Empowering of School Boards

2019 – 2022

Organisation Development in Estonian schools

FOURTH MODULE

10th – 14th of May 2021

TRAINING BOOK

for

<nimi>

EPA

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

INSTITUTE OF
educational
leadership

Trigon
Entwicklungsberatung

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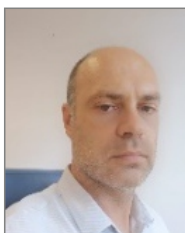+358 5036 10984; anu.m.sopanen@jyu.fi

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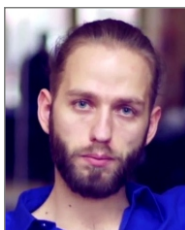Deputy Mayor of Saaremaa Municipality
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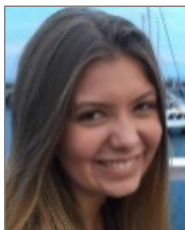Local participant, School Board Head of Kuressaare Gümnaasium
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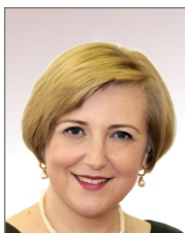
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A warm welcome!

Organization development for Estonian schools
Training for school board trainers

10.-14.5.2021
Online conference

with
Anja Köstler
Harald Jäckel

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Overview about the Moduls

modul 1
Elementary social skills
Basic concepts
Education and school quality
Process of diagnosis

modul 3
Team development
Process of psychosocial change (stress – resistance)
Process of learning
Process of information
Process of implementation
Structures and processes

modul 2
Contacting & contracting
Process of future design
Strategy, Presencing, Design thinking
Role of a consultant, Designing a workshop
Mindfulness
Leadership

modul 4
Process of implementation
Leading and managing Change (Changemanagement)

Conflict resolution
Dynamic of conflicts
9 stages of escalation
Interventions
Requirement profile for consultants

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Module 4 Est time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:30	Start Implementation processes	Inner Calmness Dynamics of conflict		Inner Calmness Constructive communication	Inner Calmness Requirement profile of a consultant
Coffee					
10:45 – 12:30		Understanding others in conflict		Self-Expression in conflict-situations	Evaluation of the program
Lunch					
14:00 – 15:30	Leading and managing Change			Leading conflict conversations	Feedback End
Coffee					
16:00 – 17:30		9 stages of conflict escalation			

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Module 4 Monday

Time CET	Time Est	min	Content	Who?
8:00	9:00	60	Inner calmness, talking stick, resonance group feedback, overview	
9:00		30	**Impulse: Implementaton processes**	
9:30	10:30	15	Coffee	
9:45		30	Mural: Trust	
10:15		45	Dialog in Plenum	
11:00			Groups of 2: First 100 days of the president	
11:30	12:30	90	Lunch	
13:00	14:00	20	Exercise	
13:20			Management of Change: Your questions	
14:00			**Impulse: Management of Change**	
14:30	15:30	30	Coffee	
15:00			Develop a design	
15:30				
16:00				
16:50			Feedback	
17:00	18:00		Resonance group	

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Module 4 Tuesday

Time CET	Time Est	min	Content	Who?
8:00	9:00	60	Inner calmness, talking stick, resonance group feedback, overview	
9:00		30	**Personel conflict style (Übung: Gib mir Deinen Platz)**	
9:30	10:30	15	Coffee	
9:45		30	**Impulse: Dynamics of a conflict**	
10:15		15	Groups 4-5 - Conflictsituation + 3 observers	
10:30		60	Solution orientated interview	
11:30	12:30	90	Lunch	
13:00	14:00	30	Exercise: Picture of a conflict situation	
13:30		20	**Impulse: Conflict Diagnosis Case 2**	
13:50		40	Groupwork: MURAL	
14:30	15:30			
15:00		30	Gallery walk	
15:30		15	Impulse: 1 helpful intervention	
15:45		60	Exercise in groups of 4: Roleplay the intervention	
16:45		15	Feedback	
17:00	18:00		Resonance group	

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Module 4 Thursday

Time CET	Time Est	min	Content	Who?
8:00	9:00	60	Inner calmness, talking stick, resonance group feedback, overview	
9:00		30	**Impulse: Hot and cold conflict situations**	
9:30	10:30	15	Coffee	
9:45			Metaphoric Diagnosis and intervention 1	
10:15			Metaphoric Diagnosis and intervention 2	
11:00			Plenum: Possibilities to use the method	
11:30	12:30	90	Lunch	
13:00	14:00	20	Exercise	
13:20			Experiences: Phänomena of difficult conversations	
14:00			**Impulse: Difficult conversations**	
14:30	15:30	30	Coffee	
15:00			Exercise	
15:30				
16:00				
16:50			Feedback	
17:00	18:00		Resonance group	

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Module 4 Friday

Time CET	Time Est	min	Content	Who?
8:00	9:00	60	Inner calmness, talking stick, resonance group feedback, overview	
9:00			**Impulse: 9 steps of Escalation**	
9:30	10:30	15	Coffee	
9:45			Groupwork: War of Roses	
10:15				
11:00				
11:30	12:30	90	Lunch	
13:00	14:00	20	Exercise	
13:20			**Impulse: Interventions**	
14:00				
14:30	15:30	30	Coffee	
15:00			Resonance of whole programm	
15:30				
16:00				
16:30			END	

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Training for school board trainers

Dynamics of conflict

4.01

The discrepancy

between me and myself

is reflected in the relationship

between me and the others!

How a conflict arises ...

- **Conflict potential**

- **Perception/Images**

- **Inner attitude**
  (conflict attitude)

- **Goals, intentions,**
  Approaches to action

- **Conflict behaviour**

- **Momentum begins**

- **Expectations**

- **Something is going unsatisfactorily**
  Attempts at explanation

- **Feeling of not being understood, bias**

- **Many small new experiments**

- **First changed own reactions**

- **... when you act to me like this, then ...**
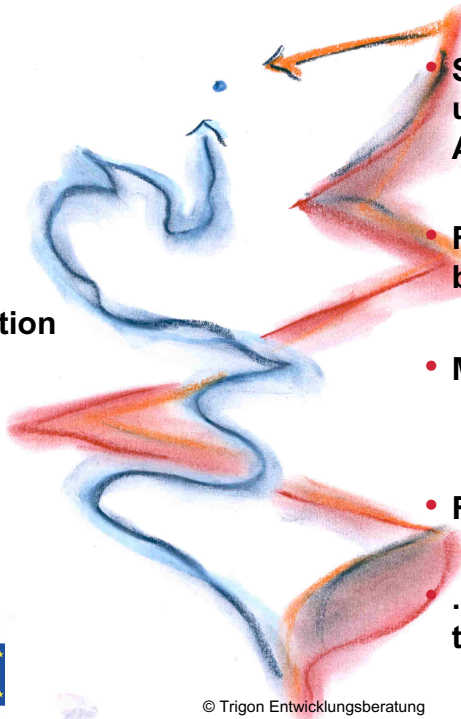
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Conflict patterns

(1)   A ⚡ B   Competition

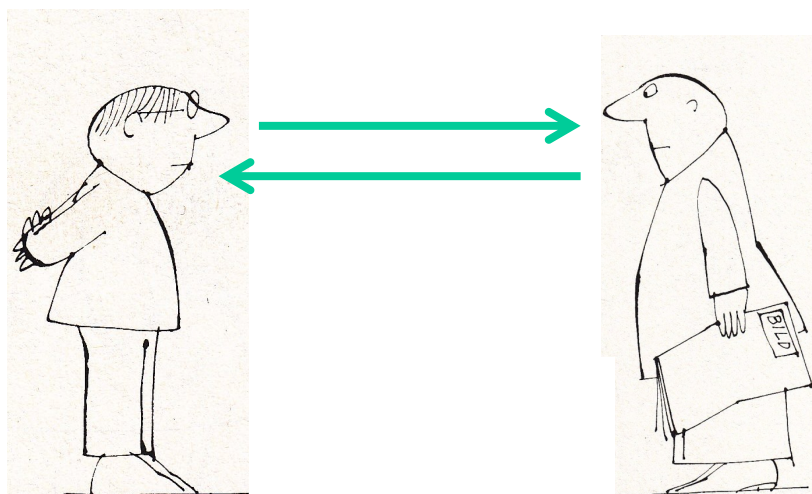(2)   A ⚡ B →   Flight

(3)   A ⚡ B   Subordination
      B

(4)   A ⚡ B   Delegation
      C

(5)   A ⚡ B   Compromise

(6)   A ⚡ B   Consensus
   (A B) (B A)
     (A, B)
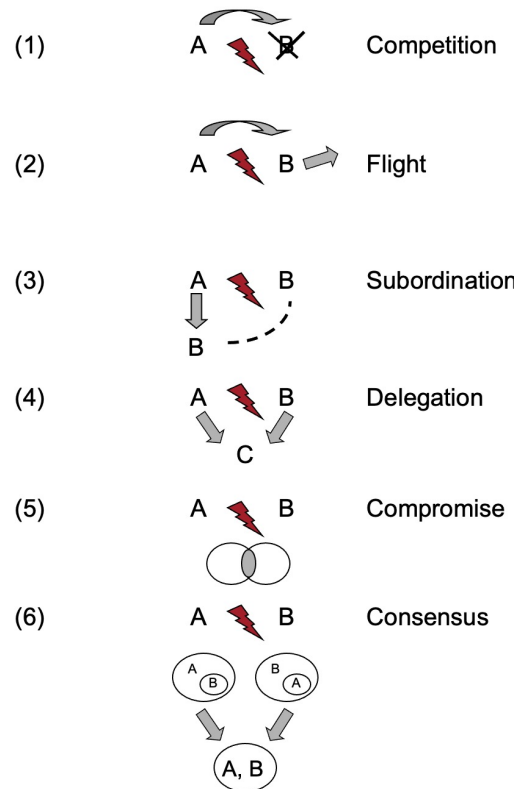
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Definition of a social conflict

Social conflict is an interaction between actors
(individuals, groups, organizations etc.),
where at least one actor perceives incompatibilities between his

• thinking/ideas/perception

• and/or feelings

• and/or will

of the other actor (or actors), and feels restricted by the other's action

All social conflicts are based on differences –

but not all differences are automatically conflicts

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Personal factors in a conflict

