

## **COURSE OVERVIEW**

SECTION 1 – The Nature of Conflict in the  
Refugee/Sponsor Relationship

SECTION 2 – Personal Responses to Conflict in  
the Refugee/Sponsor Relationship

SECTION 3 – A Problem-Solving Approach for  
Resolving Conflict in the  
Refugee/Sponsor Relationship

SECTION 4 – Dealing with Conflict Within and  
Between Refugee Sponsoring  
Groups

N O T E S

**COURSE OBJECTIVES**

- To educate participants about the nature of conflict in the refugee/sponsor relationship and the impact of cultural diversity and power imbalances upon the management and resolution of conflicts that arise between them
- To assist participants to become more aware of their own attitudes, values and beliefs about conflict and how these personal attitudes, values and beliefs affect how they respond to conflict situations, including cultural differences
- To provide participants with a culturally sensitive model for conflict management/resolution
- To teach participants interpersonal skills for dealing effectively with conflicts in the refugee/sponsor relationship
- To provide participants with techniques for dealing with conflicts within and between sponsoring groups, and for developing group consensus

## HALF-DAY (4 HOUR) COURSE AGENDA

## N O T E S

### INTRODUCTIONS:

- Of Instructor
- Of Participants
- Course Overview
- Course Objectives

### Section 1 – The Nature of Conflict in the Refugee/Sponsor Relationship

- Section 1 Objectives
- The Nature of Conflict – Definition, Types, Causes
- Sources of Conflict – Exercise
- Responses to Conflict
- Conflict Escalation/De-escalation
- Conflict, Culture and Power
- handling Cultural Differences in Conflict
- Sources of Power – Exercise
- The Refugee’s Experience of Loss of Power
- Acknowledging Power and Power Imbalances - Exercise

### BREAK

### Section 3 – A Problem-Solving Approach for Resolving Conflict in the Refugee/Sponsor Relationship

- Section 3 Objectives
- How Disputes Get Resolved
- Conflict Management v. Conflict Resolution
- Continuum of Conflict Interventions
- Non-Confrontational Conflict Management
- Cultural Considerations in Conflict Management
- Interest-Based Conflict Resolution
- A Model for Refugee/Sponsor Conflict Resolution
- Conflict Resolution Skills (Quick Reference Only)
- Role Play
- Course Wrap-up and Feedback

**INTRODUCTIONS:**

- Of Instructor
- Of Participants
- Course Overview
- Course Objectives

**Section 1 – The Nature of Conflict in the Refugee/Sponsor Relationship (2 hours)**

- Section 1 Objectives
- The Nature of Conflict – Definition, Types, Causes
- Sources of Conflict – Exercise
- Responses to Conflict
- Conflict Escalation/De-escalation
- Conflict, Culture and Power
- Handling Cultural Differences in Conflict
- Sources of Power – Exercise
- The Refugee’s Experience of Loss of Power
- Acknowledging Power and Power Imbalances - Exercise

**BREAK****Section 2 – Personal Responses to Conflict in the Refugee/Sponsor Relationship (2 hours)**

- Section 2 Objectives
- Personal Attitudes, Beliefs and Values about Conflict
- Personal Styles of Approach to Conflict
- The Five Styles (Thomas Kilmann)
- The Role of Emotions in Conflict Management
- Identifying our Personal Triggers and Hot Buttons
- Strategies to Deal with Emotions in Conflict Situations
- Self-Evaluation

**LUNCH BREAK (1 hour)**

## Section 3 – A Problem-Solving Approach for Resolving Conflict in the Refugee/Sponsor Relationship *(3 hours)*

- Section 3 Objectives
- How Disputes Get Resolved
- Conflict Management v. Conflict Resolution
- Continuum of Conflict Interventions
- Non-Confrontational Conflict Management
- Cultural Considerations in Conflict Management
- Interest-Based Conflict Resolution
- A Model for Refugee/Sponsor Conflict Resolution
- Conflict Resolution Skills
- Role Plays
- Course Wrap-up and Feedback

N O T E S

**HALF-DAY (4 HOUR) COURSE AGENDA**  
(prerequisite sessions 1 & 3)**INTRODUCTIONS:**

- Of Instructor
- Of Participants
- Course Overview
- Course Objectives

**Section 4 – Dealing with Conflict Within and Between Refugee Sponsoring Groups**

- Section 4 Objectives
- Conflict Within Refugee Sponsoring Groups
- How Groups Make Effective Decisions When They do not Agree
- The Nature of Consensus
- Standing Aside and Blocking
- The Proper Environment for Consensus Decision-Making
- The Characteristics of Consensus Decision-Making
- When to Use the Consensus Decision-Making
- The Consensus Decision-Making Process
- Consensus Building Exercise
- Skills for Managing Group Process Effectively
- Non Productive Group Behaviours and How to Handle Them

**BREAK**

- A Group Problem Solving Process
- Role Plays (1 or 2)
- Debrief
- Wrap Up and Feedback

## GENERAL INTRODUCTION FOR FACILITATORS

*This guide serves as a general introduction to the Refugee Sponsorship Conflict Management and Resolution Training Module. Each of the 4 sections in the course has its own facilitator's manual.*

### WELCOME AND INTRODUCTION OF FACILITATOR (10 mins.)

- Welcome all participants to the workshop and commend them for coming
- Make sure that each person has a copy of the materials
- Tell them how long you will be today and the projected time for any breaks
- Let them know how to find the nearest washrooms and telephones in the building
- Then, take a couple of minutes to tell them about yourself, your background, and how you are involved in refugee resettlement work. Keep it brief.
- Clarify your role in the workshop, i.e. as a facilitator, not an expert

#### TEACHING TIP

It is important to establish the limits of your expertise, right at the beginning. You are there as a guide to lead participants through the course and the exercises, but you yourself are not an expert in conflict management/resolution. You will be counting on them to give input from their own experience, so that they can learn from each other. If there is a disagreement within the group, and the group turns to you for an answer, you will be turning the problem back to them to work through. It's not your position as facilitator to give them an answer. Remember, the participants themselves know about the problems in working with newcomers to Canada. They need the opportunity to discover themselves how they might better deal with these problems, through guided discussions and exercises.

## N O T E S

### EQUIPMENT AND MATERIALS LIST

- Overhead projector (with spare bulb)
- Screen or blank white wall
- Overhead transparencies required for the Section you are teaching
- Flip chart
- Coloured markers (indelible) for flip chart
- Masking tape
- Tent cards for participants' names
- Pens or pencils
- Water and glasses
- Tables and chairs in U-shape formation
- Enough copies of Participant Materials for all participants

**INTRODUCTION OF PARTICIPANTS** (10 mins.)

- As people are getting seated, ask each person to write their first name in large letters on their tent card and place it in front of them so everyone can see it.
- Ask each participant to tell the group briefly who they are, and why they are involved in refugee resettlement work. Try to keep the latter to a single word, phrase or sentence.
- Jot their responses on the flip chart.
- When participants are finished, highlight some common themes by referring to the flip chart.

**TEACHING TIP**

When dealing with a group of 12 or more persons, you will not have time to ask everyone to introduce themselves individually. Instead, throw out some general questions to the group at large such as:

- How many of you have sponsored a newcomer to Canada?
- How many were yourselves refugees?
- How many of you are from faith groups?
- From other sponsoring groups?
- From government agencies?
- Other?
- How many have had previous conflict resolution training?
- How many have delivered conflict resolution training?
- How many have experienced conflict between themselves and refugee?

This information will help the facilitator get to know a little bit more about the group he or she is facilitating and will also help the group get to know each other. If the group members already know each other well, then get them to say something personal about themselves that they think the other group members do not know about them.



# INTRODUCTION

# N O T E S

## INTRODUCTION OF COURSE: (10 mins.)

- Next, ask the participants to tell you why they are attending this course and what they hope to get out of it. Brainstorm with the group and encourage as many persons as possible to contribute (but don't go around the room in order again).
- Flip chart their responses and tell them that you will come back to their hopes and expectations at the end of the course. Post the flip chart on the wall with masking tape.
- Briefly describe the course:
  - It is composed of four sections, each approximately 2 hours in length. Each of the sections can be expanded to 3 hours if they are given separately (i.e. not all on one day).
  - Read out the names of each section. Tell them that the first three sections deal with interpersonal conflict in a multi-cultural society and, specifically, with conflict between refugees and their sponsors. The last section, deals with group conflict, as within and between sponsoring groups and sponsorship agreement holders.
  - The sections are linked together (and are also linked with the Cross-Cultural Training course), to form building blocks of learning. Section 1 is a prerequisite for the other conflict resolution sections and should only be taken after the Cross-Cultural Training course has been completed.
  - The conflict course is interactive in nature, meaning that they will be expected to participate in discussions, skills exercises, and role plays of conflict situations.
- Then, review the Overall Course Objectives using OH 0.2 (a copy of which is found in the participants' materials).
- Any questions or comments from participants? If not, move right into Section 1. (There is a separate Facilitator's Guide for each section).

