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TRAINING PROGRAMME

Topic area III: Activating methods in distant learning

Module I.

Methods: Mind map, brainstorming, decision tree, case study

Topic: What is conflict and how to cope with it?

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UMCS
UNIWERSYTET MARIII CURIE-SKŁODOWSKIEJ
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Università
degli Studi di
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Lublin 2022



Co-funded by the
Erasmus+ Programme
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1. INFORMATION ABOUT THE TRAINING

1.1. Activation methods and training topic

Methods: Mind map, brainstorming, decision tree, case study

Topic: What is conflict and how to cope with it?

1.2. Training needs analysis

Although the modern world develops intensively in the economic and technological aspects, people pay less and less attention to pursuing universal values and showing empathy. Thus, people are oriented towards their own needs rather than those of others. As a consequence, unfulfilled expectations in the field of interpersonal relations result in the intensification of conflicts (e.g. Lewicka-Zelent 2014a, Lewicka-Zelent 2014b, Lewicka-Zelent 2015, Lewicka-Zelent 2017, Pangrazio 2018, Seddighi et al. 2019, Jin 2021).

Everyone may experience a conflict, hence, in order to understand it and cope with it effectively and constructively, it is worth knowing its essence. Therefore, it may be assumed that knowledge concerning conflicts and dealing with them is needed so that the sides of the conflict are able to fulfil their needs at the maximum level. That enhances the general well-being of the individuals and maintaining the balance in society.

1.3. Learning objectives

Main objective

To equip the training participants with the knowledge about the activating methods and to develop the ability to employ those methods in the distant learning basing on the example of the classes concerning interpersonal conflicts.



Detailed objectives

Training participants shall:

in the knowledge area:

- know the assumptions of the decision tree method;
- know the rules of the brainstorming method;
- know the characteristic features of the mind map;
- define the interpersonal and intrapsychic conflict;
- know kinds of interpersonal conflict;
- list conflict causes;
- list conflict resolving styles;
- know characteristic features of the Harvard negotiation model;
- indicate advantages and disadvantages of different styles of resolving conflicts.

in terms of skills:

- be able to implement the rules of brainstorming in practice;
- be able to create the mind map according to its assumptions;
- be able to create the decision tree;
- be able to implement the case study;
- differentiate between types of conflict and provide examples;
- identify feelings and emotions connected with conflicts;
- skilfully cooperate with others;
- differentiate between interests and needs;
- differentiate methods of coping with conflicts;
- be able to resolve a conflict basing on the cause and effect thinking;
- perform a detailed analysis of a conflict;
- provide effective arguments for the suggested solution.

in terms of attitudes:

- be aware of the effects of using the activating methods in distant learning;
- understand relations between the persons in conflict;



- understand the general character of interpersonal conflicts;
- be creative;
- be aware of individual and social benefits of different styles of resolving conflicts and their usability;
- be aware of the importance of needs in the process of resolving a conflict;
- be aware of the effects of resolving and settling a conflict.

1.4. The target group of the training

The training is intended for the academic teachers, primary and secondary school teachers, students preparing to work with children, adolescents, and adults, as well as the post-graduate students who are willing to increase their psychosocial and methodical competencies. The target group of the training are people who wish to gain knowledge and develop the ability to use the activating methods in distant learning.

1.5. The form of training implementation

In order to ensure the effectiveness of the training, it is recommended to implement it in groups including from 12 to 18 people. However, the instructor may adapt the programme for the conditions of his/her own training group. The training has been designed to be implemented in the form of distant learning, but the in-person form can also be applied. It has been assumed that the training in the online mode shall be implemented via Moodle Learning Platform.

1.6. Duration of the training

The duration of the training is 4 hours and 30 minutes.



2. TRAINING PROGRAMME

2.1. The learning content

During the training, the participants gain knowledge concerning the activating methods: brainstorming, mind map, case study, and decision tree.

The discussed problems shall focus on three subject areas concerning interpersonal conflicts.

First of them is connected with the basic knowledge about interpersonal conflicts, including their essence, their universal character, the relationship between the sides of the conflict, the causes of conflicts, as well as feelings and emotions connected with them.

The second didactic area is related to the styles of resolving conflicts based on the Harvard negotiation model. The participants shall learn the advantages and disadvantages of different styles of resolving conflicts, as well as the individual and social consequences of implementing each of them.

The third subject area presents the selected methods of resolving and settling conflicts, their essence, and their effects. Negotiations and mediation have been listed as constructive methods of coping with a conflict.

2.2. The training schedule

Subject area	Duration time
1. Causes and types of the interpersonal conflict	1.5 h
2. The ways of resolving the conflict – advantages, disadvantages, and implications	1.5 h
3. Methods of resolving and settling the conflict	1.5 h



2.3. Didactic means and materials

Means and materials used:

1. computer with the Internet connection
2. Moodle Learning Platform
3. Google Disc
4. didactic materials

2.4. Teaching methods

1. brainstorming
2. mind map
3. decision tree
4. case study
5. free association method
6. open-ended sentences
7. practical exercises
8. discussion
9. lecture
10. explanation

2.5. References and recommended Internet sources

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3. LESSON PLANS

3.1. Causes and types of the interpersonal conflict

Detailed objectives:

1. participants know the rules of brainstorming;
2. participants are able to apply the rules of brainstorming in practice;
3. participants define the notion of interpersonal and intrapsychic conflict;
4. participants know the types of interpersonal conflicts;
5. participants know different types of conflicts and provide examples;
6. participants understand the relations between the persons in conflict;
7. participants understand the general character of interpersonal conflict;
8. participants list the causes of the conflict;
9. participants identify feelings and emotions connected with conflicts;
10. participants cooperate with each other;
11. participants develop their creativity.

Task 1. The difference between interpersonal and intrapsychic conflict

Didactic methods:

1. brainstorming
2. discussion
3. explanation
4. practical exercises

Duration time: 30 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, didactic materials (1-3), screenshot (1)



Course of training:

1. Participants log into the Moodle Platform, module I in Big Blue Button service: What is conflict and how to handle it?
2. The instructor greets the participants and presents the subject of the training.
3. The instructor explains the rules of brainstorming to the participants (didactic materials 1).
4. Participants, following the rules of brainstorming, write as many associations with the word “conflict” as they can in the “shared notes” section.
5. Participants underline the positive associations with the word “conflict”. The instructor notes what kind of associations is dominant – positive or negative.
6. The instructor randomly divides participants into groups of three.
7. The participants’ task is to come up with their own definitions of interpersonal conflict.
8. Participants submit their definitions in the “shared notes” section.
9. The instructor discusses each of the definitions pointing out the correct and incorrect elements. The correct answers are bolded, and the incorrect ones are crossed out. The instructor points out the difference between interpersonal and intrapsychic conflict (didactic materials 2).
10. The instructor provides examples of conflicts. The participants’ task is to determine which of them are interpersonal, and which are intrapsychic conflicts. Participants need to justify their opinions (didactic materials 3). (Attachment – screenshot 1).