Differences in PERCEPTION, THINKING, IDEAS
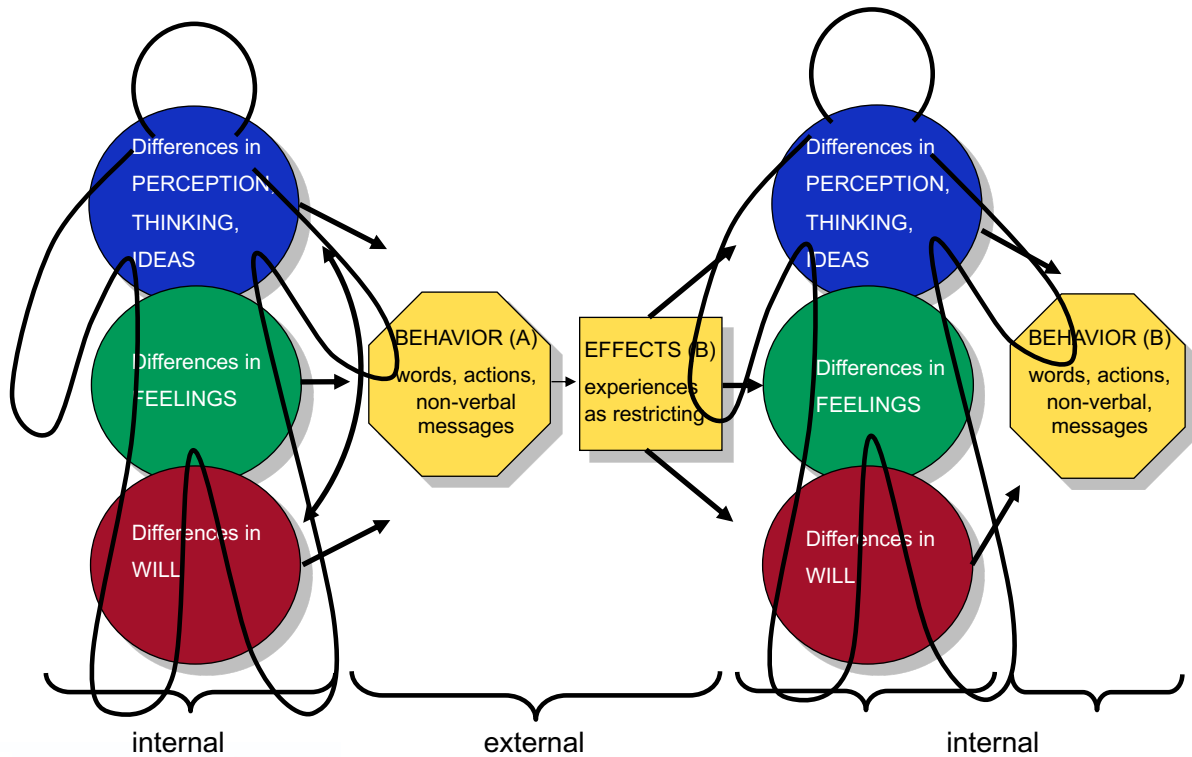
Differences in FEELINGS

Differences in WILL

BEHAVIOR (A) words, actions, non-verbal messages

EFFECTS (B) experiences as restricting

Differences in PERCEPTION, THINKING, IDEAS

Differences in FEELINGS

Differences in WILL

BEHAVIOR (B) words, actions, non-verbal, messages

internal   external   internal

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Pigeons and Falcons – Behavioral Tendencies in Conflict
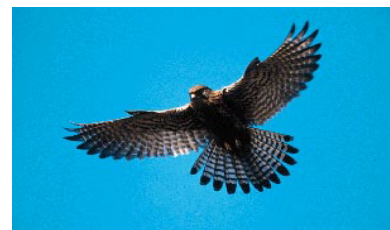
Pigeon

Behavioral Tendency in Conflict

Falcon

- Timid in conflicts
- Avoiding conflicts
- Leaving conflictual situations
- Wants to have peace and harmony
- Gives space for others

- Belligerent (ready to fight) in conflicts
- Goes into confrontation
- Stands up for own rights
- Well able to deal with disharmony
- Fights for own ground

16

Personal conflict style

Recognise your own patterns of behaviour!

Describe your behaviour in a concrete example situation:

How do I react when I am attacked?
How do I behave when I want to achieve something at all costs?
Under what circumstances do I submit?
Under what circumstances do I assume a dominant leadership role?
What happens to me when I get angry?
What has to happen for me to become willing to negotiate, to yield?
What characterises my role in a civil partnership?
What role do I usually play in a group?

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The Wheel of Consciousness

Perceiving
Seeing, hearing
smelling, groping

Feeling
Emotions in my body,
moods

Thinking
Imaging, fantasizing,
visioning

**Presence
Consciousness**

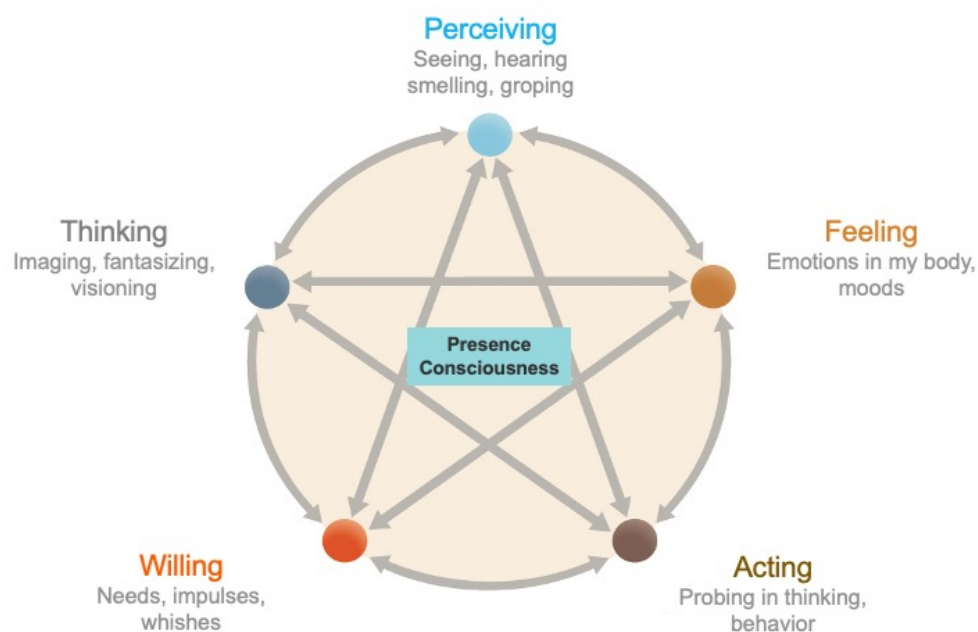**Willing**
Needs, impulses,
whishes

Acting
Probing in thinking,
behavior

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Change in personal factors

1. Changes in perception, ideas and thinking

- Attentions becomes selective, filtered

- Threats are perceived more clearly, other things are overlooked

- Annoying and irritation characteristics of the opponent are noticed,
  good traits are overlooked or belittled

- Short-sightedness: long-term consequences of one's own action increasingly fade from
  consciousness

- Events are perceived in a twisted and often distorted way

- Multifaceted/complex things/events are only perceived in a simplified way (black – white)

- People only see, what they want to see, what corresponds to their own opinion, to their
  ingrained pattern of thinking, self-fulfilling prophecy

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Pictures of the parties

"It's always the same with them!"

„That's typical for them!"

black and white polarization

clichés, stereotypes, pictures of an enemy

Picture of myself

We know, we are

- good

- intelligent

- proper

- busy

- hard working

- competent

Picture of the enemy

And the others are

- stupid

- sloppy

- lazy

- incompetent

- …

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Change in personal factors

2. Changes in emotional life, feelings

- Become more touchy, which increases insecurity and mistrust

- Positive emotions are reserved for my own party, negative emotions for the other party

- They loose sympathy for each other

- Loss of the ability to empathize

- They isolate themselves from each other emotionally

- At least: become prisoners of their own emotional state

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Change in personal factors

3. Changes in will

- People become biased and paralyzed

- Focusing on a small number of objectives: This or nothing – at any price!

- Becoming rigid, fixed, absolute and radical

- Gradually fanaticism takes hold

- Subconscious deeper layers of will are provoked: drivers and instincts are awakened – Retrograde steps into earlier stages of personal development (regression)

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Change in personal factors

4. Changes in behavior

- Peoples behavior loses its variety, becomes poorer and simpler

- Result: What people say is only partly consistent with their intentions

- Unintended side effects have a stronger impact on the opponent than intended main effects (both ways)

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The demonised zone of conflict

1. actuator A acts:

intended effect = main effect
unintended effect = side effect

Actuator B experiences overall effect:

B blames A for **everything,**
does not differentiate according to "wanted and "unintentional

Actuator A experiences the overall effect:

A blames B for **everything,**
does not differentiate according to "wanted and "unintentional

Actuator B acts:

intended effect = main effect
unintended effect=side effect

3. actuator A acts:

intended effect = main effect
unintended effect=side effect

Actuator B experiences overall effect:

B blames A for **everything,**
does not differentiate according to "wanted and "unintentional" ...

And acts...

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Describe a conflict situation – observe – identify potential possibilities to intervene:

Build groups of 4 - 5 persons and take the following roles:

1. Owner of the process:	Looks at the roles, for the time, moderates the feedback	5 min
2. Person, who brings in the example:	Describes an example of an own conflict, which is still active	10 min
3. Observer: **Thinking, ideas, perception**:	What are the images, the twists, the distortions?	5 min
4. Observer **Feeling, emotions:**	What about the emotional situation of the person?	5 min
5. Observer **Will, intentions:**	Which impulses, motives and which deformations could you identify? Which patterns of behavior can you see?	5 min

All together

Please make note during your observation: Behavior, verbal and nonverbal communication, signals of the body, show the others in the group, how you interpret these observations.