**TEACHING TIP**

When working at the flip chart, make sure that your writing is large enough to read and legible. Use dark coloured markers, rather than light ones. Do not stand in front of the flip chart blocking it from view. Stand to the side. Make sure that the flip chart can be seen by all participants. Try to minimize the amount of time which you spend with your back to the group. You may want to ask one of the participants to assist you with the flip chart. It will also save time, so that you can be eliciting responses, while the other person writes them down on the flip chart.

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### PERIODICALS:

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## SECTION ONE: INTRODUCTION TO CONFLICT

## N O T E S

*See Course Introduction Facilitator's Guide for teaching tips, equipment list, and an overall description of the course.*

### INTRODUCTION TO CONFLICT (20 mins.)

- Review the objectives for Section 1 using Overhead #1.1,

#### Objectives.

- Point out that this section is the prerequisite for Sections 3 and 4.

Ideally, this section should be given in a relaxed 3 hour session, to allow time for the activities and discussion afterwards. However, if the instructor keeps to the recommended time frames, it can be given in a 2 1/2 hour session.

#### Teaching Tip:

The delivery of this module requires careful time management on the part of the facilitator. If the group is to cover all of the material and exercises, the facilitator will have to control "storytelling" and limit discussion to the time allotted for each segment. You should tell the group right at the beginning, that this is what you will be doing in order to complete the program. If more time for discussion is desired, you could expand the allotted time to 3 hours, but this would need to be done in advance, with the agreement of the participants. Also, larger groups will require more time. The ideal size for a group is about 10 persons.

#### Author's Note:

*In these materials, we have used the term "refugee" rather than "newcomer" insofar as we are dealing here with a specific training program that focuses on refugees and their special needs, and the refugee/sponsor relationship. In this sense we are talking about newcomers to Canada who have had a refugee experience.*

## THE NATURE OF CONFLICT IN A MULTICULTURAL SOCIETY

### *Activity # 1 (15 mins.)*

- Ask participants what immediately comes to mind when they hear the word “conflict” – ask for a single word, phrase or image. Flip chart their responses. Most will typically be negative. Comment upon this and make the point that our attitudes towards conflict are, for the most part, determined by our culture and families of origin. In North American culture, we tend to be raised to think that conflict is negative. Discuss briefly with group.
- Then put up Overhead #1.2, The Nature of Conflict. Talk about conflict as universal, normal, inevitable and neutral, i.e. not intrinsically good or bad. The important thing is how one responds to conflict. It can spiral negatively and result in great destruction, or it can be an opportunity for new understandings and improved relationships.
- Put up Overhead #1.3, Types of Conflict, and quickly review the four different types of conflict (information also in materials).
- Sources of Conflict – Quickly brainstorm some general causes of conflict and then refer to Overhead #1.4, Focuses of Conflict. Overheads 1.5, The Escalation of Conflict, and 1.6, The De-escalation of Conflict, might also be helpful here (also in materials).

## NEWCOMER/SPONSOR CONFLICTS

## N O T E S

### *Activity # 2 (10 mins.)*

- Ask participants to think about the kinds of interpersonal conflicts that they, as sponsors, have had with newcomers. They should write three of these down in the space provided in their materials. Then debrief the group. Note the most common conflicts they have identified by putting stars beside these on the flip chart.

**Optional** – The results of the RSTP needs assessment questionnaire are included as Appendix A in the facilitator's guide. If you have time, these could be read and the responses compared with those of the group. Or, if the group is having difficulty getting started, use the RSTP responses to stimulate discussion.

### *Activity # 3 (20 mins.)*

- Direct the group to form into pairs, preferably with someone they do not already know or work with. They should take turns, with each participant identifying a recent conflict they have had with a newcomer. Ask them to discuss with their partner(s) how they responded to this conflict, and to identify factors that led to escalation or de-escalation of the conflict between them. They will each have 5 minutes to tell their partner about their conflict.
- Debrief in the large group and flip chart their responses, focussing on the responses that escalated or de-escalated conflict.
- Put up Overhead #1.7, Responses to Conflict – Fight, Flight or Collaboration (also in materials). Review these and tell the group that, in this course, we will be learning about a culturally-sensitive, collaborative problem-solving approach.
- Next, if you have additional time, ask the group as a whole to consider what role emotions played in these conflicts. Then ask what role, if any, they think cultural differences played in these conflicts, and how they were resolved or not resolved.

**TAKE A 10 TO 15 MIN. BREAK HERE.**

**Cultural Considerations in Conflict Management/Resolution**

- What is Culture? Refer to definition in materials.
- Distinguish culture from race and ethnicity.

**Activity # 4 (15 mins: 10 for activity, 5 for debrief)**

- Before the workshop begins, take the headings from the participants' material entitled "Cultural Considerations in Conflict Resolution" and mark each heading on a blank piece of paper. Distribute these to small groups of participants. Ask them to discuss the assigned topic(s) in their small groups. Each group is to assign a recorder to report back to the group as a whole with their comments and examples. Flip chart their responses.
- Make the point that these are all generalizations about culture. It is very important not to assume that each and every member of a specific cultural group will reflect these characteristics, and to treat each person as a unique individual.
- Comment on the dangers of cultural stereotyping. Refer participants to the information on Cultural Considerations and Cultural Stereotyping in their materials.



## CONFLICT AND POWER

## N O T E S

### **Activity # 5 : Getting in Touch with our Own Power Exercise** (15 mins: 10 for activity, 5 for debrief)

- Ask participants to choose another partner, again someone that they do not already know or work with. Ask each person to self identify to the other in terms of their ethnic background, race, nationality, culture, personal roles, characteristics, etc., e.g. “I am a black, West Indian, law professor, age 60 years, President of my PTA association, an elder in my church, etc.
- After they have self-identified to each other, ask them to discuss the power that flows from each way in which they have identified themselves. Refer to the course materials on Sources of Power.
- Lead a discussion focussed around the following questions (5 mins.):  
What sources of power did they identify? Were there any problems in self-identification? Were members of the dominant group reluctant to acknowledge their own race and culture, and therefore their own sources of power? Why was this? What is the impact? Discuss.

### **Note for discussion (also in participants’ manual):**

Typically, participants of British or Anglo-Celtic origin, especially those whose parents and grandparents were born here in Canada, call themselves “Canadian,” referring to their country of nationality and citizenship. Generally, they omit referring to themselves as white and, often, they refuse to consider the origins of their ancestors, saying that this is irrelevant and unimportant since their family has lived in Canada such a long time.

On the other hand, many black persons whose ethnic ancestry is in the Caribbean identify themselves as West Indian rather than African. Some South Asians from that area might do likewise.

The point is that the members of the dominant group in Canadian society often have trouble acknowledging the reality of race and culture in their own lives. They tend to see themselves as being without culture or culturally “neutral,” i.e. without any visible signifiers that would indicate their culture. They see these characteristics as significant only for “other” Canadians, i.e. those persons with particular “looks,” skin colour, dress (costume), food, religious practices and “visible” factors. Thus, they unconsciously deny their race and culture, along with the power and privileges that go with it. White culture becomes the hidden norm against which all other cultural groups are measured.

## THE REFUGEE'S IDENTITY NEEDS AND EXPERIENCE OF LOSS OF POWER

**Brainstorm** ways in which the newcomer may experience a sense of powerlessness. Flip chart and compare this with the power of their sponsors. Refer to their materials.  
(10 mins.)

### **Activity # 6** (10 mins.)

•Participants then return to the first person they paired with and the conflict which they had identified earlier. Ask them to consider the following questions (which you should have written out on a flip chart in advance):

1. What have they just learned that may throw new light on their recent dispute?
  2. What role, if any, did cultural factors play in the dispute?
  3. What were the sources of power of each of the disputants?
  4. How did this impact upon their attempts to resolve the conflict?
  5. Was power being used or abused?
  6. How could the less powerful person have been empowered?
  7. How might they have handled the conflict differently?
- Debrief in large group.

### **WRAP-UP** (10 mins.)

- Refer back to participants' expectations posted earlier on the flip charts. Ask the group whether or not their expectations were met for this module.
- Conclude by going around the room and asking each participant for one key thing that he or she has learned.
- Finally, if this module is being given on its own, pass out a feedback form for participants to complete and hand in (Appendix B).