Task 2. Causes and commonness of intrapsychic conflicts

Didactic methods:

1. discussion
2. brainstorming
3. practical exercises

Duration time: 20 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, screenshot (2)

Course of training:

1. The instructor shares the whiteboard in the Big Blue Button.
2. The instructor draws a woman figure – there should be a space inside and outside of the shape for the notes. The instructor explains that the figure is a woman called Anna – a 21-years-old student of special pedagogy.
3. Participants write the possible causes of Anna’s conflicts with other people inside and outside of the figure. In the “shared notes” section they brainstorm a list of Anna’s feelings and emotions connected with the encountered conflicts.
4. The instructor and participants discuss the outcomes of their work. They pay particular attention to the social roles of the persons who are engaged in conflicts with Anna; the number of possible conflicts; the inevitability and commonness of conflicts; feelings and emotions experienced by the people in conflict in the context of possible ambivalent feelings. (Attachment – screenshot 2).

.Task 3. Types of interpersonal conflicts and their effects

Didactic methods:

1. explanation
2. practical exercises
3. discussion

Duration time: 33 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, didactic materials (4), screenshot (3)

Course of training:

1. The instructor discusses Christopher Moore’s “Circle of Conflict” (didactic materials 4).
2. The instructor randomly divides participants into pairs.
3. In pairs, each of the participants provides two examples of different kinds of conflicts basing on their own experience. They write them down in the “shared notes” section.

4. The instructor asks each of the pairs to come up with the probable effects of conflicts and write them down in the “shared notes” section. Each pair should work on the examples of conflicts provided by another pair.
5. The group discusses the positive and negative effects of interpersonal conflicts dividing them into individual and social ones. (Attachment – screenshot 3).

Task 4. Conclusions

Didactic methods:

- open-ended sentences

Duration time: 7 min.

Didactic means and materials:

didactic materials (5)

Course of training:

1. The instructor reads the open-ended sentences out loud. The participants’ task is to complete them (didactic materials 5).



3.2. The ways of resolving the conflict – advantages, disadvantages, and implications

Detailed objectives:

1. participants know the characteristic features of the mind map;
2. participants are able to prepare the mind map according to its frameworks;
3. participants differentiate between interests and needs;
4. participants list the styles of solving conflicts;
5. participants know the characteristic features of the Harvard negotiation model;
6. participants list the advantages and disadvantages of different ways of resolving conflicts;
7. participants are aware of individual and social benefits of different ways of resolving conflicts and the possibilities of their use;
8. participants are aware of the importance of needs in the process of resolving conflicts.

Task 1. Needs and interests in conflicts

Didactic methods:

1. explanation
2. practical exercises
3. discussion

Duration time: 20 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, didactic materials (6-7)

Course of training:

1. Participants log into the Moodle Platform, module I in Big Blue Button service: What is conflict and how to handle it?
2. The instructor greets the participants and presents the subject of the training.
3. The instructor defines needs and interests (didactic materials – 6).



4. The instructor randomly divides the group into pairs.
5. In pairs, participants list two features that they share and two features that differentiate them, excluding the physical features.
6. Participants determine needs basing on interests (didactic materials – 7).
7. Participants discuss the notion of needs and interests in the context of interpersonal conflicts.

Task 2. Styles of resolving the conflict – characteristics

Didactic methods:

1. explanation
2. practical exercises
3. discussion

Duration time: 20 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, didactic materials (8), screenshot (4)

Course of training:

1. The instructor describes the Harvard negotiation model (didactic materials – 8).
2. The instructor divides the participants into five groups. Each group describes one style of dealing with the conflict: compromise, avoidance, adaptation, competition, and cooperation. Each group lists the pros and cons of a particular style, as well as gives examples of situations in which it can be implemented, and those in which it should not be used. Participants insert their notes in the “shared notes” section.
3. Participants discuss different styles of resolving conflicts. (Attachment – 4)



Task 3. What do you know about the conflict and the styles of resolving it?

Create a mind map

Didactic methods:

1. lecture
2. practical exercises
3. discussion
4. mind map

Duration time: 50 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, multimedia presentation (1)

Course of training:

1. The instructor describes the main assumptions of the Mind Mapping (multimedia presentation 1).
2. The instructor divides participants into four groups. Each group analyses one of the mind maps from the attachment.
3. Participants present the outcomes of the group discussion. They point out correct and incorrect elements of each mind map.
4. Each participant prepares their own mind map (by hand or electronically). The main theme of mind maps is “conflict”. The main “branches” should be styles of resolving the conflict. Then, volunteers (approx. 2 people) share their screens and present their mind maps to the group. The rest of the participants interpret and evaluate the presented mind maps.



3.3. Methods of resolving and settling conflicts

Detailed objectives:

1. participants know the main assumptions of the decision tree;
2. participants know how to prepare the decision tree;
3. participants are able to analyse the conflict;
4. participants provide arguments supporting the solutions they have proposed;
5. participants differentiate between methods of resolving conflicts;
6. participants resolve the conflict using the cause and effect analysis;
7. participants are aware of the effects of resolving and settling conflicts.

Task 1. How to resolve the conflict successfully?

Didactic methods:

1. lecture
2. explanation
3. practical exercises
4. discussion.

Duration time: 35 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, didactic materials (9-10), screenshot (5)

Course of training:

1. Participants log into the Moodle Platform, module I in Big Blue Button service: What is conflict and how to handle it?
2. The instructor greets the participants and presents the subject of the training.
3. The instructor describes the three most popular methods of resolving conflicts: arbitration, negotiations, and mediation. (The instructor may familiarize himself/herself with the didactic materials 9 before the training.)



4. Participants discuss the differences and similarities between the methods of resolving conflicts. They write their ideas in the “shared notes” section.
5. The instructor randomly divides participants into pairs.
6. Each pair fills in the worksheet (didactic materials – 10). Participants read descriptions of different situations and name methods used in each case. If they consider the implemented method ineffective, they provide a different one that, according to them, would be more effective.
7. Participants discuss and compare the outcomes of their work together. They come to an agreement concerning which methods should be used in particular cases and draw conclusions (Attachment – screenshot 5).