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Management of emotions   H. Kernstock-Redl / B. Pall (2009)

9 basic principles for handling emotions:

1. Think of good intentions, not only bad intentions
2. Emotions can be shaped,stirred, directed, managed
3. Body, feelings and thoughts belong together, are interrelated
4. Emotions are closely connected with signals given
5. Be aware of decreasing intensity of emotions
6. Extreme emotions influence perceptions and thinking
7. Software changes hardware
8. Emotions can be contaguous (like infections)
9. Emotions and behavior have triggers / causes **and** purposes / aims

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Management of emotions   H. Kernstock-Redl / B. Pall (2009)

Remember a situation when you had negative feelings with a person

1. What did you perceive as behavior that triggered your emotions?

2. What happend to your feelings then? How did you sense this in your body? = Express these feelings as "I-messages"!

3. What was very important for you in this situation? What did you need? Express needs, not demands! What effects did you want to achieve?

4. What ware the effects you saw? What were side-effects which you did not want to achieve? Which effects do you regret?

5. Think of other behavior that might have less unintended side-effects. What can you do differently? Can you offer such a behavior?

Exercise:
A is telling a story, B is "facilitating" = B is asking the telling person these questions to support A to give answers to questions 1 to 5.

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Hot and cold conflicts
4.02

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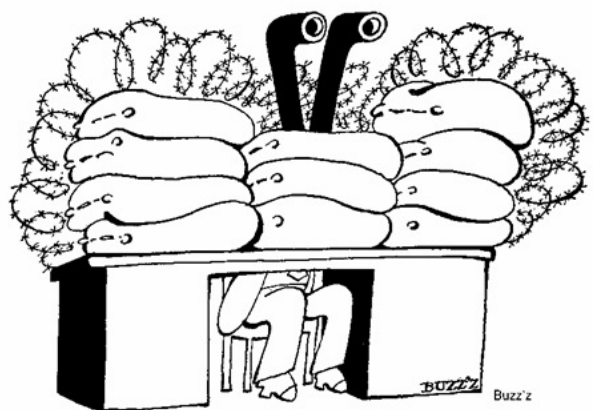
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1

Two Qualities of Conflict Display

How is the dominant climate of the dispute?
Which unwritten rules are the parties led by in their way of fighting?
What is obviously permitted? What is forbidden?

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2

Hot conflicts

✦ The parties get very heated about their own objectives, want to convince the counterparty, win supporters

✦ over motivation

✦ Do not let any criticism of their motives get to them, consider themselves beyond doubt

✦ Expansive attitude, i.e. they extend the number of their supporters, aim at victory over others

✦ Hyperactive, the parties are keen on meeting, the other party, conflicts are purposefully used

> **Imagine a crowded market square, everybody is discussing the conflict with everybody else**

✦ Rules and procedures are abandoned as too restrictive, as direct contact is pursued

✦ Numerous „explosions" are triggered, such as attacks, extroverted actions and outbreaks

✦ Excessive felling of superiority and victory, nearly unlimited self-confidence in one's own superiority

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Cold conflicts

✦ The parties do not believe in achieving constructive objectives any more, they mutually dampen their enthusiasm, block, obstruct, put on the brakes

✦ Frustration, sarcasm, cynicism, disillusionment

✦ Admit (personally and) frankly their negative motives, dismiss their responsibility as regards consequences of their action for the other party

✦ Attitude of stepping back, breaking off; evasive

✦ The parties avoid each other, social erosion, falling away, disintegration into small isolated elements

> **Social „no man's land" as the parties avoid common meeting points and minimalize the occasions when they could possibly meet**

✦ „Avoidance" is made a system, impersonal rules and procedures are laid down

✦ Many „implosions" invisible for the other party such as break downs, fear and frustration, self-accusations

✦ A fundamental lack of self-confidence and doubting one's own self-esteem are paralyzing

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Global conflict analysis: output aspects

Recall a specific conflict you were engaged in personally that you consider typical of the way conflicts are dealt with your organization.

Below you find characteristics of a conflict enlisted in two opposing columns. Which of them are characteristics of your selected conflict:
Mainly those in the left column or those in the right?

The scores stand for:

5 = strong adhesion to the left characteristic

4 = less strong to the left characteristic

3 = equally adherent to both

2 = less strong to the right

1 = strong adhesion to the right characteristic

		5	4	3	2	1	
A	open, directly confrontational	5	4	3	2	1	"beating about the bush"
	obvious aggressions	5	4	3	2	1	concealed aggressions
	to have "foam at the mouth"	5	4	3	2	1	suppressed emotions
	parties pretend idealistic motivations	5	4	3	2	1	parties cynical
	attitude: joy of victory	5	4	3	2	1	"nothing to gain"
	parties look for supporters	5	4	3	2	1	tend to individual heroism
	parties overestimate themselves	5	4	3	2	1	with a feeling of powerlessness
	in search of conquests/expansion-oriented	5	4	3	2	1	retreated into trenches
	arrogant parties	5	4	3	2	1	disheartened, depressed, anxious
	very emotionalized	5	4	3	2	1	very reserved
	parties seem oversensitive	5	4	3	2	1	parties seem insensitive
	negative emotions are released	5	4	3	2	1	negative emotions are accumulated
	going off the top	5	4	3	2	1	actions are calculated
	parties say there is no stopping them	5	4	3	2	1	control themselves tediously
	everybody is free and easy	5	4	3	2	1	everybody is strongly inhibited
	parties enjoy rush of activity	5	4	3	2	1	Oppressions, blockades
	spectacular actions	5	4	3	2	1	actions behind the scenes
	parties search for direct friction	5	4	3	2	1	parties tend to keep distance
	procedures are broken through	5	4	3	2	1	goal-oriented use of procedures
	very form-free	5	4	3	2	1	very formal
	conflict is admitted	5	4	3	2	1	conflict is denied

Cooling down hot conflicts

Main principles of the intervention:

- Get distance, slow down, set limits

- Have a third party watch that temporary rules are kept to establish a „meta-perspective"

- Give a structured presentation to both parties present at the same time

- Allow for direct confrontation within clear rules

- Start with „here and now" and move to a future orientation

- Leaning to understand the „message of pain"

Warming up cold conflicts

Main principles of the intervention:

- Let somebody well accepted by both parties diagnose the situation

- Arrange for a separate presentation of the diagnosis to both parties; no direct confrontations!

- Work separately with both parties fostering their self-esteem and their trust that the conflict can be solved constructively

- The third party serves as a guarantee for a calculable risk and for protection when both parties meet

- Starting with bringing closure to the past and move to the "here and "now"

Organization development for Estonian schools
Training for school board trainers

Conflict Diagnosis - Questions

4.03

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Conflict Diagnosis along the 7 system elements

Are there contradictions between the overall identity and/or partial identities of organizational units?

Looking at the conflict situation: Which values are important for the individual parties?

Which meaning has the new organisation structure in the conflict?

How do the conflict parties accept the change strategies?

How are the conflicts of individuals & groups related with other systems elements?

What about rooms, finances and other physical equipment?

Which processes and workflows are particularly affected by the conflict?
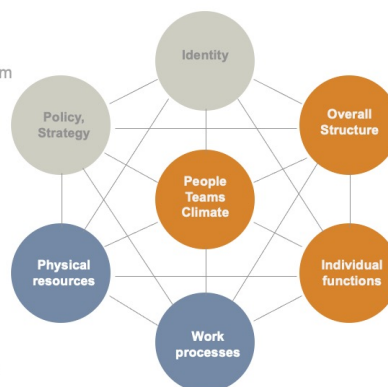
How do the parties act in the conflict along their different functions, with the different areas of responsibility ?

Cultural subsystem — Identity — Policy, Strategy — Overall Structure — People Teams Climate — Social subsystem — Physical resources — Individual functions — Technical subsystem — Work processes

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Dimensions of Conflict Diagnosis
- Overview -
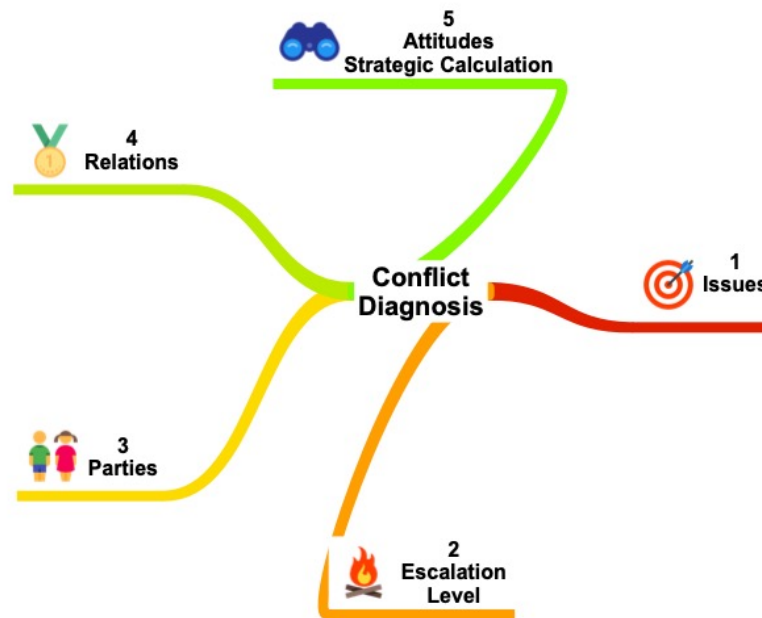
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The Content within the 5 Dimensions of Conflict Diagnosis

(1) The issues, the topics of disagreement

(2) The development of the conflict and the level of escalation

(3) The conflicting parties and their nature

(4) The relations between the conflicting parties

(5) The basic attitudes of the disputants, their goals

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Conflict Dimension (1):
The issues, the topics of disagreement