**END OF SECTION 1**

## APPENDIX A: SOME SOURCES OF CONFLICT

## N O T E S

### BETWEEN SPONSORS/NEWCOMERS

- Establishment of appropriate “boundaries” between refugee and sponsor. How much is the sponsor to do for the newcomer, and how much responsibility is the newcomer to take for him or herself?
- The imbalance of power – Some sponsors wish to control finances and decide how the newcomer spends money. Newcomers who have managed their own lives, now find themselves dependent upon others and without the ability to make simple choices about how to spend their money.
- Knowing/not knowing the system. The imbalance of knowledge places the newcomer in a position of dependency.
- Different expectations regarding settlement – Sponsors wanting newcomers to go to work immediately while newcomers want time to retrain to regain previous level of employment or learn the English language.
- Differing expectations regarding roles/rights/responsibilities.
- Different expectations regarding support by the sponsor – some may expect more than is available or can reasonably be given.
- Refugees sometimes have higher expectations for their lives here (clothes, housing, furnishings, material possessions) than sponsors are able to provide. They often compare their resources with those of government-sponsored refugees.
- Different values with respect to the treatment of women and children.
- Differences in goals. The newcomer may have a certain set of goals which may not be disclosed initially. Newcomers may find themselves being taken down a different path by the sponsor.
- Communication problems because of religious and cultural differences between sponsors and newcomers.
- Fear of proselytism by sponsors of a different religious faith.

# N O T E S

## BETWEEN NEWCOMERS

- Between family members who are long term residents of Canada and newcomers who are in a state of “culture shock.”
- Confusion and distrust over varying standards of treatment. Special programs for some refugees, are not available to others. This creates jealousy.
- Marital problems over the use of money.
- Different levels of education and family values can make for huge differences among newcomers from the same culture or country.
- Changing family roles – Older persons are suddenly not in control as they were at home – shifts in power between men and women.
- Internal family clashes over sending money back home, and priorities for sponsoring other family members.
- Inability to settle because of separation from other family members overseas .
- Prejudice and political clashes between different ethnic groups from the same homeland. Both sides of the conflict may be housed in the same community or even in the same building.
- Family problems brought with them and exacerbated by stress.
- Differing values and work ethics among refugees.
- Gossip and rumours in the refugee community can be very hurtful.

## APPENDIX B: FEEDBACK FORM

**SECTION:**

**DATE:**

**INSTRUCTOR:**

**NAME (OPTIONAL):**

1. Did the workshop meet your expectations? If so, how? If not, please comment:
2. The most beneficial part of the workshop was...
3. The least beneficial part of the workshop was...
4. Have you any suggestions for improvement?
5. Have you any comments about the workshop facilitator?
6. Any comments on the written materials and exercises?
7. Do you have suggestions for other training that you would like to see offered? Specify.

# NOTES

## INSTRUCTIONS FOR SECTION TWO

## N O T E S

*See Course Introduction Facilitator's Guide for teaching tips, equipment list, and an overall description of the course. The additional material required for Section 2 is enough copies of the Kraybill Personal Conflict Style Inventory (Appendix A) for all participants.*

### Preliminary Notes to Facilitator:

- This section is intended to be delivered in *2 to 2 1/2 hours*. The times given are approximate, but the facilitator will need to keep things moving in order to complete the section in the allotted time.
- If this section is given on its own or as part of an ongoing series of sections, take time at the beginning to introduce both the instructor and the participants to each other (*See Course Introduction Facilitator's Guide*).
- Otherwise, if this section follows directly after Section 1, begin by reviewing the objectives for Section 2 using Overhead #2.1, Objectives. (*10 to 20 mins. intro*)

### Author's Note:

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## PERSONAL ATTITUDES, BELIEFS AND VALUES ABOUT CONFLICT

### *Activity # 1 (20 mins.)*

#### Introduction:

All of us have developed our own personal attitudes, beliefs and values about conflict and how it should be approached. These generally were learned in our families of origin and reflect the attitudes of both our parents and our culture of origin. Significant life events may also impact how we feel about and respond to conflict in our personal lives. The following exercise will help us to become more aware of our own personal attitudes, beliefs and values about conflict and how these may differ from those held by other persons.

- Ask the group to form small groups, joining with two or three other persons who they do not yet know or work with. They are to spend approximately 10 mins. discussing their personal attitudes, values and beliefs about conflict and how these were influenced by their families of origin and the different cultural groups with which they identify.
- Debrief this exercise in the large group, writing participants' responses on the flip chart. Post the flip chart on the wall with masking tape.
- Discussion Points: Generally, North American attitudes towards conflict are negative, although there may be cultural differences within the group. Highlight the different responses and refer back to the nature of conflict as set out in Section 1. Conflict is essentially neutral. How we respond to conflict determines whether it has a negative or positive effect. Ask about the possible effects when persons with diverse attitudes/values/beliefs are in conflict?



## PERSONAL STYLES OF APPROACH TO CONFLICT

## N O T E S

### **Activity # 2: Recognizing Our Own Approaches to Conflict**

*(40 mins: 15 to complete inventory, 15 to debrief, and 10 to review styles in materials)*

- Hand out the Personal Conflict Style Inventory (by Ron Kraybill) to all participants (Appendix A) and ask them to complete it silently. Advise participants that there are no right or wrong answers. Ask them to think in advance of a specific disagreement or conflict they have had with a newcomer and answer the questions as honestly as possible, using this disagreement as a background.
- When they have finished, insert the answers for each question on the tally sheet and add up the numbers in each column. Circle the highest and second highest scores. Tell them that these are their preferred response and back-up response. *(15 mins.)*
- When everyone is finished, lead a group discussion. Ask participants to think about their own results and whether they feel these reflect how they actually respond when faced with a conflict with a newcomer. Ask whether anyone was surprised at the outcome. Do they think it would be any different if they applied the questions to a conflict with a family member? Or a work situation? Tell them that they can take the inventory home and ask their spouse or partner to complete the inventory for them. Compare the results.
- Next, if people feel comfortable with this, obtain a group profile. Write all five styles on the flip chart and ask for a show of hands as to how many had each style as their preferred style and how many, as their back-up styles. Comment if there is a predominant mode among the group. What do they think this means? For example, if most are “avoiders,” then it will somehow be necessary to surface conflicts they have with other “avoiders.” *(15 mins)*.
- Finally, review the five styles using Overhead 2.2 (Five Styles of Response to Conflict), and information in their materials. Note that no one style is superior. Each has its own uses for different circumstances.

# N O T E S

- Discuss in the group when they think each of the five styles might be appropriate or inappropriate. Are there any cultural considerations that need to be taken into account? The facilitator should make the point that there are a number of ways to respond to conflict, and that participants always have choices in the ways in which they respond to conflict. Hopefully, they will choose a style appropriate for the particular circumstances. The goal is to expand their use of possible responses. *(10 mins.)*

**TAKE A 10 MIN. BREAK HERE.**

## THE ROLE OF EMOTIONS IN CONFLICT MANAGEMENT

## N O T E S

### *Notes for Discussion*

- Discuss the role of emotions such as anger and sadness in conflict, using Overheads from materials. Review the stages in the expression of anger (Overhead #2.2). Point out how important timing is in conflict management/resolution. One should intervene in a conflict either before the crisis escalates, or after things have calmed down, not at the peak of crisis. For example, say something like, “We’re both too upset to talk about this right now, but let’s meet tomorrow at 9.00 a.m. and see if we can resolve it.”
- Then, using Overhead #2.4, review the Stages of Grief. Here again, the timing of interventions is important, e.g. if someone is in the angry phase of loss, the conflict may be related to or exacerbated by their grieving. Ask participants to contribute a few of their own experiences to the discussion. How do our emotions assist or get in the way of resolving conflicts? (15 mins.)

**IDENTIFYING OUR PERSONAL  
"TRIGGERS" OR "HOT BUTTONS"**

*Activity #3 (15 mins: 10 for activity, 5 debrief)*

- Ask participants to form into small groups, preferably with persons they do not already know or work with. Each group will have flip chart pages and markers with which they are to brainstorm lists of their personal "triggers" or "hot buttons," i.e. what actions/events/behaviours arouse them to immediate anger:
  - a)with newcomers; and
  - b)with other sponsors.

One person should be designated the recorder for each small group and will report back to the group at large.

## STRATEGIES TO DEAL WITH EMOTIONS IN CONFLICT SITUATIONS

*Activity # 4: (15-10 mins. for activity, 5 mins. debrief)*

- Staying in the same small groups, participants are then asked to develop strategies to deal with both anger (ours and theirs), and sadness (ours and theirs).
- Then, put up Overheads #2.5 (Strategies for Dealing with Our Own Anger), #2.6 (Strategies for Dealing with the Anger of Others) and #2.7 (Strategies for Dealing with Grief and Loss) from materials and note any additional strategies not yet mentioned.