Task 2. How to make a decision? How to end the conflict? The implementation of the decision tree

Didactic methods:

1. lecture
2. explanation
3. practical exercises
4. discussion
5. decision tree
6. case study

Duration time: 45 min.

Didactic means and materials:

computer with the Internet connection, Moodle Platform, Google Disc, didactic materials (11-12), multimedia presentation (2)



Course of training:

1. The instructor presents the “decision tree” method to the group (Multimedia presentation 2).
2. Participants familiarise themselves with the case (didactic materials – 11). They ask the instructor additional questions connected with the Kowalski family described in the materials. (The instructor may make up the additional pieces of information about the family).
3. The instructor, together with the participants, formulates the problem, e.g. “How to improve the relations in the presented cases?”
4. The instructor uploads the file with the decision tree pattern (didactic materials – 12) to the Google Disc and makes it available for all the participants by using the option of sharing and allowing everyone to edit the file.
5. The instructor shares the link to the decision tree pattern via the chatbox on the Moodle Platform.
6. The instructor randomly divides participants into three groups. Members of each group choose a leader.
7. The members of each group are assigned to one room in the meeting to facilitate cooperation.
8. Leaders share the decision tree pattern with their group. Together, they decide whether they want to use the ready-made pattern of the decision tree or to draw their own decision tree from the beginning.
9. Participants solve the formulated problem. They create the decision tree.
10. The instructor shares the outcomes of the work of each group for other participants to see.
11. The instructor, together with the participants, analyses every decision tree. They discuss similarities and differences between the presented values and objectives in each group.



Task 3. Conclusions

Didactic methods:

1. free associations method
2. open-ended sentences

Duration time: 10 min.

Course of training:

1. The instructor asks each of the participants to give one association with the word “conflict”.
2. Participants finish the sentence: „The method I fancied the most is ... because ...”.



DIDACTIC MATERIALS

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Lublin 2022



Co-funded by the
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4. DIDACTIC MATERIALS

4.1. Didactic materials – 1

Brainstorming – rules

1. The instructor addresses the problem.
2. The instructor describes the rules of brainstorming:
 - Focus on the number of ideas – the more, the better.
 - Don't judge the ideas – every idea is fine.
 - Think of some creative ideas – they should be unique.
 - Merge the ideas – they can be an inspiration for new ones.
3. The instructor uses the submitted ideas to guide the discussion. He/she analyses them together with participants.
4. The best idea is chosen to be the solution to the problem.

4.2. Didactic materials – 2

Exemplary definitions of a conflict

Interpersonal conflict – it is a situation in which at least two persons who depend on one another feud over the limited resources or fulfilling their interests that cannot, seemingly or effectively, be reconciled. (from Moore, after: Cybulko 2009, 52).

Intrapsychic conflict – a tension experienced by an individual connected with their inability to fulfil two or more competing objectives. (from Bodanko, Kowolik 2008, 72).



4.3. Didactic materials – 3

Decide whether each of the sentences is an example of interpersonal or intrapsychic conflict. Justify your choices.

1. Siblings argue about where to spend next summer holidays.
2. Anna has a shopping dilemma. She fancies two dresses, but she only has PLN 200. Anna can afford only one dress, so she has to choose which one to buy.
3. A mum took offence at her child because he/she did not clean up his/her room.
4. A driver cut a woman on the bike in. The biker, knowing that the driver cannot hear her, started to shout and make offensive gestures to express her anger.
5. Kate woke up early in the morning because of a headache. On the one hand, she wanted to stay at home and rest. However, she also wanted to go to school, because there was a trip to the botanic garden planned for that day. She didn't know what to do.

Answers for the instructor:

Interpersonal conflict – 1, 3, 4

Intrapsychic conflict – 2,5



4.4. Didactic materials – 4

Christopher Moore's "Circle of conflict"

Source: <https://www.facebook.com/StudiumMediacji/photos/ko%C5%82o-konflikt%C3%B3w-wed%C5%82ug-ch-moorea-konflikt-danych-pojawia-si%C4%99-gdy-ludzie-korzysta/1590324427855996/> [accessed: 24.01.2022]

English version: PK

4.5. Didactic materials – 5

Open-ended sentences

1. For me, the conflict is....
2. In social life, conflict...
3. Brainstorming...



4.6. Didactic materials – 6

Exemplary definitions: a need, an interest

A need is a state in which a person feels a desire to satisfy a certain lack for different objectives, e.g. survival, providing suitable living conditions, etc.

An interest is something physical and non-physical that one cares about.

4.7. Didactic materials – 7

Provide exemplary needs to the stated interests.

Interests	Needs
I want to go to the seaside next summer holidays.	
I hope my husband finds a job.	
I would prefer to buy a hybrid car than a diesel one.	
I'm going to watch a film or read a book when I get back home.	
I need a medical examination because I often have a headache.	



4.8. Didactic materials – 8

Harvard negotiation model – styles of resolving conflicts



Source: <https://www.lo69.pl/liceum/strony/edu/negocjacje.html> [accessed: 24.01.2021], English version: PK

4.9. Didactic materials – 9

Characteristics of the selected methods of resolving conflicts

Source: an extract from a monograph by Agnieszka Lewicka-Zelent (2015), *Gotowość nieletnich do zadośćuczynienia w paradygmacie sprawiedliwości naprawczej* (*The willingness of the juveniles to atone in the restorative justice paradigm*), UMCS Lublin Publishing, p. 98-109.

Arbitration is a method of resolving conflicts by the third, neutral party, who analyses the conflict by contacting each side separately and choosing the adequate way to resolve it (W. Wosińska, 2004). The main objective of the arbitration is to resolve the conflict without the participation and control of the conflicted persons. The decision is made by the impartial and neutral arbiter who was nominated with the consent of both sides of the conflict. The decision is based only on the presented evidence and it is binding for both sides (M. Kazimierczak, 2008).

In the spoken language, the terms “arbitration” and “judicial procedure” are used interchangeably. However, there are several substantial differences between them. Firstly, an arbiter is a private person who is engaged in the conflict at the request of its sides. The judge, on the other hand, is a representative of the law. Moreover, arbitration is possible only if both sides express their consent, whereas the judicial procedure is initiated at the request of at least one side. Furthermore, arbitration is based on the rules that are partially set by the sides of the conflict. In the judicial procedure, however, the sides do not have any influence on the rules and laws. Finally, the arbitration may be conducted regardless of the place of living of both sides, but the law court where the judicial procedure takes place is determined by the judicial circuit in which the sides reside. (A. Korybskiego, 1993).