1. What are the issues (points of dissent, points of friction, etc.) the parties themselves are raising?

2. Are the topics and points of dissent the same for all the parties?

3. Is each party familiar with the issues in question for the other side?

4. Are the issues related to each other? Or independent?

5. Which are the core issues?

6. Which issues the parties are particularly focusing on?

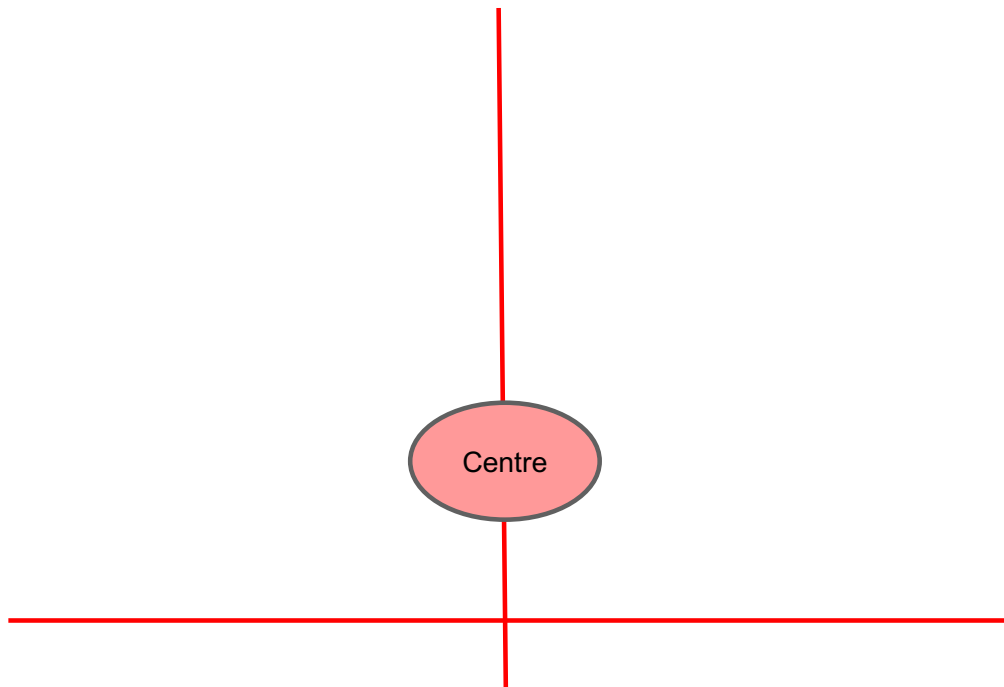7. Do the issues relate to the "object sphere" of the conflict?

Most important issues of the two parties

Centre

Conflict Dimension (2):
The Development of Conflict and the Level of Escalation

1. Is the conflict relatively stable – or very explosive?

2. Had there been actions, moments etc. along the conflict development, where a sudden increase of the conflict could be clearly perceived?

3. Along the history of the conflict: When was the conflict intensified?

4. Which are the most critical moments for the parties themselves in the history of the conflict?

5. At what stage of escalation arrived the conflict at present?

Conflict Dimension (3):
The Conflicting Parties and their Nature

1. Find out about the parties: Are they individuals, or groups?

2. If the conflicting party is a group: Are there clear boundaries between the groups as conflicting parties? Do all persons involved have a defined identification with one group, a clear belonging?

3. Who is playing a central role in the conflict?

4. Which position do the core people or the representative hold within their own party or team?

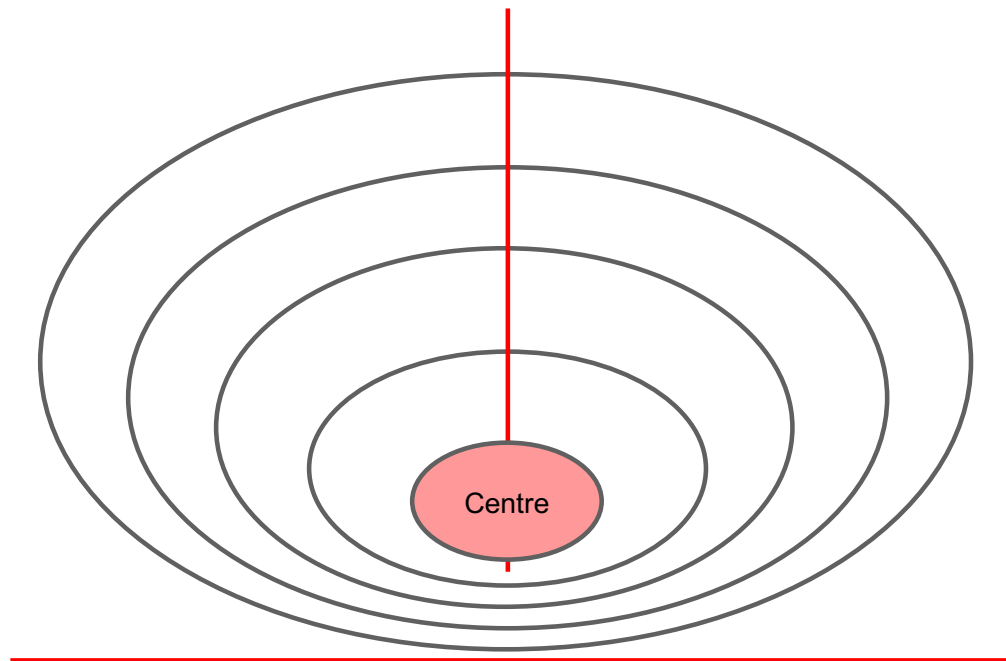5. How are the roles and relationships like within each conflicting party?

Parties in Conflict: Who is more involved and in the Center?

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Conflict Dimension (4):
The Relations between the Conflicting Parties

Informal relationships

1. What images have the two parties of each other?
2. What are the parties' feelings and inner attitudes towards each other?
3. What are the parties' intentions towards each other?
4. What is the disputants' mutual behavior like? How do they behave towards the others?
5. What characterizes their relationships?
6. Are they maneuvering each other into specific roles?

Formal relationships

1. What is the formal definition of the position and the relations between the parties?
2. Which interdependencies does the organizational framework create between the parties?
3. How does the organizational culture, the structure, etc. exert influence?

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Conflict Dimension (5):
The Basic Attitudes of the Disputants, their Goals

1. What is the parties' attitude towards conflicts in general?

2. Which are the particular goals for the parties in this conflict?

3. Which risk are they willing to take in order to achieve their goals?

4. How are the parties assessing their real chances for achieving their goals?

5. Which is the parties' attitude towards the existing conflict regulating procedures and functions within in the organization?

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Organization development for Estonian schools
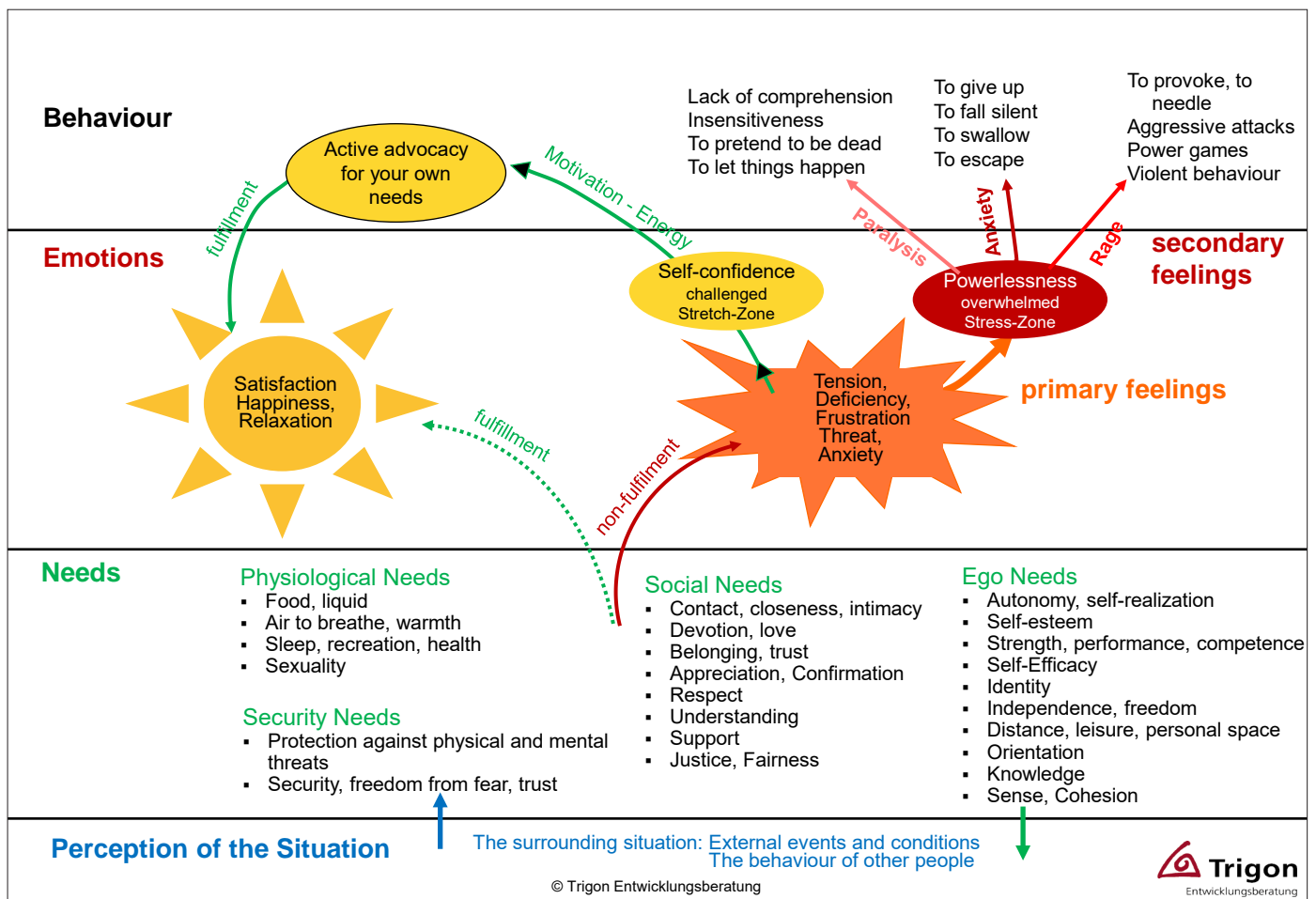Training for school board trainers

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Difficult Conversations and Conflict Communication

4.04

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Behaviour

Lack of comprehension
Insensitiveness
To pretend to be dead
To let things happen

To give up
To fall silent
To swallow
To escape

To provoke, to needle
Aggressive attacks
Power games
Violent behaviour

Active advocacy for your own needs

Motivation - Energy

fulfillment

Emotions

Paralysis

Anxiety

Rage

secondary feelings

Self-confidence
challenged
Stretch-Zone

Powerlessness
overwhelmed
Stress-Zone

primary feelings

Satisfaction
Happiness,
Relaxation

fulfillment

non-fulfilment

Tension,
Deficiency,
Frustration
Threat,
Anxiety

Needs

Physiological Needs
- Food, liquid
- Air to breathe, warmth
- Sleep, recreation, health
- Sexuality

Security Needs
- Protection against physical and mental threats
- Security, freedom from fear, trust

Social Needs
- Contact, closeness, intimacy
- Devotion, love
- Belonging, trust
- Appreciation, Confirmation
- Respect
- Understanding
- Support
- Justice, Fairness

Ego Needs
- Autonomy, self-realization
- Self-esteem
- Strength, performance, competence
- Self-Efficacy
- Identity
- Independence, freedom
- Distance, leisure, personal space
- Orientation
- Knowledge
- Sense, Cohesion

Perception of the Situation

The surrounding situation: External events and conditions
The behaviour of other people

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Basics

Meeting on the same eye level

When interlocutors meet on the same eye level,

— they act respectful and appreciative to each other,

— none of them will try to dominate the other or to exert power over the other.