N O T E S

**SELF-EVALUATION****Activity # 5 (10 mins)**

- Ask participants to return to their own seats and complete the Self-evaluation form in their materials. The questions for them to consider are:
  1. What have I learned about myself in this section?
  2. What one thing do I want to do differently in handling conflict situations with newcomers, starting today?
- Tell participants that the self-evaluation is for themselves only, and they will not be asked to share this with the group unless they wish to do so. Invite persons to share if they wish.

**WRAP-UP (5 to 10 mins.)**

- If there is time, go around the group and ask for one key learning point arising out of this section. If not, just ask for feedback from the group as a whole.
- If this section is being given on its own, have each participant complete a feedback form (Appendix B, and also in the participant's materials).

**END OF SECTION 2**

## APPENDIX A: FEEDBACK

**SECTION:**

**DATE:**

**INSTRUCTOR:**

**NAME (OPTIONAL):**

1. Did the workshop meet your expectations? If so, how? If not, please comment:
2. The most beneficial part of the workshop was...
3. The least beneficial part of the workshop was...
4. Have you any suggestions for improvement?
5. Have you any comments about the workshop facilitator?
6. Any comments on the written materials and exercises?
7. Do you have suggestions for other training that you would like to see offered? Specify.





## APPENDIX B: KRAYBILL

### Personal Conflict Style Inventory

**Please Note:** The reflection this inventory can create is more important—and more reliable—than the numbers the tally sheet yields. There are no “right” or “wrong” answers, nor have we “standardized” this instrument. Some takers agree with the results; others disagree. Whether you like the results or not, you should rely on them for an accurate picture of yourself only after further self-scrutiny and discussion with others. The inventory is merely a tool to enable these larger tasks.

**Instructions:** Consider your response in situations where your wishes differ from those of another person. Note that statements A-J deal with your **initial** response to disagreement; statements K-T deal with your response **after the disagreement has gotten stronger**. If you find it easier, you may choose one particular conflict setting and use it as background for all the questions. Circle one number on the line below each statement.

#### When I first discover that differences exist . . .

- A. . . . I make sure that all views are out in the open and treated with equal consideration, even if there seems to be substantial disagreement.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- B. . . . I devote more attention to making sure others understand the logic and benefits of my position than I do to pleasing them.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- C. . . . I make my needs known, but I tone them down a bit and look for solutions somewhere in the middle.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- D. . . . I pull back from discussion for a time to avoid tension.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- E. . . . I devote more attention to feelings of others than to my personal goals.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- F. . . . I make sure my agenda doesn't get in the way of our relationship.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- G. . . . I actively explain my ideas and just as actively take steps to understand others.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

- H. . . . I am more concerned with goals I believe to be important than with how others feel about things.

Not at all characteristic ← 1 — 2 — 3 — 4 — 5 — 6 → Very characteristic

## APPENDIX B: KRAYBILL

I. . . . I decide the differences aren't worth worrying about.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

J. . . . I give up some points in exchange for others.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

### **If differences persist and feelings escalate. . .**

K. . . . I enter more actively into discussion and hold out for ways to meet the needs of others as well as my own.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

L. . . . I put forth greater effort to make sure that the truth as I see it is recognized and less on pleasing others.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

M. . . . I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

N. . . . I don't push for things to be done my way, and I pull back somewhat from the demands of others.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

O. . . . I set aside my own preferences and become more concerned with keeping the relationship comfortable.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

P. . . . I interact less with others and look for ways to find a safe distance.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

Q. . . . I do what needs to be done and hope we can mend feelings later.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

R. . . . I do what is necessary to soothe the other's feelings.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

S. . . . I pay close attention to the desires of others but remain firm that they need to pay equal attention to my desires.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

T. . . . I press for moderation and compromise so we can make a decision and move on with things.

Not at all characteristic   ← 1 — 2 — 3 — 4 — 5 — 6 →   Very characteristic

## APPENDIX B: KRAYBILL

### Style Inventory Tally Sheet

When you are finished, write the number from each item to the tally sheet. For example, on item B, if you selected number 1, write "1" on the line designated for B on the tally sheet. Then add the numbers.  $B \ 1 + H \ 4 = 5$  Calm Write the number you circled for each situation beside the corresponding letter. Add each of the 10 columns of the tally chart, writing the total of each in the empty box just below the double line.

A	K	B	L	C	M	D	N	E	O		
G	S	H	Q	J	T	I	P	F	R		
Calm		Storm		Calm		Storm		Calm		Storm	
<b>Collaborating</b>		<b>Forcing</b>		<b>Compromising</b>		<b>Avoiding</b>		<b>Accommodating</b>			

Now list your scores and the style names in order from highest score to lowest in both the calm and storm columns below.

#### Calm

Response when issues/conflicts first arise.

score	style

#### Storm

Response after the issues/conflicts have been unresolved and have grown in intensity.

score	style

### Interpreting the Scores

This exercise gives you two sets of scores for each of the five approaches to conflict. **Calm** scores apply to your response when disagreement first arises. **Storm** scores apply to your response if things are not easily resolved and emotions get stronger. The higher your score in a given style, the more likely you are to use this style in responding to conflict. The highest score in each of the columns indicates a "preferred" or primary style. If two or more styles have the same score, they are equally "preferred." The second highest score indicates one's "backup" style if the number is relatively close to the highest score. A fairly even score across all of the styles indicates a "flat profile." Persons with a flat profile tend to be able to choose easily among the various responses to conflict.

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## INSTRUCTIONS FOR SECTION THREE

## N O T E S

*See Course Introduction Facilitator's Guide for teaching tips, equipment list, and an overall description of the course.*

### INTRODUCTION AND PRELIMINARY NOTES TO INSTRUCTOR (5 to 10 mins.)

Ideally, this section should be given in a relaxed **3 to 3 1/2 hour** session, to allow sufficient time for the activities and permit lots of discussion afterwards. However, if the instructor keeps to the recommended time frames, it can be given in a **2 1/2 hour session**. The times recommended here for each activity are only approximate but are a guideline to keep the facilitator moving forward through the section.

If given on its own or as part of an ongoing series of sections, take time at the beginning of the section to introduce both the instructor and the participants to each other (See Course Introduction Facilitator's Guide).

**Tell the participants how long the session will be.** If giving the section in the 2 1/2 hour format, warn participants that you will be keeping them to a tight schedule, in order to cover all of the material. Accordingly, you will need to cut off discussion at times to move them on to the next activity. If giving the section in three or more hours, make sure that you take a break part way through.

**Next, give participants a brief overview of this section.** Basically, it is divided into four sections. Part One is a kind of mini-lecture by the instructor, reviewing some basic theory and principles of conflict management/resolution using information presented on Overheads. Tell participants that an expanded version of the slides is included in their materials.

**Part Two of this section involves the teaching and practicing of some conflict resolution skills,** e.g. active listening, questioning, reframing, brainstorming. Tell them that they may already be familiar with some of these concepts from the companion course on culture. This section will be an important review for the role plays which follow.

**Part Three is a culturally-sensitive, interest-based model** for conflict resolution which will be presented on overheads slides. Again, versions of the overheads are included in their materials.

# N O T E S

Participants will then bring theory, model and skills together in practice when they do the role play exercises in **Part Four**.

Begin by reviewing the objectives for Section 3 using Overhead #3.1, Objectives.

## Teaching Tips:

When using the Overhead projector, always test it first to ensure that bulb is working, the projector is in focus, and the slides are in order. Do not turn your back to the group to look at the screen. Instead, you can easily read from the overhead while it is on the projector. Use a pencil to point to particular points that you are making. If participants prefer, they can follow the slides in an expanded version in their materials.

## Author's Note:

*In these materials, we have used the term "refugee" rather than "newcomer" insofar as we are dealing here with a specific training program that focuses on refugees and their special needs, and the refugee/sponsor relationship. In this sense we are talking about newcomers to Canada who have had a refugee experience.*

## PART ONE: BASIC THEORY AND PRINCIPLES OF CONFLICT-MANAGEMENT RESOLUTION (30 MINS)

## N O T E S

- CONTINUE AT THE OVERHEAD PROJECTOR.

### How Disputes Get Resolved

Using the Overhead #3.2 (*Three Basic Methods of Resolving Disputes*), review the three main ways in which disputes get resolved: Interests, rights and power. Tell them the true story about the miner and his boots contained in the book *Getting Disputes Resolved* by Harvard professors Brett and Ury.

The miner reported for work only to discover that his boots had been stolen. He needed the money and wanted to go to work, but the shift foreman sent him home because company policy was not to allow anyone down in the mine without boots. The miner was so mad that he took his co-workers out on a wildcat strike and shut the mine down for 6 months. Everyone lost money. This was a power play of an extreme measure. The problem could have been solved based on the miner's and the company's interests, using some creative problem solving. The shift foreman and miner together could have figured some way of getting the miner some boots so he could work his shift, earn his money, and the company could have continued production. Later, they could have attended to the problem of the theft and how that could be prevented in future. That way they could have had a win-win rather than a lose-lose solution to the problem.