The common feature in the functioning of the law court and arbitration is the way of reaching the final effect. In both methods, there is no room for resolving the conflict, and the main aim is to settle it. It is difficult to consider those methods the desirable ones, as they do not provide an opportunity to consider the needs of the sides. However, sometimes they are necessary.

Another method of resolving conflicts is negotiations. The most accurate definitions describe negotiations as a process of bilateral communication. It aims to achieve an agreement that satisfies both sides by modifying their individual needs. In order for negotiations to take place, the following elements should occur simultaneously: the mutual dependence of both sides as well as partially common and partially competing interests (e.g. K. Bargiel – Matusiewicz, 2007).

The type of negotiations taken up by the sides is a matter of great importance as well. Hamer (1998) differentiates between positional and principled negotiations. Soft positional negotiations are oriented toward achieving the agreement at any expense, even if one side resigns from their values, which is not beneficial for them. The aim of hard positional negotiations is to assume superiority over the other side (usually by persistency), which may destroy the relationship between the sides. Thus, positional negotiations are not oriented toward cooperation and building relations, but rather destruction. This attitude is typical of the punitory approach to the notion of justice.

Principled negotiations are based on resolving a conflict in four steps. First, the sides define the problematic issue in order to understand their situation. Second, the sides discuss the problematic issues and look for solutions. That allows them to find the most effective option. In the outcome, the sides make a contract that includes the resolutions that they agreed on (R. J.



Edelmann, 2002). Principled negotiations (based on the rules) facilitate effective conflict resolution and help to engage in corrective actions. However, one of the main conditions ensuring the occurrence (and the proper conduct) of this type of negotiations is high communicative competencies of the sides of the conflict (...)

The exemplary definitions of mediation are provided by S. H. Clarke and E. E. Gordon (1997), as well as M. and J. Kaźmierczak (2010). Mediation is defined by them as a voluntary conversation between at least two parties in conflict. The sides aim to resolve the conflict during the confidential meeting in the presence of an impartial and neutral mediator.

The extension of the abovementioned definition has been proposed by Ch. Moore (2003). The scholar defines mediation as an interposition in negotiations performed by a person who is accepted by the conflicted parties and helps them to resolve the conflict effectively. This process leads to the improvement of the relationship between the parties of the conflict, by lowering the negative emotional and psychological impact to the minimum.

Ch. Moore refers to the process of communication between the parties. As he claims, one of the aims of mediation is reaching an agreement in a way that does not prompt fear and anxiety, which results in the quality of the relations between the sides. The resolution of the conflict via mediation should satisfy both sides. Thus, their needs should be fulfilled to the highest extent possible.

The communicative aspect of mediation is also emphasized by D. Fedorowska (2008a) who claims that it is a form of private communication between the sides. That enhances a more informal conversation about the problematic issues conducted in an atmosphere of kindness, respect, and understanding. In mediation, the resources of the sides are a matter of great importance. They constitute the basis of the conflict resolution as well as guarantee that the disputable issues shall not appear in the future. (...)

Another group of definitions is characterised by the emphasis on the active participation of the sides of the conflict in the process of resolving it. The role of the mediator is considered to be of lower importance, whereas the accent is put on the sides of the conflict. Mediation is one of the methods of resolving conflicts that do not involve violence (U. Haeske, 2005). The role of the mediator taking part in the process is to help the sides in resolving the conflict (A. Krata, 2004, J. E. Beer, E. Stief, 2007). D. Weckstein (1997) and J. Basemer (after: U. Haeske, 2005) highlight



the self-determination of the sides even more. That allows them to place mediation both in judicial and extra-judicial institutions.

In each group of definitions, there are different aspects emphasised. Thus, each definition may be considered correct. Nevertheless, basing on the analysis of sources and mediation practice, it was possible to propose another definition of mediation. This process may be defined as a dialogue between two conflicted sides in the presence of the impartial, non-aligned mediator. It leads to reaching an agreement that will satisfy the sides by taking their needs into consideration. (...)

Substantially, mediation is considered to be providing assistance for the conflicted sides in the process of reaching a satisfying agreement (K. Bargiel-Matusiewicz, 2007) that shall evoke a sense of justice.

However, L. Riskin (1982) develops the abovementioned aim of mediation. As he claims, mediation focuses either on reaching an agreement or satisfying the interests of the sides by improving their relationship (that is oriented on cooperation). The author once more emphasizes the expectations of the sides and other members of the society in this exceptional process. Nonetheless, it is difficult to consider mediation in the context of only one of the objectives listed by L. Riskin. Indeed, they do co-exist and interpermeate. (...)

The dependency between negotiations, mediation, arbitration, and the judicial procedure is highly explanatory, as it indicates their advantages and drawbacks. The diagram below presents the most favourable scheme of the relationship between those methods of resolving the conflict.