Person A   Person B

Parent-Self

Adult-Self   Dialogue   Adult-Self

Child-Self   Child-Self
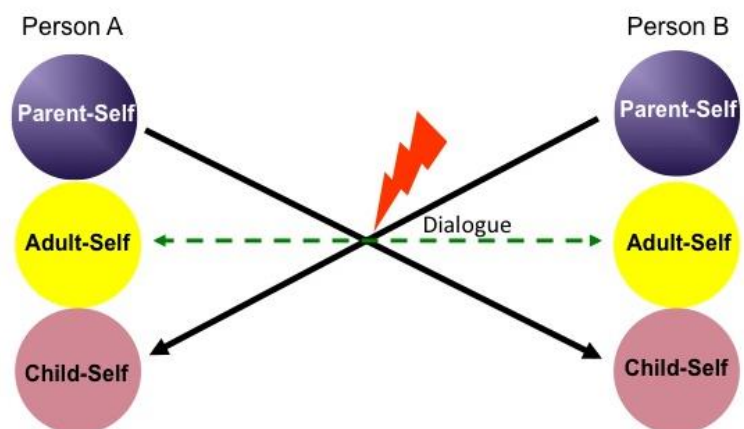
- This allows both to let their guards and defense mechanisms down, which leads to a feeling of safety. Over time, even trust can develop.
- So it is possible to openly express own concerns and to openly listen to what the other person wants to say.
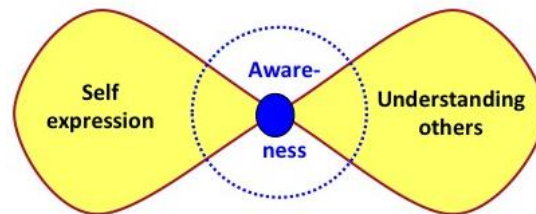- This can make a conversation a real encounter.

To express oneself - to understand the other

Mutual understanding is possible, if each party can express what is important to him/her - and if he/she is understood by the other.

To express oneself and to try to understand the other are the basic motions of every conversation.

To express oneself

- Perspectives: how do I see this situation?
- Feelings: how do I feel in this situation?
- Needs: what are my real concerns in this situation?
- Actions: what has to happen to meet my needs better?

Understanding the others

- Perspectives: how does my interlocutor see this situation?
- Feelings: how does my interlocutor feel in this situation?
- Needs: what are the real concerns of my interlocutor in this situation?
- Action: from the perspective of my interlocutor, what needs to happen so that his/her needs are met?

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Helpful and unproductive Communication

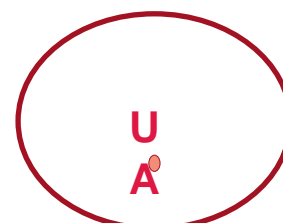Awareness & Presence

SELF-EXPRESSION

UNDERSTANDING THE OTHER

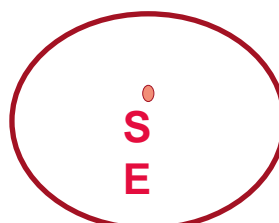**Balanced Communication**

SE   UA
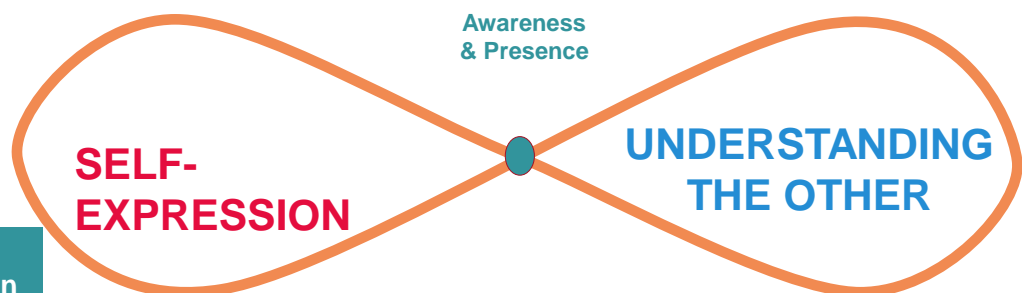
Unbalanced Communication

Self-Expression of both sides, but not in contact with the other = no communication

S E

U A

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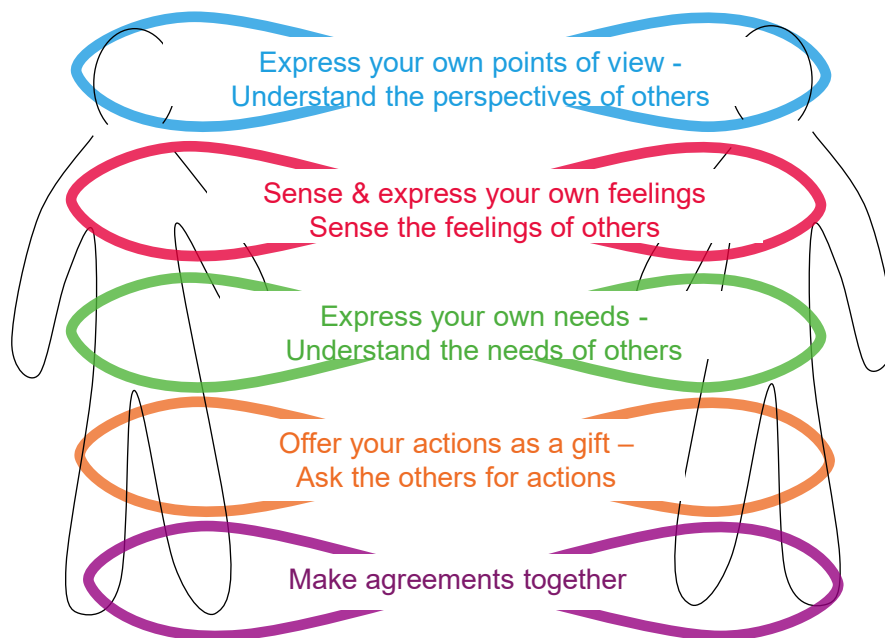
6

The Framework of a Conversation

Perceptions & thoughts
(perceiving and thinking)

Express your own points of view -
Understand the perspectives of others

Feelings
(feeling)

Sense & express your own feelings
Sense the feelings of others

Needs
(willing)

Express your own needs -
Understand the needs of others

Options for Action
(Offers and requests)

Offer your actions as a gift –
Ask the others for actions

Agreements
(concrete action)

Make agreements together

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The U-Process of Communication

1. Building the Frame

7. Implementation

2. Points of view

6. Agreements

3. Feelings

5. Possible Activities
(Offers/Wishes)

Turning Point

4. Needs

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Exercises

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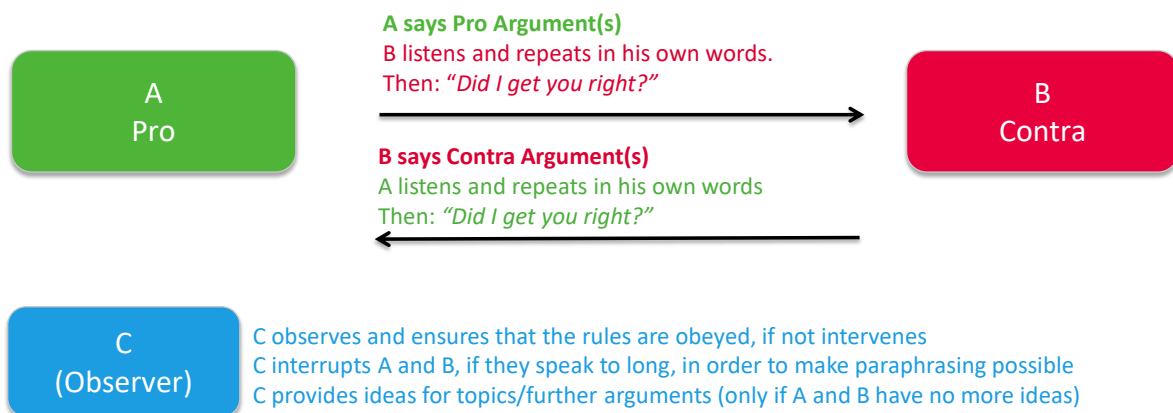Entwicklungsberatung

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Exercise Communication Level 1: Perceptions and Thoughts
Understanding the thoughts and views of others / Paraphrasing

Work in trios.

Two of you will discuss a topic on which you have a different opinion, that is a controversial topic (e.g.: "Allow more home office, travel restrictions, surveillance cameras in public, etc.").

The third person will act as an observer and rule keeper.