*Ask the group for examples of resolving refugee/sponsor conflicts in each of the three ways set out on this Overhead.*

### Conflict Management and Conflict Resolution

- Next, put up Overhead #3.3 and review the differences between conflict management and conflict resolution. It is not always possible to find a resolution to a conflict that meets all identified interests. Sometimes, the most that you can do is contain the conflict and prevent it from escalating.

## THE CONTINUUM OF CONFLICT INTERVENTIONS:

- Next, put up Overhead #3.4 and review quickly the continuum of resolving refugee/sponsor conflicts, moving from prevention of conflict, right through to breakdown.

### Non-Confrontational Conflict Management:

- Put up Overhead #3.5 and review some of the approaches to conflict used in cultures that do not deal with conflict directly.

### Cultural Considerations in Conflict Management:

- From the materials, review the major differences in approach to conflict between Western/European cultures and Eastern/Third World cultures. Review the importance of “Saving Face” for the latter.

### Interest-Based Conflict Resolution (*25 mins*)

- Interest-based conflict resolution is an approach which attempts to meet as many of the disputants’ interests as possible through a process of direct face-to-face negotiations. Disputants are expected to make disclosure of their underlying concerns to each other in order to truly resolve the issues rather than simply “cut a deal.”

- Show overhead 3.6 on the Principles of Interest Based Conflict Resolution as set out in the book *Getting to Yes*. This book is a classic in negotiation theory and was written by two Harvard professors (Roger Fisher and Bill Ury) about 20 years ago. It is still the best book on the subject, and the instructor should recommend that participants purchase this book if at all possible.

- Although this model is very useful when applied in North American and western European contexts, it does have its limitations. It is a cooperative approach, and may not be appropriate when a disputant is faced with a hard line negotiator who is interested only in winning at all costs. Nor is it appropriate in dealing with disputants from cultures that take an indirect approach to conflict resolution. Review the assumptions set out in the materials on Cultural Contra-Indications.



- Continue with the Definition of Interests and Positions.
- Tell the story from the *Getting to Yes* book about the two children who were fighting over an orange. The mother comes out, stops the dispute by splitting the orange in half and gives each child one half. A few minutes later the children are quarreling again. Why? If the mother had taken the time initially to find out each of the child's interests underlying the dispute, she would have learned that one child wanted the rind to bake a cake, the other wanted the juice to drink. The orange could have been divided in a creative way that involved each child getting twice as much as they received when the mother split the orange in half.
- The disputants' positions in the "orange" case were: "I want the orange," and "No, I want the orange."
- The disputants' underlying interests were the rind of the orange and the juice of the orange. Typically, this is not what they were saying to each other.
- Show Overhead #3.7 on interests and positions.
- Next, put up Overhead #3.8 and describe the many different kinds of interests that exist on many levels in a dispute: i.e. Substantive, Emotional, Procedural and Identity.

**TAKE A 10 MINUTE BREAK HERE.**

*Teach the primary conflict resolution skills* using first the overheads, then the exercises for each of active listening, questioning, and reframing.

**Active Listening:** (15 mins.)

Put up the overheads #3.9 and #3.10 on Active Listening.

***Exercise:***

- Refer them to the exercise in their materials. Get them to form into groups of three. For each statement on the exercise, ask them to identify the main message that the speaker is trying to communicate, a word to reflect the intensity of the feeling, and to put them together in a statement that is reflected back to the speaker.

- Debrief the exercise asking for the restatements formulated by the groups. Read out the examples on the facilitator's sheet (see Appendix A). Ask the groups to stay together for the next exercise.

**Questioning:** (15 mins.)

Put up Overheads #3.11 (Closed Questions) and #3.12 (Open Questions) showing the differences between open and closed questions, and the need to keep asking probing questions.

***Exercise:***

- Refer participants to the exercise in their materials. Ask the groups to change the closed questions into open questions. If time is short, simply read out the questions in the exercise and ask the large group to tell you how they would change them. Then you can read them the sample answers from the facilitator's sheet (see Appendix B).

**Reframing:**

Put up the overhead #3.13 defining reframing and giving examples of this technique.

**Exercise:**

•Refer participants to the exercise in their materials. Ask the small groups to reframe the statements into more neutral, non-judgmental language which retains the gist of the main message being communicated and acknowledges the feelings of the speaker. Ask the small groups for their reframed statements. Read out the samples on the facilitator's sheet after the participants' responses for each reframe (see Appendix C).

**TEACHER TIP**

If the section is given in 3 1/2 to 4 hours, you can also cover the skills of confronting, brainstorming and "I" statements, and review the materials under the headings "Dealing with Intense Emotions" and "Dealing with Denial and Resistance." If the section is given in only 2 1/2 to 3 hours, simply refer participants to this material.

**PART THREE: AN INTEREST-BASED MODEL FOR RESOLVING CONFLICT (5 MINS.)**

Finally, teach participants an Interest-Based Model for Resolving Conflict:

Show overhead #3.14 and review the stages of this model. An expanded version is available in their materials. Emphasize that this model is not appropriate for all disputes and one must first do the cultural assessment set out in Stage 1.

**PART FOUR: ROLE PLAY  
SPONSOR/NEWCOMER CONFLICT (30 MINS.)**

In advance of the session, decide which role play you wish to use with the group. (Role plays are at the back of Section 3 in the participants materials. There is a choice of two).

Have the group divide into pairs. Let them choose someone who they do not already know or work with. If there is an extra person, that person can be an observer in one of the groups.

Once they have all selected a partner, then they must choose who will play the refugee/newcomer and who will play the sponsor role.

Give each participant the general instructions for Role Play # 1 and the Secret Instructions to the person playing the respective role in the pair (Appendixes D and E). The other role player is not to read the secret instructions.

Tell them that they have 15 minutes to role play this scenario, using a problem-solving approach and the skills that they have just learned.

They can spread out inside the room or outside, if appropriate. However, they should keep track of their time and return to the large group to debrief in 15 minutes.

Emphasize that they are not to talk “about” the problem, but are to stay in role and act it out.

Warn participants not to play the roles in too extreme a way so that it will be impossible for them to resolve the problem.

Debrief in the large group. Focus on the interests of both the refugee/newcomer and the sponsor(s). Ask participants to identify the interests of all those involved in the conflict, on each of the three levels: Substantive, Emotional and Procedural. Flip chart these (see sample responses below).

Ask how many groups were able to pull out the interests of each.

Then ask about power imbalances in this dispute. Brainstorm with the group how could the refugee/newcomer could have been empowered? Refer back to techniques of empowerment from Section 1 of the participant materials. You could also put up the Overhead from Section 1 for review. The techniques are reproduced below:

Finally, review with participants the Tips for Preventing and Containing Refugee/Sponsor Conflict which is in their materials.

## ROLE PLAY 1

## N O T E S

**IN ROLE PLAY #1, SOME OF THE INTERESTS ARE AS FOLLOWS:**

**JEAN-CLAUDE:**

*Substantive:*

- He needs more money to pay the family's expenses.
- Improvement in language skills
- Material goods to replace those they lost
- To get news of his family members back home
- To find work in Canada

*Emotional:*

- To be treated with respect, as an intelligent adult
- To preserve his dignity and status as head of family and community member
- To feel able to provide for dependent family members

*Procedural:*

- He needs cash now

**SAM(ANTHA):**

*Substantive:*

- To have Oparo family live within budget and ultimately become self-supporting

*Emotional:*

- Acknowledgement of her time and efforts as a volunteer
- To deal with her own feelings of guilt and anger at family
- To save face with other sponsors as a professional accountant

*Procedural:*

- How to generate more money now to help family

**IN ROLE PLAY # 2, SOME OF THE INTERESTS ARE AS FOLLOWS:****OSMAN:***Substantive:*

- Language skills
- Money to pay bills
- Position befitting his education and past experience
- Child care for children while wife works
- Housing

*Emotional:*

- Need to regain sense of status as professional
- Shift in marital relationship with wife as breadwinner
- Shift in family relationships - family is now dependent upon younger brother, who knows Canadian culture, has good job and money

**HASSAN:***Substantive:*

- Independent housing for brother and family
- Other child care arrangements for brother's children

*Emotional:*

- Needs to restore harmony in his own marriage
- Need to feel he has helped his older brother

*Procedural:*

- Immediate change in living arrangements to relieve stress

**SPONSOR:***Substantive:*

- Financial assistance to help family now provided by brother

*Emotional:*

- Need to make the sponsorship succeed

## TECHNIQUES OF EMPOWERMENT FOR RESOLVING CONFLICTS

## N O T E S

- First be aware of the power imbalances in the relationship and resist the temptation to use “power” to resolve the conflict.
- Be sensitive to cultural differences, while at the same time, taking care to see the other person as a unique individual.
- Ensure that both disputants have an opportunity to express their concerns (directly or indirectly, as appropriate) and preferably in their own language.
- Make sure that you understand the problem from the refugee’s point of view before you start talking about solutions.
- Allow sufficient time to resolve the conflict. Don’t be in a rush to find a solution.
- Use listening and probing questions to explore the underlying interests of the refugee which may not be expressed up front.
- Use “wise” persons from the refugee’s own community to educate you as to the importance of cultural factors and possibly to act as go-between.
- Reframe the conflict as a problem to be solved with input from both disputants.