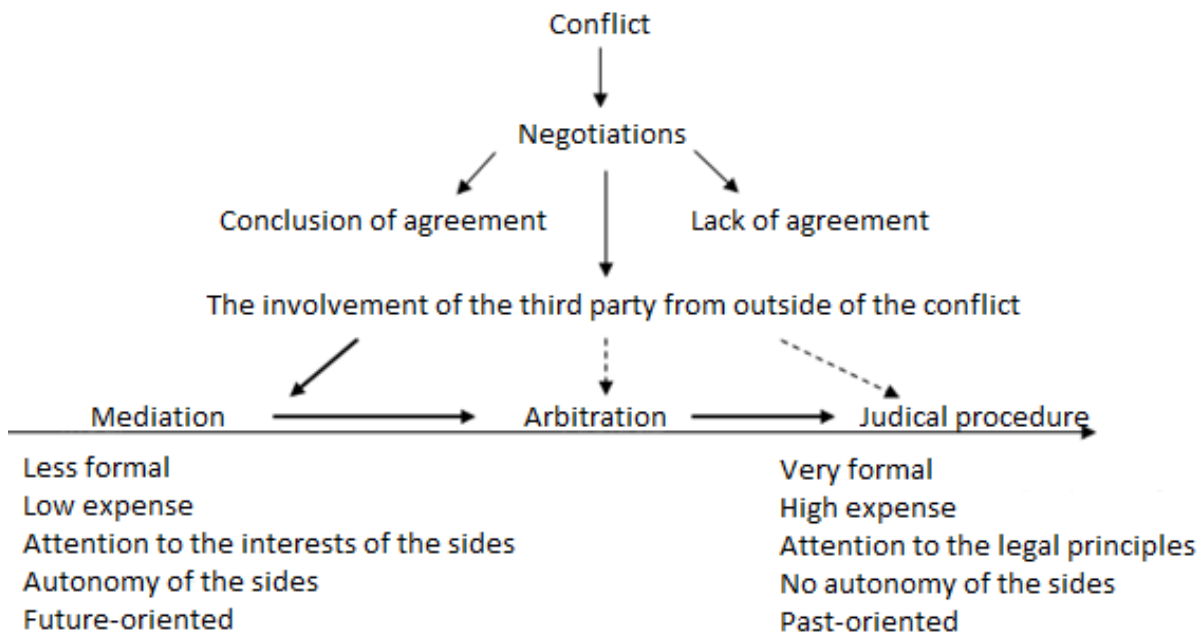


Diagram. The recommended order of applying methods of resolving conflicts.

Source: author's own elaboration based on: E. Blankenburg, W. Gottwald, D. Stempel (red.), 1982; English version: PK

The presented methods of resolving conflicts (mediation, negotiation, arbitration, judicial procedure) complement one another. However, because of some of their characteristic features, they should be applied after a careful analysis of the pros and cons of each of them. In the Polish specialist literature, the sequentiality of the methods of resolving conflicts is described by, among others, A. Korybski (1993) and L. Morawski (1999). (...)

Due to the fact that the persons involved in a conflict are most familiar with it, they should attempt to resolve it themselves. Principled negotiations allow them to conduct a conversation aiming at determining their interests and fulfilling their needs. If the sides are not able to handle such dialogue, the aid of a third party is necessary. There are alternative options when it comes to further proceedings. Taking into consideration several advantages of mediation, this particular method should be applied directly after an unsuccessful attempt at negotiations. Among others, the main benefits of mediation are its informal character, little (or no) expense, and short duration time. Nevertheless, the priority in the process of resolving conflicts is reaching the interests and needs of the sides, who independently aim at attaining a satisfying agreement. That prevents conflict escalation and frequently leads to the improvement of the relationship

between the sides. However, when this method is not effective, one may try to resolve the conflict by applying arbitration, which is the method located between mediation and judicial procedure. Finally, when arbitration fails, the sides shall look for a resolution in a court of law. However, it needs to be stressed that the judicial procedure limits the rights of the sides of the conflict. It is connected with high formalising and institutionalising of the conflict, as well as the extended resolution time. It may also require significant financial outlays. The autonomy of the sides becomes a minor factor and the central position is taken by the judge who is guided by the normative acts that may be inconsistent with the needs of the sides. The primary aim of the judicial procedure is to settle the conflict from the past. As a consequence, the future relations between the sides are not the object of the proceedings.

Although the presented model may be considered to be the standard procedure, it is not implemented very frequently. In fact, if the sides of the conflict are not able to resolve it themselves, they frequently skip mediation and seek the resolution in arbitration or a court of law. Paradoxically, similarly to principled negotiations, mediation is the most favourable method of resolving conflicts for both sides. However, the choice of the method of resolving the conflict should be made based on several factors, such as character and the course of conflict, expectations and character features of the sides, as well as the availability of respective methods.

The important factors are also the duration of the conflict, the level of its intensification, and the number of entities involved in it. The longer the conflict lasts, the more intense it becomes and the more people it involves. Thus, if the mediator is engaged in the conflict soon enough, the chances for a resolution that is favourable for both sides increase.

However, it needs to be stressed that in conflict its sides are of the highest importance. Their expectations and needs may be highly differentiated. Some participants in the conflict may be oriented toward cooperation and dialogue, and the others prefer domination and competition. The styles of resolving conflicts chosen by the sides may inhibit or facilitate reaching the settlement. Obviously, the people who are oriented towards cooperation have bigger chances of reaching conflict resolution by mediation. On the other hand, the character of the sides' expectations needs to be taken into consideration, as some people value their relationships with others more than their own interests. In such a case, it is easier to hold a conversation.



However, if someone is oriented on the triumph over the opponent and humiliating him/her, he/she will be willing to prove their supremacy during arbitration or in the court of law.

It is also crucial to determine the availability of particular methods. It may happen that even if the sides want to take part in mediation, it will not be possible due to the lack of mediators in their area. Sometimes, although the sides are willing to refer to the impartial judgement, they cannot afford to take part in the judicial procedure.

In conclusion, the sides of the conflict should choose the method of reaching the agreement themselves basing on the analysis of the expected outcomes of each of them. It is worth remembering that methods of solving conflicts in which the sides are the main focus of the procedure are most beneficial for fulfilling their need for self-government and self-determination. (L. Riskin, J. Westbrook, Ch. Guthrie, T. Heinsz, R. Reuben, J. Robbenolt, 2006)



4.10. Didactic materials – 10

Worksheet – What method has been implied to resolve the conflict?

Description	Applied methods	Conflict resolved or settled?	Another suggested method and justification
Kate argued with a mason who was supposed to build her holiday cabin by the lake. She said that one of the walls is leaning down. The mason claimed it is not true and did not want to negotiate. Kate turned to one of the prestigious construction companies and asked for their professional assessment in this matter.	arbitration*	settled	
Andrew accidentally damaged Arthur's trousers. He was running around the football field when he collided with his friend. When he was falling down, the chain attached to his trousers tore Arthur's clothes. Andrew apologized to Arthur, shook hands with him, and suggested talking about the solution to his problem later. During the break, the boys started the discussion.	negotiations	resolved	
Mr and Mrs Kowalski planted a plum tree. The tree was located near the parcel border that they shared with the Nowak family. In five years' time, the tree has grown significantly. The Nowaks asked for the tree to be removed, as it cast shade on the flowerbeds in their garden. The Kowalskis did not agree to do that. They tried discussing the matter with their neighbours numerous times and suggesting other solutions. Finally, they asked another neighbour, Mr Lucas, to be the middleman in this dispute.	negotiations mediation	resolved	

*The correct answers are **bolded**.



4.11. Didactic materials – 11

Case study

The perspective of Mrs Eva

I'm 35 years old and I live in a 3-bedroom flat in Warsaw. I have a husband and 10-years-old twins. My husband's mother lives with us as well.

