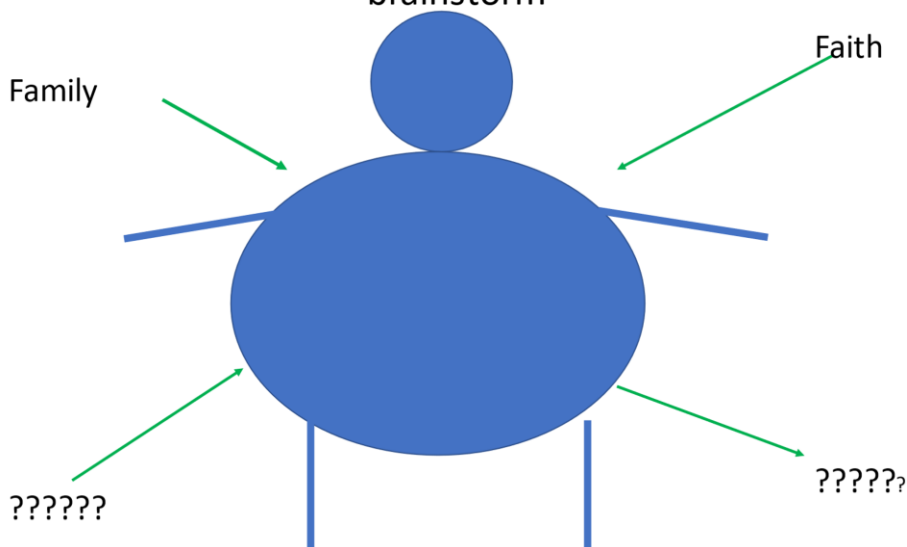
TASK 7.

Using the diagram below please (handout 10) indicate the 4 most influential sources of prejudice in your life.

Handout

10.

What influences how I think – A
brainstorm



Session 5. Reflection – what have we learned? Are there any loose ends?**So now we have finished our introduction to conflict and peace:**

1. Do you have any questions you would like to ask or things that you find unclear?

If you do you should feel free to contact me by email. Unfortunately I can only communicate in English but my email address is XXXXXXXXXXXXXXXX

2. Thank you for completing the course and good luck with the rest of your studies. You have one remaining task below to complete.

TASK 8.

Please go to the online survey and complete it by clicking this link:

https://docs.google.com/forms/d/1g9nwNO4w8_VMWf4RF86Qx9U_Yubdb66W9Ei_KVzbIYfQ/edit

Student notes for session 3.

CONFLICT STYLES When to use which?

FORCING

Often Appropriate When:

- an emergency looms
- you're sure you're right, and being right matters more than preserving relationships
- the issue is trivial and others don't really care what happens

Often Inappropriate When:

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

COLLABORATING

Often Appropriate When:

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

Often Inappropriate When:

- time is short
- the issues are unimportant
- you're overloaded with "processing"
- the goals of the other person are wrong beyond doubt

COMPROMISING

Often Appropriate When:

- co-operation is important but time or resources are limited
- when finding some solution, even less than the best, is better than a complete stalemate
- when efforts to collaborate will be misunderstood as forcing

Often Inappropriate When:

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

AVOIDING

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 "explosions" or "freeze out"
- a residue of negative feelings is likely to linger

ACCOMMODATING

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
(Outcome: depression and lack of self respect)