### **WRAP-UP** (5 to 10 mins.)

- If this section is given on its own, have participants complete the feedback form for the facilitator (see Appendix C, and also in participants’ manuals).
- In the 3 to 3 1/2 hour section, you can also go around the room and ask each participant for one key learning experience from this session.

### END OF SECTION 3

## SAMPLE RESPONSES

Practice active listening in response to the following statements. Try to paraphrase or restate the main message that the speaker is trying to communicate, together with acknowledgement of his or her feelings that accompany the message.

1. They told me that Canada was a land of opportunity. No one talked about how hard it is to get a job here.

*You sound really discouraged about not being able to find work.*

2. Back home I could go to the village and everyone knew me and my family by name.

*It sounds like you really miss being known and recognized by those around you.*

3. I keep trying to find out information about my family members but no one ever tells me anything.

*It must be very frustrating for you not to be able to find out what has happened to your loved ones.*

4. Everything is so different here. My kids are learning things that I don't even know about.

*It must be worrisome for you to have your children gaining knowledge that you yourself don't have.*



## APPENDIX B: QUESTIONING EXERCISE

## N O T E S

### SAMPLE RESPONSES

*Ask open-ended questions about the following statements:*

1. No one deserves to be treated like we are.  
*How are you being treated that is upsetting you?*
2. I think that we should just go back to where we came from.  
*Why are you feeling like giving up on Canada?*
3. Other families are given a lot more help.  
*What do you think that you are not receiving that other families are getting?*
4. Things are not what we expected here.  
*What is different than you thought?*  
*In what way have you been disappointed?*

**SAMPLE RESPONSES**

*Change the following into open-ended questions:*

1. Isn't it true that you have enough support to meet your basic needs?  
*How much support do you think you need to make ends meet?*
2. Are you expecting us to drive you everywhere?  
*What kind of help are you expecting with transportation?*
3. Don't you agree that you could do more to find employment?  
*What do you think you can do to find a job?*
4. Are you planning to make an official complaint?  
*What are you planning to do about the problem?*

## APPENDIX D: ROLE PLAY 1

**N.B. PLEASE NOTE:  
THESE INSTRUCTIONS MAY ONLY BE SEEN  
BY THE FACILITATOR AND THE PARTICIPANT  
CHOSEN TO PLAY THIS PARTICULAR ROLE**

### SECRET INSTRUCTIONS FOR SAM(ANTHA)

You have been made the liaison with the Oparo family by your sponsoring group. You are having problems coping with the demands of Jean-Claude who is always asking for additional money over and above the church allotment. You feel sorry for this family and all that they have been through, and even guilty that you and your family have so much more. However, you get very annoyed that the family spends their money on frivolous things like cigarettes, and then asks for more. Can't they use the mail system, rather than make expensive long distance calls to Africa? Why won't Jean-Claude try and get work, any kind of work to help out? Beyond his morning English classes, he just seems to sit around the house watching television.

Your group worked very hard to raise the funds to sponsor this family to Canada and they don't even seem grateful. You yourself put in many hours of your personal time at volunteer work. You are embarrassed to have to report back to the group that the family is already "over budget." Recently, you have started to think that the group will have to organize more fundraising activities to meet the family's demands. As an accountant, you were asked to prepare the budget. You recommended that it was sufficient to support a family of five. Now you have egg on your face. You are going to have to draw a line in the sand. No more extras, period!

N O T E S

**APPENDIX E: ROLE PLAY 2**

**N.B. PLEASE NOTE:  
THESE INSTRUCTIONS MAY ONLY BE SEEN  
BY THE FACILITATOR AND THE PARTICIPANT  
SHE CHOOSES TO PLAY THIS PARTICULAR  
ROLE**

**SECRET INSTRUCTIONS FOR JEAN-CLAUDE**

Although you have problems expressing yourself in English, you have no problem understanding that Sam(antha) is annoyed with you. You yourself are feeling very upset by his/her treatment of you. S/he treats you like a child who doesn't understand anything about money. And s/he really talks down to you. You aren't stupid. You were one of the most successful shopkeepers in your home town, back in the Congo. Everyone in the community respected you and looked up to you.

You wonder to yourself why the group doesn't give you enough money to live on. They all seem to have plenty. Sam(antha) drives a big expensive car. You thought you and your family would be given your own home and car like everyone else in this community. Most of them seem to have two or even three cars per family. And they expect you to wear used clothing and make do with all of their old dishes that they don't seem to want anymore. Maybe it's because you and your family haven't joined their church. Do they want you to join and then they will give you more money? You certainly expected it to be easier than it has been so far. You also heard from some other refugees in Toronto that they are getting a lot more money each month than you and your family. Maybe you should move to Toronto.

You have been worried sick about your family back home. No one seems to know what has happened to your younger brother. As the eldest in the family, you are responsible for him. You have desperately been trying to get news of him without any success so far.

At this point, you are feeling pretty useless. You do not have a shop to go to any more. Sam(antha) seems to want you to get a job, any job. But what can you do? You can barely speak English. You're taking classes, and trying to learn more English from the television, but your wife's English seems to be improving faster than yours. You aren't going to go and wash dishes in some restaurant. You are starting to wonder whether you will ever be able to cope in Canada, and be able to support your family. While you are grateful to be safe, you really miss being able to talk to people who know you and understand you.

## APPENDIX F: FEEDBACK FORM

**SECTION:**

**DATE:**

**INSTRUCTOR:**

**NAME (OPTIONAL):**

1. Did the workshop meet your expectations? If so, how? If not, please comment:
2. The most beneficial part of the workshop was...
3. The least beneficial part of the workshop was...
4. Have you any suggestions for improvement?
5. Have you any comments about the workshop facilitator?
6. Any comments on the written materials and exercises?
7. Do you have suggestions for other training that you would like to see offered? Specify.

# NOTES

## INSTRUCTIONS FOR SECTION FOUR

## N O T E S

### INTRODUCTIONS AND PRELIMINARY NOTES TO FACILITATOR:

*(10 to 15 mins. Total – review 5 mins, overview 10 mins)*

·Ideally, this section should be given in a relaxed 3-hour session, to allow sufficient time for the activities and to permit lots of discussion afterwards. However, if the facilitator keeps to the recommended time frames, it can be given in a 2-hour session.

·If given on its own or as part of an ongoing series of sections, take time at the beginning of the section to introduce both the facilitator and the participants to each other (See Instructions preceding Section 1 of the Facilitator's Guide).

·Tell the participants how long the session will be. If giving the section in the 2% two hour format, warn participants that you will be keeping them to a tight schedule, in order to cover all of the material. Accordingly, you will need to cut off discussion at times to move them on to the next activity.

·Begin by reviewing the objectives for Section 4 using Overhead 4.1 (5 mins.)

·Next, give participants a brief overview of this section. This section is divided into four parts:

-Part 1 deals with how groups make effective decisions when they do not agree, and how groups can utilize the consensus process.

-Part 2 covers skills for managing group process effectively; and

-Part 3 focuses on a Group Problem Solving Process, similar to the interpersonal process that they learned in Section 3.

-Part 4 role play exercises will assist participants to develop their skills in group conflict resolution.

*See Course Introduction Facilitator's Guide for teaching tips, equipment list, and an overall description of the course.*

## TEACHING TIPS ON FACILITATION:

### What is Facilitation?

A process in which a neutral person assists others to resolve conflicts between them by ensuring that their communications occur in a controlled atmosphere, allowing for the proper expression of feelings and a search for mutually satisfactory agreements.