I teach physics in primary school. I used to get on very well with my pupils. However, nowadays I am fed up with listening to stories about their trivial problems. It is connected with the issues in my private life. I know that I am too nervous sometimes. Nevertheless, I think that I am a very good teacher and pedagogue.

For two years, my relationship with my husband has been strained. I think he's lazy and that's why he doesn't have a job. I don't have a choice, so after my regular classes, I give private lessons all evening. At night I clean up the house and prepare the boys for school. After 15 years of marriage, I know that my choice of a husband wasn't right. He is as same as his mother. My mother-in-law is a dull woman. She is neither sensitive, nor smart, and not even hardworking. She is demanding, vain, and intrusive. Moreover, she is a simpleton, so you can't talk to her about any serious matters. My mother-in-law doesn't help with anything in our household. She watches soap operas all day long, criticising me and my children in the meantime. The arguments occur frequently in our home, especially when I articulate my needs from time to time. I don't see any solution to this situation. I feel like I'm stuck.

The perspective of Mr Casper

I am 32 years old. I live with my family in Warsaw. My sons are great. They are polite and they don't cause any trouble. Fortunately, they don't require a lot of attention. They are resourceful and they are good students. They don't need to be taken care of all the time. My wife is a teacher and she has always implied that she is smarter than me. I don't like talking to her, because she claims that my views are silly anyway. On the other hand, I love my mother. She lives with us and she is engaged in our family issues. As she is an elderly woman (she's 63) and she doesn't help us with the household duties. It's understandable because she has worked a lot in the past. My wife's behaviour is a major issue. She picks on me all the time. She says I should go to work and do all the household chores as well. It annoys me because I do the shopping and



cook diners. In those difficult times, it doesn't pay off to work for the minimum wage. In any case, we have enough money because Eva earns a lot. We argue very frequently because she faults me for many things. She'd better take care of the family herself.

The perspective of the son

My name is John and I'm 10. I love my mum the most and I have to put up with my brother because he's my twin. He's not that bad, but we argue a lot. I don't like my grandmother because she wanders all around the house and wants to know about everything that is happening. She is the reason why my parents fight. I'd prefer her to move out. If I have a problem, my mum is always with me. She helps me with my homework and I can talk to her about everything. And my dad... Well... He lives with us... He relaxes a lot. He lives a happy life. I'm ashamed when I think of the fact that he leaves all the household duties to be done by my mum. I'm happy when he goes to work abroad from time to time. It's more peacefully at home then.

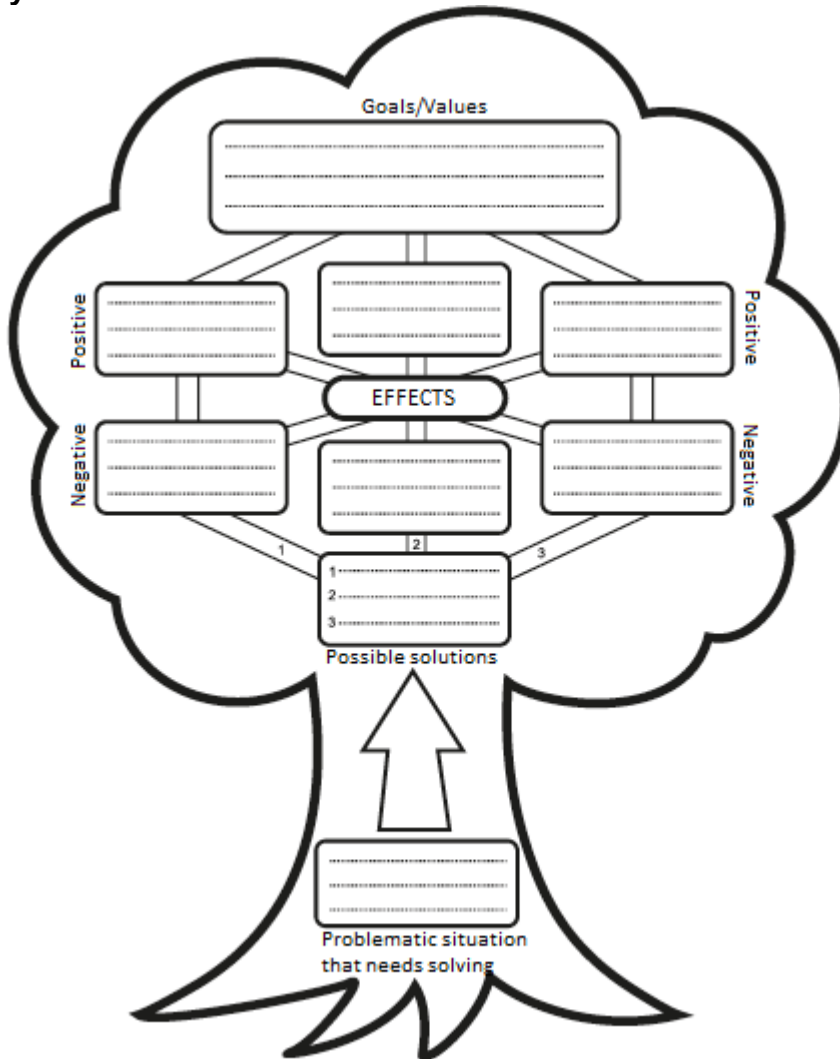
The perspective of Mrs Jane

I'm 63 and, unfortunately, I live with my daughter-in-law. I have always known that my son didn't choose the right person to marry. He should have had fun. He shouldn't have got married at all. Now we both have a hard time. Lady Muck... THE teacher... My son should get divorced. Then Casper and I could live peacefully in my house in the countryside. And she should take care of her sons herself. They are such big boys and all they care about is their mummy. I dread to think of how she's going to bring them up.



4.12. Didactic materials – 12

Exemplary decision tree



<https://www.zycieszkoly.com.pl/artikul/slysze-i-zapominam-widze-i-pamietam-robie-i-rozumiem>
[accessed: 24.01.2022] English version: PK



5. SCREENSHOTS (1-5) – APPENDIX

1.

The screenshot shows a Zoom meeting interface. The main window displays a slide with the following text:

What is a conflict and how can you deal with it?
Task 1. Interpersonal and intrapsychic conflict

The shared notes panel on the left contains the following text:

Associations related to conflict:
storm, quarrel, consent, 2 people, misunderstanding, various needs

Original definitions of the conflict
group 1
A conflict is an experience of people who cannot reach an agreement.
group 2
The conflict concerns at least 2 people who have own needs and they will never reach an agreement.