Take 2 min. to decide on your topic, 6 minutes for discussion (exchange of arguments) and 2 minutes for reflection. Then change your roles (2 x 10 min. in total)

**A
Pro**

A says Pro Argument(s)
B listens and repeats in his own words.
Then: *"Did I get you right?"*

B says Contra Argument(s)
A listens and repeats in his own words
Then: *"Did I get you right?"*

**B
Contra**

**C
(Observer)**

C observes and ensures that the rules are obeyed, if not intervenes
C interrupts A and B, if they speak to long, in order to make paraphrasing possible
C provides ideas for topics/further arguments (only if A and B have no more ideas)

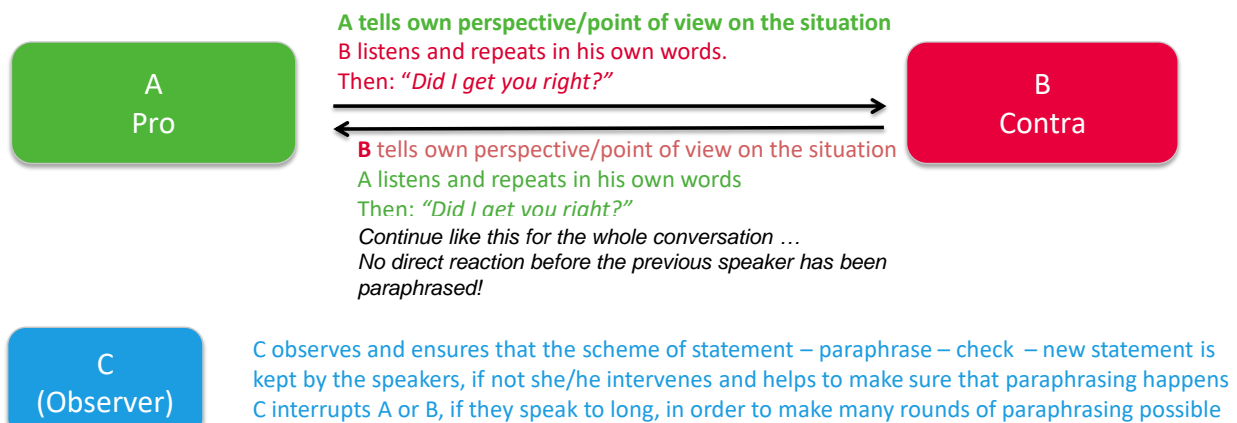© Trigon Entwicklungsberatung

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Exercise Communication Level 1: Perceptions and Thoughts (2) Understanding the thoughts and views of others / Paraphrasing

Work in trios.

Two of you will simulate a conflict between two persons. (Cases will be provided)

The third person will act as an observer and rule keeper.

Take 2 min. to read the case, 10 minutes for your discussion (exchange of point of views) and 2 minutes for reflection. Then change your roles (2 x 12 min. in total)

A
Pro

A tells own perspective/point of view on the situation
B listens and repeats in his own words.
Then: *"Did I get you right?"*

B tells own perspective/point of view on the situation
A listens and repeats in his own words
Then: *"Did I get you right?"*
Continue like this for the whole conversation …
No direct reaction before the previous speaker has been paraphrased!

B
Contra

C
(Observer)

C observes and ensures that the scheme of statement – paraphrase – check – new statement is kept by the speakers, if not she/he intervenes and helps to make sure that paraphrasing happens
C interrupts A or B, if they speak to long, in order to make many rounds of paraphrasing possible
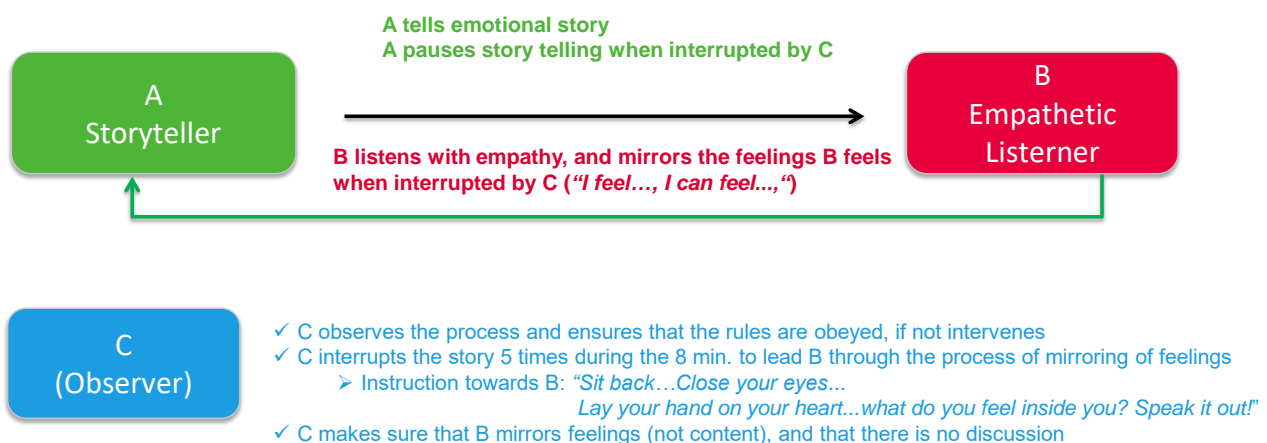
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Exercise Communication Level 2: Feelings Empathically sensing and mirroring the feelings of others

Please form trios: Think of an emotional story, where strong feelings played a role (not only positive feelings):

This time it's not a dialogue! A is telling the own story and B is listening and focusing only on the feelings, not the content!

Take 8 min. for story telling /mirroring the feelings and 2 min. for reflection. Then change your roles.   (Total: 3 x10min.)

A
Storyteller

A tells emotional story
A pauses story telling when interrupted by C

B listens with empathy, and mirrors the feelings B feels when interrupted by C (*"I feel…, I can feel...,"*)

B
Empathetic Listerner

C
(Observer)

✓ C observes the process and ensures that the rules are obeyed, if not intervenes
✓ C interrupts the story 5 times during the 8 min. to lead B through the process of mirroring of feelings
  ➢ Instruction towards B: *"Sit back…Close your eyes...*
                Lay your hand on your heart...what do you feel inside you? Speak it out!"
✓ C makes sure that B mirrors feelings (not content), and that there is no discussion

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Individual Reflection: What are my sensitive Needs?

- Remember some situations, when you felt **strong emotions**:

  excitement, **tension**, **frustration**, **anger**, **anxiety**...

- Ask yourself:

  ✓ Which **unfulfilled needs** bring up these **emotions**?

  ✓ Which needs can you hold in your presence with a **good frustration tolerance**?
  --> You are in the **stretch zone**!

  ✓ Which needs are **wounded places** in your soul? They are like „red buttons":
  You are feeling **strong emotions** and also behaviour patterns are driving you
  to immediate action! --> You are in the **stress zone**!

  ✓ Which kind of actions (behaviour patterns) are **typical** for you, as soon as
  your **red-buttons-needs** are addressed?

- Discuss with your partner

  in the breakout room!

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Exercise Communication Level 3: NEEDS
Understanding the needs of the others – Identifying needs

Work in trios.

This exercise is more like a coaching session. A is telling own conflict case and B is listening as before and tries to identify the needs more in a dialogue manner like a coach.

Take 18 min. for one coaching session and 2 min. for reflection. Then rotate your roles (Total: 3 x 20 min.)

A Conflict Participant	**A tells case** →	B Coach

Phase 1- Paraphrasing: B listens and repeats in his own words. Then: *"Did I get you right?"*   (5 min.)
Phase 2- Mirroring Feelings: B mirrors the feelings and starts a dialogue about feelings: *"I sense feelings of…"* (3 min.)
Phase 3- Understanding Needs: B supports A to:
  ➢ discover the real underlying needs of A and as well of the other person involved
  ➢ find possible steps towards a solution for the challenge   (10 min.)
Phase 4- Reflection of the coaching session

C (Observer)

✓ C observes and ensures that the process steps are followed and is time keeper
✓ C is also the assistant coach and can join the discussion in phase 3
✓ C can be asked for help by B at any time
✓ C leads through the reflection phase (2 min.)

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Possible Questions to support the Other´s Self-Expression
- conveying a non-judgemental attitude -

Observations/ /perceptions

What exactly has happened?

From your perspective what happend is ….

You perceived in this situation …

It is all about understanding, not about collecting proofs of evidence

Each person has her own perception, her own "truth"

Feelings

How did you feel in this situation? / Did you feel ….?

How do you feel now about that?

What would have been important for you?

How could you start changing this to the better?

What could you do now yourself (as a first step …)?…

Which wish would like to address to the other side?

What exactly would you have needed?

Ideas for action

What is your core interest? Which is your most important need not beeing met in this situation?

Needs

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Exercise Communication Level 1-4 out of own Perspective:
SELF-EXPRESSION

Please remember a specific situation with a specific person, who treated you badly and who brought you in the stress zone.

Four questions for your preparation

1. **Observations:** Please write down specifically, what this person did; (what would a webcam have seen or heard?)
2. **Feelings:** Please write down, what you felt, when that person did this. What were your emotions, body feelings?
3. **Needs**: Please write down, which of your basic needs arouse these feelings. Which unfulfilled needs would have been important for you in this situation?
4. **Actions**: Please note, what you could the other person ask for. What might he or she do, that your unfulfilled needs will be fulfilled?

After individual preparation: Explain the role of your conflict partner to your role play partner. Just a short idea.
Then tell the partner your concerns acc. to the 4 question/answers. Your partner will sense where he/she can stay open and listen, and to which sentences or words he/she reacts with withdrawal or anger.
Find out together how you can give a full self-expression that can be welcomed by your partner. ("Doors open")
As a final reflection speak about your experiences in both roles.

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Fruitful Formulations and Inner Attitude for a non-violent Self-Expression

Observations/ /perceptions

In what I could see, …. happened ..

From my perspective what happend / I could see is ….

I perceived in this situation …

It is all about understanding, not about collecting proofs of evidence

Each person has her own perception, her own "truth"

What I could offer to do for changing this to the better, is …

Feelings

In this situation I felt ….

I had feelings of …
I could sense in myself …

For me, it would have been important to experience …?

What I could image as a first step (from my side / from you / together) is …

My wish for the future is, …

Ideas for action

What I really would now is …

My very need in this situation is …
My core interest is …
What really matters for me, is …

Needs

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Phases of SELF-EXPRESSION

Implementation

1. Observations

I have observed, seen, heard in this situation, that...