### The Objectives of Facilitation:

- To guide participants through an interpersonal and group learning process
- To assist them to explore and understand the nature of their conflict
- To explore alternative options to a conflict and strategies for conflict management
- To assist individual participants, organizations and communities with processes such as organizational change and development
- To allow participants to address aspects of their relationship



## CONFLICT WITHIN REFUGEE SPONSORING GROUPS

## N O T E S

### *Activity # 1 (25 mins.)*

- Ask participants to think silently about the kinds of conflicts that have arisen within their own sponsoring group or SAH and to write down three of these on the blank page with this heading in their materials.
- Ask participants to choose one of the conflicts they have self-identified, and discuss this conflict with the person seated to their immediate right. Allow each person approximately 5 minutes to speak.
- Debrief the group, noting the kinds of conflict on a flip chart. Mark the most common causes of conflict within refugee sponsoring groups with asterisks. See Appendix A for other examples of group conflict.
- Then, ask participants to return to their partner for further discussion. This time they should focus on what the stated positions of the various disputants were, what they think each disputant was really concerned about (i.e. their underlying interests) and what they really wanted to achieve.
- Refer participants back to Section 3 and the Definitions of Positions and Interests. Positions are the disputants' stated demands or wants. Interests are the needs, desires, concerns, fears and hopes that lie underneath their stated positions.
- Tell participants that uncovering the interests of all those involved in group conflict is just as essential for resolving group conflict as it is for resolving interpersonal conflict.

## How Groups Make Effective Decisions When They Do Not Agree (5 mins.)

·Put up Overhead 4.2 and review the various ways in which groups make decisions. Tell them that the information on the overhead is also in their materials.

## The Nature of Consensus (10 mins.)

·This part of the section is all about group decision-making by consensus. Quickly put up the series of overheads that covers the information in their materials including:

- What is Consensus? (Overhead 4.3)
- Consensus is Not (Overhead 4.4)
- Standing Aside vs. Blocking (Overhead 4.5).
- The Consensus Environment (Overheads 4.6).
- The Characteristics of Consensus Decision-Making (Overhead 4.7)
- When to Use Consensus Decision-Making (Overhead 4.8)
- Required Behaviours for Consensus Decision-Making (Overhead 4.9)
- and finally, the Consensus Decision-Making Process (Overhead 4.10).

***Tell participants that all of this information is in their materials. Ask for their comments and feedback on the information presented.***

### Teaching Tips:

When using the overhead projector, always test it first to ensure that bulb is working, the projector is in focus, and the slides are in order. Do not turn your back to the group to look at the screen. Instead, you can easily read from the overhead while it is on the projector, facing the group. Use a pencil to point to particular points that you are making. If participants prefer, they can follow the slides in an expanded version in their materials. Pause briefly after each slide, to invite any questions or comments.

## CONSENSUS BUILDING EXERCISE

## N O T E S

### **Activity # 2** (25 mins.)

- Ask the group to divide into subgroups of approximately 5 persons.
- Distribute the handout the Dialysis Dilemma (at the back of the facilitator's guide) to all participants.
- Ask them to spend *15 minutes* resolving this dilemma by using the Consensus Decision-Making Process, which they have just learned.
- Debrief the exercise (*10 mins.*) Ask if they were able to use the consensus model? If so, how did it work? If not, what happened to prevent this? Were people able to stand aside and support the decision, even if they did not necessarily agree? Or, did they just get bogged down in disagreement?

**Note:** Try to keep participants focussed in the debrief on the consensus building process (the “how”) and not the content of the material (i.e. “why” they selected certain persons for dialysis.)

**GROUP FACILITATION SKILLS (15 mins)**

The next part of Section 4 is about Skills for Managing Group Process Effectively:

- Put up the Overhead slides 4.11 and #4.12 on holding effective meetings. Quickly review these and ask for any comments.

- Next, refer participants to the list of 20 Non-Productive Group Behaviours set out their materials. Assign 4 or 5 behaviours to each group and have them discuss how they would respond effectively to these behaviours in a group meeting. What would they do and say? Each group is asked to assign a person to write down their responses and report back to the larger group in a group debrief. Participants can then write down the responses in their materials.

**SOME SAMPLE OF NONPRODUCTIVE GROUP BEHAVIOURS AND HOW TO HANDLE THEM:**

- Attacking** other group members personally – redirect discussion to a performance issue or problem, and away from personal attributes or characteristics
- Agreeing** with everything- ask the member to play devil’s advocate for a change, and speak from the opposite point of view
- Being inconsistent** – point out inconsistencies in a nonjudgmental manner and ask for clarification
- Changing the subject** – suggest putting the new topic on the agenda for later discussion and return to the current subject
- Chatting** – ask talkers if they have something they would like to contribute to the rest of the group
- Complaining** – ask complainers for their ideas as to how the problems could be resolved
- Criticizing** – talk about the criticisms in the group and try to understand what they are all about
- Anger** – ask angry group member to talk about it rather than express it in the group
- Dominating** - recognize that member’s input and then move on to hear from the rest of the group

- Distracting*** i.e. doodling, doing other work – ask for that person’s input to bring them back into the group
- Escaping*** i.e. to take phone calls – ask if there is a better time to meet when the group can have their full attention. Make a group rule about the use of cell phones during meetings.
- Glossing over problems*** – encourage the group to explore difficulties in more depth
- Hairsplitting*** – acknowledge that a consensus appears to have been reached and move on
- Interrupting*** – Set and enforce ground rules i.e. one person speaks at a time
- Misinterpreting*** – be assertive in clarifying
- Missing meetings*** – enquire about possible problems and tell them their input is wanted at meetings
- Not completing tasks*** – Ask if they need help
- Talking too much*** – Ask the person to state their points one at a time
- Withdrawal*** – Ask to hear from members who have not yet shared their ideas.

TAKE A 10 MINUTE BREAK HERE.

**GROUP PROBLEM SOLVING  
PROCESS (35 mins total)**

This is the third part of Section 4. The Focus is on a group problem-solving process to deal with group conflict. It is similar to the process used to resolve interpersonal conflict between two individuals. One uses the same skills of active listening, and open-ended and probing questions that were taught in Section 3.

Before moving into the group problem-solving process, quickly review these skills, putting up the definition overheads from Section 3.

·Review the Group Problem Solving Process on Overhead 4.13  
(5 mins.)

## ROLE PLAY SIMULATION

## N O T E S

### **Activity # 3 (30 mins.)**

- Before commencing the session, choose only one of the two role plays at the back of the participant's materials for this simulation.
- Ask participants to divide into groups of approximately five persons for Role Play # 1 and four persons for Role Play # 2. Any extra persons can play the role of silent observers (there is a form for the observer to complete in the participant materials). If possible, have separate break-out rooms for each group. They should try to work with persons that they do not know or with whom they have not already worked in this section.
- Refer them to the appropriate role play exercise "How Much Do We Give?" or The Main Street Group and St. Francis Settlement House. Each participant will read the general instructions and his or her specific secret instructions. Ask them not to read the secret instructions for the other role players until after the simulation. Any extra persons can act as observers who will be asked to take notes on the process and report back to the role players when they finish the role play.
- They are to role play the assigned scenario of a group conflict for approximately 20 minutes. Then they should return to the main group.
- Debrief in the large group (10 mins.) First focus on the process. Ask participants if they were able to use the group problem-solving process? Were they able to uncover the interests of each member of the group BEFORE trying to come up with solutions? Or did they stay fixated on the positions of the various group members? Did they take the time to understand where each member of the group was coming from and what their particular concerns were? Did they listen to each other? Did they use open-ended and probing questions to try to understand each other's interests and concerns?
- Then, discuss the individual interests of each member of the group.

# N O T E S

·For Role Play # 1 some of the interests are as follows:

-**Jack:** would like to maximize the dollars available for his pet project, the new youth centre. This will probably mean keeping the expenditures on the Refugee program at a minimum, or at least not making them any higher. He also wants to keep on good terms with Janice so he will not lose her and her husband as a source of funds.

-**Carlos:** wants to give back to the sponsoring group by helping other refugees, but he would like them to be treated in the same way he was treated. This may not be appropriate for this family.

-**Janice:** needs some acknowledgment and support for how hard she has worked as a volunteer and for her financial assistance to the group. She also needs to save face, since she is an experienced volunteer and should know how to handle these kinds of problems.

-**Gloria:** needs to feel that she has valuable contributions to make around cultural differences and the needs of refugees.

-**Rosemary:** would like her practical suggestions to be heard and valued.



For Role Play # 2 some of the interests are as follows:

- Maria:** wants the Main Street Group members to stop pressuring Angelina, to be more sensitive to her situation, and to listen to her more.
- Beverly:** wants some acknowledgement as to how hard she has worked with Angelina and her family. She feels hurt that Angelina did not confide in her and questions their relationship.
- George:** he needs to retain his friends that he has called upon to help with Angelina's employment. He also needs this sponsorship to work out since he initially spearheaded it.
- Ambrose:** He would like to see Angelina become self-supporting so he can continue his mission to support other refugees.