The definition of a conflict
"This is a situation where at least two interdependent persons argue about scarce resources or the pursuit of interests that are - or appear to be - irreconcilable."

The Zoom interface includes a top bar with a "Start recording" button, a participant list with "Agnieszka Lewicka-Z...", and a bottom toolbar with icons for microphone, video, chat, and screen sharing. The Windows taskbar at the bottom shows the time as 11:00 on 02.02.2022.



2.

The screenshot shows a Zoom meeting interface. On the left, there is a chat window with a message: "What is a conflict and how can it be dealt with? kampus.umcs.pl". Below the chat is a notes section with the following text:

1. Please complete the worksheet (teaching materials - 15)

2. Desired sequence of applying conflict resolution methods:

- negotiations
- mediation
- arbitration
- court

Which of the methods are most often used by Poles and why?

- court

The main part of the screen shows a slide titled "What is a conflict and how can it be dealt with?". The slide contains a flowchart:

```

    graph TD
      Conflict --> Negotiation
      Negotiation --> Agreement[an agreement]
      Negotiation --> NoAgreement[no agreement]
      NoAgreement --> Mediation
      NoAgreement --> Arbitration
      NoAgreement --> Court
      Mediation --- Involvement[Involvement of a third person outside the conflict]
      Arbitration --- Involvement
      Court --- Involvement
  
```

Below the flowchart, there are two columns of text:

Mediation	Arbitration	Court
Slight form of law	Formal law	Formal law
Low economic utility	Considerable economic utility	Considerable economic utility
Taking into account the interests of the parties	Taking into account legal norms	Taking into account legal norms
The autonomy of the parties	Lack of the autonomy of the parties	Lack of the autonomy of the parties
Orientation to the future	Orientation to the past	Orientation to the past

Diagram. Desired order of applying the methods of reaching an agreement

3.

The screenshot shows a Zoom meeting interface. On the left, there is a chat window with a message: "Ta karta używa Twojej kamery lub mikrofonu.". Below the chat is a notes section with the following text:

What does Anna feel?
anger, joy, disappointment, fear, satisfaction

Ania's social roles: a daughter, a granddaughter, a neighbor

People who are involved in conflicts: a boyfriend, parents, friends from college

The number of conflicts - many

Inevitability and universality - everyone experiences conflicts

Sign of feelings which are experienced by people - various feelings (What kind of feelings? How long do they last? What does indifference mean?)

The main part of the screen shows a slide titled "What is a conflict and how can it be dealt with?". The slide contains a drawing of a stick figure with the following text:

Ann - She is 21 years old, a student of special pedagogy

other values with friends from university

no money to go to the mountains with a boyfriend

moving out of the house and living with boyfriend



4.

The screenshot shows a Zoom meeting interface. On the right, a slide titled "The Circle of Conflicts Ch. Moore" is displayed. The slide features a circular diagram with five segments, each representing a type of conflict: Data, Interest, Structural, Relationship, and Value. Each segment includes a brief definition and causes. Below the diagram is a URL: <https://lindamagsoncounseling.com.au/areas-of-expertise/conflict-resolution/>. On the left, a shared notes window is open, containing the following text:

Examples of conflicts
1. Data conflict - my colleagues from college did not provide me information about the pedagogy test and I did not participate in it (group 2)
 Consequences:
2. Conflict of interest - I want to go to the mountains and my brother to the sea (gr 4)
 Consequences: I argue with my brother; I am asking my mother to convince my brother; I'm angry; I took offense at my brother (gr 3)
3. Structural conflict
 Consequences:
4. Conflict of values
 Consequences:
5. Relationship conflict
 Consequences:
 Individual effects of interpersonal conflicts:
 Social effects of interpersonal conflicts:

5.

The screenshot shows a Zoom meeting interface. On the right, a slide titled "The Harvard model of negotiation - styles of conflict resolution" is displayed. The slide features a 2x2 matrix with "Level of Cooperation" on the vertical axis (Low to High) and "Level of Competitiveness" on the horizontal axis (Low to High). The matrix contains five boxes representing negotiation styles: Accommodation (High Cooperation, Low Competitiveness), Collaboration (High Cooperation, High Competitiveness), Avoidance (Low Cooperation, Low Competitiveness), Competition (Low Cooperation, High Competitiveness), and Compromise (middle). Below the matrix is a URL: https://saylordotorg.github.io/text_human-relations/s13-handle-conflict-and-negotiatio.html. On the left, a shared notes window is open, containing the following text:

1. Compromise (group 1)
 • advantages
 • disadvantages
 • When is/ is not it worth using?
2. Competition (group 2)
 • advantages
 • disadvantages
 • When is/ is not it worth using?
3. Accomodation (group 3)
 • advantages
 • disadvantages
 • When is/ is not it worth using?
4. Collaboration (group 4)
 • advantages
 • disadvantages
 • When is/ is not it worth using?
5. Avoidance (group 5)
 • advantages
 • disadvantages
 • When is/ is not it worth using?



6. MULTIMEDIA PRESENTATIONS (1-2) – APPENDIX

6.1. Mind Mapping

Title slide



MIND MAPPING

dr hab. Agnieszka Lewicka-Zelent, prof. UMCS

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Slide 1

WHAT IS MIND MAPPING?

- activating learning/teaching method
- a smart method of taking notes
- a manner of presenting data
- a method of planning/organizing thoughts and ideas

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Slide 2

MIND MAP – BASIC RULES

- prepare the map on the sheet of paper, A4 size, aligned horizontally;
- prepare coloured pens, markers;
- read the article, listen to the lecture or its recording;
- put the main problem/key word in the centre of the page in big, capital letters; use pictures, colours, and symbols;
- from the main problem, draw thick branches, write one or two key words. Each branch should be marked with a different colour. The length of the branch should correspond with the length of the key word;
- thinner branches with shorter and smaller writings (except for quotations) should extend from the main branches.

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Slide 3

WORTH REMEMBERING

- use at least three different colours
- put some pictures – including three-dimensional pictures, moving figures, symbols, frames, clouds
- include some humorous elements;
- refer to absurdity;
- use different fonts: size, boldness, style;
- distinguish some elements, e.g. by using exclamation marks;
- the created picture should be simple, legible, and clear;
- use arrows to indicate connections;
- step out of the box – be creative and unique
- adapt the map to a learning style;
- be yourself.