2. Feelings I have felt/ I feel …

4. Options for Action

That's why I ask you to do/not to do the following …

3. Needs

... because my need(s) for…were not fulfilled/
… because ... it is important for me

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The U-Process of Communication

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The U-Process of Communication

1. Building the Frame		7. Implementation
2. Points of view		6. Agreements
3. Feelings		5. Possible Activities (Offers/Wishes)
	Turning Point	
	4. Needs	
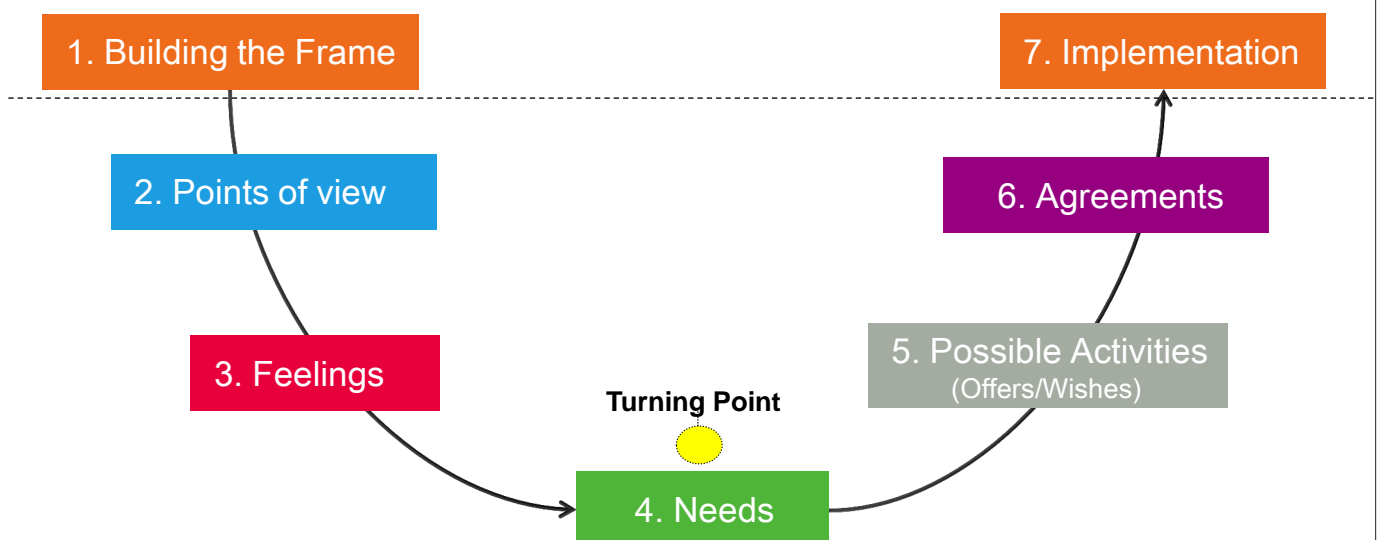
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1. Phase: Creating the Right Setting for the Conversation

1. Building the Frame

Goals

- Find a good **introduction** to the conversation

- Discuss everything that should be **clarified before** diving into the actual conversation

- Provide **clarity** on the subject to be discussed

- Induce the interlocutor's willingness to **openly engage** in the conversation

- Create a **trustful** atmosphere

Suggestions for conducting the conversation

- **Invite** to the conversation

- Find the **right time** for the conversation

- Arrange a **suitable room** and prepare it in a proper manner

- **Prepare** the content for the conversation

- **Welcome** the interlocutor and "pick" him/her up via a personal introduction

- Create **transparency** about the topic and the purpose for the conversation: Formulate briefly and factually without judgments

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2. Phase: Exchanging the Different Points of View
- Perceptions and Thoughts -

2. Points of view

Goals

- Everyone should **express** his/her **views** on the topic, as well concrete observations (facts, figures)

- Everyone should be **encouraged to realize**: My point of view is not the truth, but only my subjective point of view - and the other has his/her subjective view!

- Both parties should **understand** the **perspectives of the other**, and mirror them as well. But: to understand does not mean that one agrees.

- Both parties **acknowledge** that the other (at the moment) looks at the situation in the way that he/she is currently describing it.

Suggestions for conducting the conversation

- You want to share your view of the situation, and thereby use the words: "*In my point of view ...*".

- You may also **encourage** the other person first to **present his/her point of view** of the situation first.

- **You try to understand the perspective** of the other as accurately as possible and **to express wha**t you **have heard** in your own words. Then you ask: *"Did I understand you correctly?"* or similar

- You may also **ask questions** to better understand the point of view of the other one: *What happened exactly? Where? When? Who? Can you give an example?* (Please show warm and real interest, so the other person will not feel like in a police questioning)

- You may also ask the other one **how well he/she** understood your point of view.

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3. Phase: Clarifying the Different Feelings

3. Feelings

Goals

- Each interlocutor should **be aware of the feelings** in the current situation: What emotional charge is present in this situation?
- **Everyone should express his/her feelings**.
  Note: The expression of feelings is determined by **cultural influences**. The expression of feelings should be appropriate to the situation.
- Everyone should **empathize** with the feelings of the **other** and understand these feelings: What is the emotional charge of the other?
- Everyone should **tell the other which feelings he/she perceives** in the other.
  Note: The manner of reflection of feelings is also culturally determined, and therefore, should be appropriate to the situation!

Suggestions for conducting the conversation

- As an introduction to the discussions of feelings, it can be helpful that you **express first** which feelings you sense within the other one: *"To me it seems like you are feeling ... - is that right?" / "I somehow sense feelings of …"*
- You can also **ask to better understand the feelings of the other**: *"How do you feel in this situation?"*
- But then it is also important that you yourself **clearly express** - in "I-statements" -how you feel.
- It is important to not only **feel** and express the easily detectable secondary feelings, such as anger, aggravation and fear, but also the painful primary feelings of **powerlessness** and **needs frustration**.

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4. Phase: Clarifying the Different Needs

4. Needs

Goals

- Clarify what each party in the conversation actually wants.
- Everyone should feel, understand and express his/her unmet needs and the related feelings of hardship in the situation.
- Everyone should put him/herself in the situation of the other and feel and understand his/her unmet needs - and also express this compassionate understanding.
- Mutual understanding of the hardship of the other is the decisive turning point of a difficult conversation.

Suggestions for conducting the conversation

- If you understand through empathy, which of the other´s needs are unmet, then you can express that: *"It seems to me that in this situation your need of... is not fulfilled. Did I understand that correctly? "*
- But you can as well ask: *"Which needs are not met in the situation?"*
- You should also clearly express in "I-statements", which needs are unmet for yourself in this situation.
- Thereby, you can relate your feelings with this need: *"I feel very frustrated because my need for self-determined action is not met."*
- At the end of this phase, it is important **to write down separately the needs of each party** to the conversation.

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5. Phase: Offering Actions and Expressing Requests

5. Possible Activities

Goals

- The compassion for the needs hardship of the other party is translated into concrete action steps.
- Each party offers the other party actions that lead to the fulfilment of his/her needs.
- Everybody expresses in the form of a request, which actions he/she wants to ask from the other in order to meet his/her own needs.

Suggestions for conducting the conversation

- When the readiness for this next step is reached, you can offer the other one concrete action steps that can lead to the fulfilment of his/her needs: *"In order to meet your need for ... , I offer you ... ! Would that be useful? "*
- However, you can also express as a non-demanding request what the other person could do to fulfil your unmet needs: *"In order for my need for... to be met, I would ask you to do ... !"*
- It is important that concrete and specific action steps are discussed and not only general statements of intent.
- It is also important that the offers are meant sincerely and that the requests are expressed without any type of pressure. Every person should feel free to decide on her/his own commitments.

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6. Phase: Agreeing and Planning Action Steps

6. Agreements

Goals

- **Agree upon concrete steps**, for which both parties can stand "wholeheartedly".
- **Discuss** the **implementation** of the agreed plan of action.

Suggestions for conducting the conversation

- Clarify **which offers find acceptance** and how they will be exactly implemented.
- Clarify **which requests** will be met, and possibly talk about **how they might be met in a different way than originally desired**. Again, the action steps should be specified.
- If **doubts arise**, enough time should be made available to discuss the advantages and disadvantages of any action step.
- At the end, **very concrete action steps should be written down and agreed upon**:
  Who does what,
  with whom, and by when?

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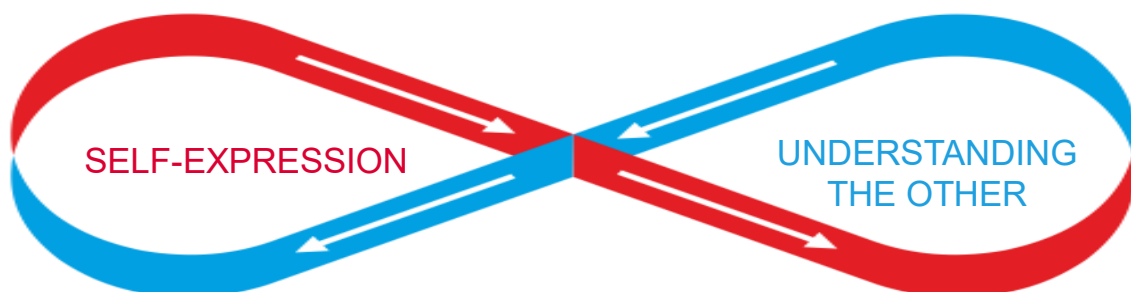
Instruction for the Observer

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1. Instructions for the Observer with Focus on Communication Balance

Observation questions:

1.   How has the exercising person achieved self-expression of his/her own thinking, feeling and wanting?

2.   How has the exercising person understood the thinking, feeling and wanting of the other person?

3.   How was the balance between self-expression and understanding of the other person?

SELF-EXPRESSION   UNDERSTANDING THE OTHER

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2. Instructions for the Observer with Focus on the Process Steps of the U-Process

Observation questions:

1. How did the exercising person handle the objectives of each phase?

2. How did she achieve the transitions from one phase to the other?
    Any ideas what else could have been done?

3. How was the flow of the conversation? How did the conversation move forth and back between the various phases?

1. Building the Frame

7. Implementation

2. Points of view

6. Agreements

3. Feelings

Turning Point

5. Possible Activities (Offers/request)

4. Needs
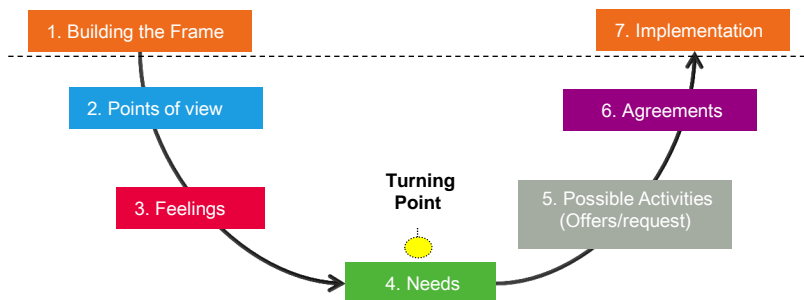
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3. Instructions for the Observer with Individual Focus

The exercising person states at the beginning of the exercise what the third observer should focus on.