**Ask** how many groups were able to identify and work with the interests? Were any groups able to resolve the conflict? If so, how did their solution reconcile and meet the interests of all group members?

#### **WRAP-UP AND COURSE EVALUATION** (5 to 10 mins.)

- Ask participants to complete the feedback form for the facilitator. Invite the participants to make any comments verbally.
- If three hours will be used to deliver the section, go around the room and ask each participant for one thing that they have learned from this section.

#### **END OF SECTION 4**

# NOTES

## APPENDIX A: SOURCES OF CONFLICT

## N O T E S

### WITHIN SAH OR SPONSORING GROUP

- Which person(s) or which group to sponsor?
- The importance of resettlement – should we rather concentrate on the root causes of migration or help the poor at home?
- Frustration with those in the community not aware of refugee needs, who do not share our goals for this work and do not support the resettlement program. Feeling of isolation
- How money is to be used i.e. how much independence over financial matters newcomers are allowed
- If the group includes a family member of the sponsored refugee, that family member may be under great pressure, and defensive if the settlement is not going well
- Members who do too much for families, thus creating dependency in newcomers and leading to burn-out of sponsor – working “for” rather than “with” the newcomer
- Loss of interest by sponsor after initial start-up
- Different views on what is appropriate
- Conflicts of attitudes – some people understand cultural differences while others do not
- Different expectations about participation in church etc.
- Old school of refugee support v. new (“We had nothing given to us by the government” v. modern generation)
- Moving from a “right/wrong” paradigm to a “what’s best” scenario
- Ensuring sensitivity towards each other
- Problems of burn-out due to unequal balance of work within the committee
- Conflicts between those who try to apply “western” values and beliefs, and those with more experience who “know better”

# NOTES

## APPENDIX B: FEEDBACK

**SECTION:**

**DATE:**

**INSTRUCTOR:**

**NAME (OPTIONAL):**

1. Did the workshop meet your expectations? If so, how? If not, please comment:
2. The most beneficial part of the workshop was...
3. The least beneficial part of the workshop was...
4. Have you any suggestions for improvement?
5. Have you any comments about the workshop facilitator?
6. Any comments on the written materials and exercises?
7. Do you have suggestions for other training that you would like to see offered? Specify.

## HANDOUT SECTION FOUR: CONSENSUS GUIDE

### THE DIALYSIS DILEMMA

You are the volunteer members of the Kidney Dialysis Committee of the regional hospital. As a respected member of the community, you have been asked to serve on this committee by the hospital administration. The committee's role is to decide which patients will receive kidney dialysis treatment at the hospital.

The hospital serves a very broad geographical area and is located in a very isolated region of the province. Only two kidney dialysis machines are presently available. They are now urgently required by seven persons in the region who are suffering from kidney failure. Without treatment, each of these seven persons will not live. Only three patients can be authorized to use the machines at any one time. The machines are extremely expensive to purchase, and money to purchase more machines is not available at this time. Accommodating more persons for fewer hours will only subject each patient to greater health risks. At most, this can be done for 7 to 10 days.

The Committee has been given confidential information on each of the seven kidney patients. They are as follows:

- A single mother on welfare, with two dependent children
- The community family doctor, age 65
- A Roman Catholic priest, age 35
- A child prodigy violinist, age 12
- A well-known indigenous leader, active politically
- The captain/most valuable player on the regional hockey team
- A feminist, lesbian high school teacher

Your Committee has been asked to decide, confidentially, which of the seven patients will receive treatment at the hospital. You have 15 minutes to discuss the matter and reach a collective decision.

## HANDOUT SECTION FOUR: CONFLICT WITHIN A SPONSORING GROUP

**N.B. PLEASE NOTE:  
THESE INSTRUCTIONS MAY ONLY BE SEEN  
BY THE FACILITATOR AND THE PARTICIPANT  
CHOSEN TO PLAY THIS PARTICULAR ROLE**

### SECRET INSTRUCTIONS FOR JACK

Jack would like to see the father get to work as soon as possible in order to limit the sponsoring group's financial responsibility for this family. He expresses concerns about the group running out of money for the family because this would cut into the funding campaign for the community centre. Jack's real interest as a faith leader has always been in youth work. He comments that "our SAH told us that Hussein's English was much better than it actually is. We expected him to get to work much sooner". Jack's view is that "any work is good work", even if it does not meet Hussein's expectations. Jack points out that Hussein said he would do anything when he first arrived. Now he is holding out for something much better.

Jack is also worried that he may annoy Janice and jeopardize her contributions to the new building campaign if he does not support her in this discussion. Janice and her husband are the largest contributors to the faith community.

N O T E S

**HANDOUT SECTION FOUR:  
CONFLICT WITHIN A SPONSORING GROUP****N.B. PLEASE NOTE:  
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BY THE FACILITATOR AND THE PARTICIPANT  
CHOSEN TO PLAY THIS PARTICULAR ROLE****SECRET INSTRUCTIONS FOR CARLOS**

Carlos is very grateful for the assistance the sponsoring group gave him when he came to Canada. However, he feels he really made an effort to find work and become independent as soon as possible. He thinks Hussein's family should do the same thing. He is opposed to the degree of assistance that the group is offering this family, when compared with the assistance he himself received when he came to Canada. He thinks they should make more of an effort to become self-supporting.



## **HANDOUT SECTION FOUR: CONFLICT WITHIN A SPONSORING GROUP**

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CHOSEN TO PLAY THIS PARTICULAR ROLE**

### **SECRET INSTRUCTIONS FOR JANICE**

Janice is fed up with the mother's dependency on her. She takes the position that she will not give her "one more ride". "She's taking the bus from here on in." "Other mothers with young children take the bus. Why can't she?"

Janice does not object to the washer and dryer. In fact, she thinks it would be cheaper for Sufia to do laundry at home. Besides this fact, she also wouldn't be expected to take them to the Laundromat and home again. It would be nice not to have to do this anymore.

This family have really worn Janice out. She expected them to show more gratitude. But instead, they are constantly demanding. They expect her to do more for them than any other family she has ever worked with. The mother even told her that she had servants to do the laundry back in Iraq. Well, now she is in Canada.

N O T E S

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CONFLICT WITHIN A SPONSORING GROUP**

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**SECRET INSTRUCTIONS FOR GLORIA**

Gloria is upset by what she sees as negative attitudes towards this family. On the subject of public transportation, she points out that the mother has four children to take along with her if she is required to use the bus. "How can she take the bus to the Laundromat and take her three children along too? In the mother's culture, according to Gloria, it is not the father's role to look after the children." In her view, we have to respect these cultural differences, and not expect her to behave like a Canadian who has lived here all of her life. Besides, the mother doesn't yet speak English, and could get lost and not be able to ask for help.

Gloria suggests that the group should pay for childcare costs, allowing Sufia to start going to English classes as well.

Gloria is also very sensitive towards the father's problems in obtaining employment. She thinks he might be depressed and that is why he is not doing more.

## **HANDOUT SECTION FOUR: CONFLICT WITHIN A SPONSORING GROUP**

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CHOSEN TO PLAY THIS PARTICULAR ROLE**

### **SECRET INSTRUCTIONS FOR ROSEMARY**

As a practical matter, Rosemary thinks it makes sense to purchase a washer and dryer. It would cost the family less for laundry in the long run, and would avoid dragging the children off to the Laundromat. She also approves of the new, coloured TV. Rosemary believes that the TV is important in providing a source of entertainment for the family who have few other sources of entertainment, and also it helps them to learn about Canadian culture and improve their language skills. She has no problems with paying for cable TV either. Most families in Canada have cable.

Rosemary thinks that the committee should make every effort to help Hussein find suitable employment. This would be good for his self-esteem. He shouldn't have to wash dishes, but should find something befitting his level of education. Realistically, he needs to improve his language skills first. Rosemary wants to focus on how the committee can best support this family.

N O T E S

**HANDOUT SECTION FOUR:  
CONFLICT WITHIN A SPONSORING GROUP**

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CHOSEN TO PLAY THIS PARTICULAR ROLE**

**OBSERVER ROLE**

You are an invisible observer sitting in on the committee meeting to discuss the sponsorship of Hussein's family. Your task is to identify some of the committee members' observable behaviours as they discuss the issues. Make a note below of the behaviours which you observe including:

**Proposing** – putting forward ideas for consideration by the group

**Building** – behaviours that extend or build upon someone else's ideas

**Supporting** – conscious declaration of support

**Disagreeing** – open and reasoned disagreement

**Blocking behaviours** – “it won't work”

**Testing Understanding** – checking for understanding

**Attacking or defending behaviours**

**Open or Risk-taking behaviours**

**Summarizing**

**Clarifying**

**Information Seeking**

**Information Giving**