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Slide 4

EXEMPLARY MIND MAP CREATORS

- Freeplane
- Bubble.us
- Mind24
- Coggle
- Mindomo
- Xmind
- iMindPap

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Slide 5

THE ADVANTAGES OF THE MIND MAP

- stimulates the imagination;
- boosts creativity;
- stimulates memory and logical thinking;
- teaches selecting, categorizing, analysis and synthesis
- enhances memorizing and restoring pieces of information;
- facilitates selecting the most essential contents;
- teaches how to structure the learning material.

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Slide 6

EXEMPLARY MIND MAP

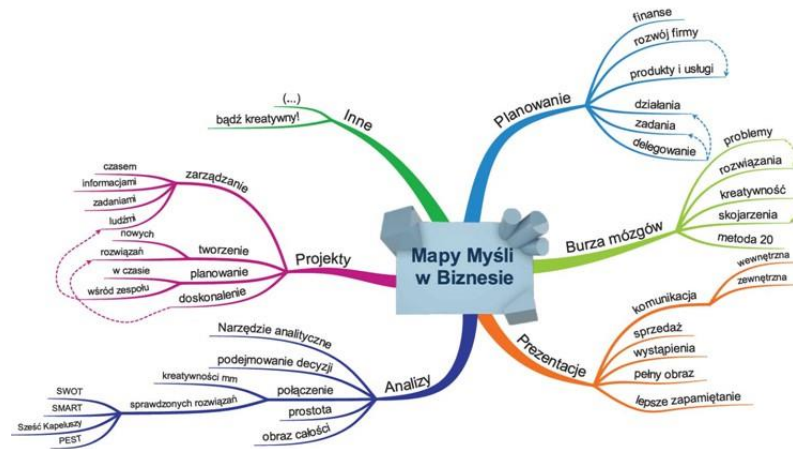


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Slide 7

MIND MAP – ANALYSIS



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Slide 8

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6.2. Decision Tree

Title slide



DECISION TREE

dr hab. Agnieszka Lewicka-Zelent, prof. UMCS

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Slide 1

WHAT IS THE DECISION TREE METHOD?

- Graphic representation of the process of the decision making;
- Activation method;
- The tool created by Roger LaRaus i Richard C. Remy to facilitate making group or individual decisions.

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Slide 2

STAGES OF WORKING WITH THE DECISION TREE

- Formulate the problem;
- Conduct a short discussion about the problem in order to analyse it and reduce the number of possible ideas for solutions ;
- Propose as many ways of resolving the problem as possible;
- Analyse the proposed solutions, point out their advantages and disadvantages;
- Choose the best solution;
- Determine the value of the chosen solution and the aim that will be achieved by implementing it.

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Slide 3

BASIC RULES OF CREATING THE DECISION TREE 1/2

- The tree consists of the root, the log and branches. The tips that spawn further branches are called nodes. The final tips are called leaves.
- In each node you consider one condition of a given solution.
- The decision tree may have different shapes.
- The scheme should begin at the bottom (from the root) – you should write the problem there.
- The proposed solutions should be stated on the log (you can reduce their number by discussing them before putting them on the tree and determining which of them are the most probable).

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Slide 4

BASIC RULES OF CREATING THE DECISION TREE 2/2

- Each solution should be commented by as many advantages and disadvantages as possible (the leaves).
- The top of the tree is the place where you can put the goals and values that result from a chosen solution to the problem.

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Slide 5

DECISION TREE CREATORS AVAILABLE ON THE INTERNET

- <https://creatly.com/pl/pl/drzewo-decyzyjne-online/>
- https://www.canva.com/pl_pl/wykresy/drzewo-decyzyjne/

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Slide 6

ADVANTEGES OF THE DECISION TREE

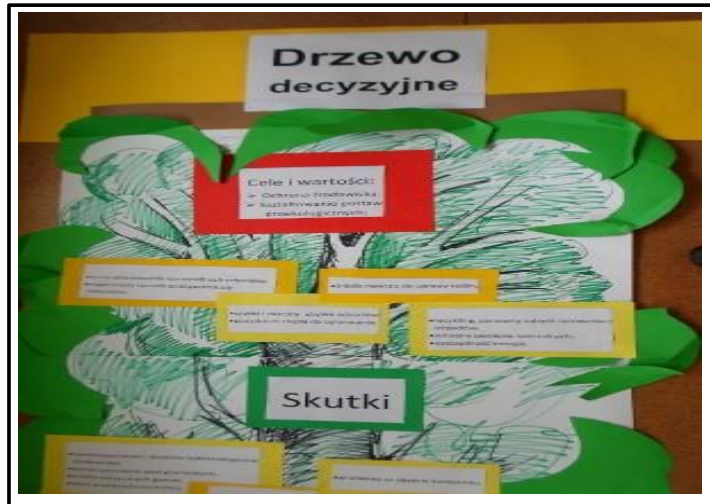
- teaches decision making;
- develops analytical thinking;
- boosts creativity;
- develops communicative skills;
- teaches tolerance;
- develops the ability to determine problems, goals, and values;
- develops debating skills;
- enhances memorizing pieces of information;
- develops the skill of providing arguments and assessing the arguments presented by the others;
- enhances cooperation during the group work;
- is universal.

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Slide 7

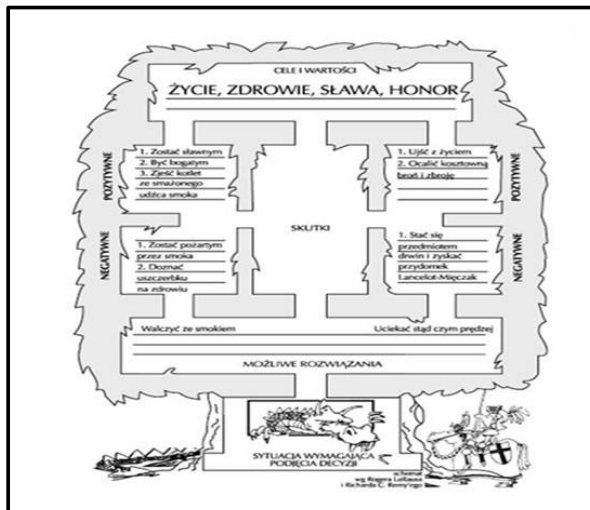
EXEMPLARY DECISION TREE – 1



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Slide 8

EXEMPLARY DECISION TREE – 2



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