For example:
- How understandable do I communicate?
- How does my body language come across?
- How is my tone of the voice?
- How present was/am I?
- How do I come across?
- etc…

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Guide for the Feedback Process after the Exercise

The Feedback Process

1. The exercising person tells how she/he felt during the exercise
2. The interlocutor/role player tells how he/she felt during the conversation
3. The observers give one after the other feedback

Feedback Rules

- Base your feedback on **specific observations,** not on opinions.
- Speak personally and say what you have experienced in this moment - avoid any judgmental language (no: *"It is ...," "That is..."*, but: *"I have heard…,/ seen … / sensed …/ felt …/…"*)
- If applicable, express which other options the exercising person could have used.
- Don't repeat aspects that have already been mentioned by others.
- Focus on the essential elements. So everybody can give feedback within the given time.

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Elements for Developing Prudence and Emotional Intelligence

Awareness

Getting sensible for personal signals and reactions („red buttons") – also being sensitive for breathing, muscle tension, emotions

STOP

Management of Emotions

Stopping automatic attacks - stopping automatic retreats

→ Control your breathing, grounding, feel power in your limbs

Developing Presence

Lead yourself to be in the present moment and thus radiate presence and strength

Dialogical Communication

Stand up for yourself – and also try to understand the other -> perceiving and acting in a sophisticated way

32

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The War of the Roses

The scenes of the film

Barbara (studying gymnastics) and Oliver (studying rights) meet at an auction where they bid against each other for a Japanese porcelain figurine.

1. Shortly afterwards, a firm commitment, marriage and the birth of a twin.

2. Oliver devotes himself to his career, Barbara takes on the role of mother. He has no time for her and the children. Controversy over sweets for the children.

3. Christmas, tree is being decorated. The star she bought is too cheap for him. She then surprises him with the present: a car.

4. Invitation of Oliver's senior partners to dinner. Barbara is supposed to tell the story of how the glasses were bought in Paris, but he falls into her speech.

5. Followed by an argument in the bedroom: "Your fake laugh!"

6. Barbara finds the big house by chance.

7. When moving into the new house, Oliver can't take the time. The two continue to live apart.

8. Barbara shares that she wants to earn money by making patés. She has already bought a new car with lots of horsepower, allroad, wide tyres. "Let's not argue!"

9. Barbara asks Oliver, as a lawyer, to critically examine her draft contract with one of her clients. He can't find the time. She switches on all the kitchen machines to disturb him with the noise.

10. In the bedroom: Oliver now wants to check the contract text after all - she doesn't want to anymore and takes him in the "leg scissors".

11. After 17 years of marriage: Oliver has a seizure at a business dinner and has to be taken to hospital. Believing it to be a fatal heart attack, he writes his "last letter" to Barbara and asks her to pick him up.

12. Barbara does not pick up Oliver - he returns alone to the empty house. Barbara comes home late and confesses to him in the bedroom that she was happy because of the idea of being free now. She wants a divorce. He asks her to hit him - and she does.

13. Both are with Barbara's divorce lawyer. It's about the house. She uses Oliver's's last letter from the hospital against him. Oliver: "Now you're at your lowest!"

14. Christmas at home. A short circuit causes a Christmas tree fire, which he extinguishes: "Good thing I was in the house!"

15. Oliver with Kevin, his friend and lawyer: ideas about the floor plan of the house. "I have more m²!" Kevin: "Nobody can win!"

16. Oliver runs over Barbara's cat on his way to a pharmacy at night - but doesn't tell her.

17. Barbara suspects that Oliver killed the cat and locks Oliver in the sauna.

18. Oliver saws off the heels of Barbara's high heels.

19. Barbara suffers from screaming fits - visits Kevin and wants to seduce him into acting as Oliver's lawyer for her interests. Kevin doesn't go for it - but starts smoking again.

20. Barbara has invited clients to a dinner at her house. Oliver comes home drunk in the evening and disrupts the dinner by peeing on the fish. Barbara goes crazy and destroys Oliver's car. Oliver: "The knives are sharpened!"

21. Barbara begins to destroy the collection of valuable porcelain figurines and plates.

22. Oliver locks himself in the bedroom with the rest of his porcelain figurines. His dog is suddenly gone.

23. Attempt at reconciliation in the dining room. She fears he has poisoned the wine and he suspects her of trying to kill him with poisoned pies. "Pie with woof!"

24. Barbara barricades herself in the attic and loosens the holder of the large cristall chandelier so that it might fall on Oliver's head.

25. Oliver looks for Barbara in the attic, finds her and thinks he can have a spontaneous sexual adventure with her there. He is bitten by her and thrown into the next floor.

26. Oliver finds the Japanese porcelain figurine that Barbara had given them when they first met and smashes it in front of Barbara.

27. Barbara is hit by a splinter. Oliver wants to help her, she flees from him and jumps onto the crystal chandelier.

28. Oliver jumps onto the chandelier as well. She confesses to him that she has loosened the fixture and that they are both lost.

29. Both fall into the depths with the chandelier. Dying, Oliver still tries to grab her hand - she pushes it away. Kevin comes with the ladder to save her. Too late

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Conflict Avoidance versus Belligerence
4.06

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Extreme Personal Attitudes in Conflict Situations and in Organizational Cultures

	Conflict Avoidance	Belligerence
Personal attitude	Withdrawal, escape, defensiveness; fear of disagreement; anger and emotions are suppressed; differences are hidden from the public eye	Offensive approach, aggression, enjoyment in quarrel and friction; personal emotions are lived out and clearly shown; differences are shown by fighting in public
Organizational culture	Mostly formal interaction; structure and methods encourage distance; power (attached to positions, norms, methods…) is the main emphasis	Mostly informal interaction; structures and methods encourage confrontation; personal power (conviction, ability, strength, emotionality…) is displayed openly
Effect in the group	‚Cold conflicts'; all energy is paralyzed; static and cumbersome; felt death by paralysis	‚Hot conflicts'; hectic and augmented dynamic; unsteady and superficial, disintegration through anarchy

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Two extreme Basic Attitudes towards Conflict
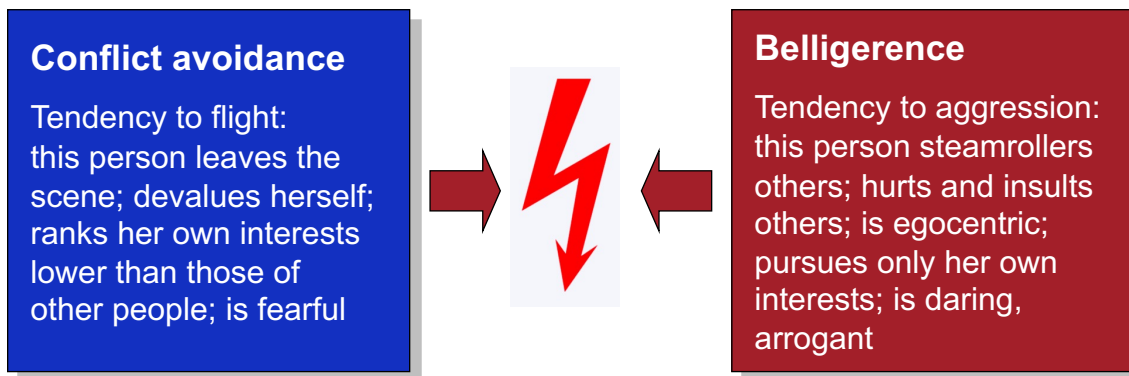
Conflict avoidance

Tendency to flight:
this person leaves the
scene; devalues herself;
ranks her own interests
lower than those of
other people; is fearful

Belligerence

Tendency to aggression:
this person steamrollers
others; hurts and insults
others; is egocentric;
pursues only her own
interests; is daring,
arrogant

The Basic Assumptions behind Conflict :
Avoidance - Conflict Capability   -   Belligerence

Conflict Avoidance	Conflict Capability	Belligerence
Conflict drains energy, therefore: "Keep away from it!"	Aggressions are energy: "I will channel them in positive ways!"	Conflict allows me to experience my own existance – it increases my vitality!
Open conflict brings unnecessary destruction!	Conflict helps to get away from outdated patterns!	Only chaos will give rise to the new!
Conflict only deepens opposites; differences are basically insoluble!	Differences are vitally necessary; working out differences benefits everyone!	Consensus is often an illusion because: ‚War is the father of all things!'

Views on the Functions of Conflicts, of their Benefits and disadvantages

In the following situation…	...the benefit could be:	…there is a danger that:
1. There are diffuse viewpoints in the organization	At last people will take clear positions	Exaggerated and rigid stances might form
2. People don't take clear positions when there are disagreements	Individuals become clearly visible and noticeable	People show extreme and fanatical characteristics
3. Life in the group is grey and lifeless	There are intense emotions, energy is released	Emotions predominate and lead to a lack of objectivity
4. Existing structures are rigid and obstructive	Rigid forms are radically resolved	All form is destroyed, only chaos and anarchy remain
5. Old patterns of thinking are deeply embedded	Old principles and habits are questioned	Total insecurity arises, there is nothing to hold on to
6. Existing power structures suppress innovation	The balance of power changes, innovation is possible	Power and counter-power destroy one another

Increasing ‚Self - Infection' in Conflict Situations
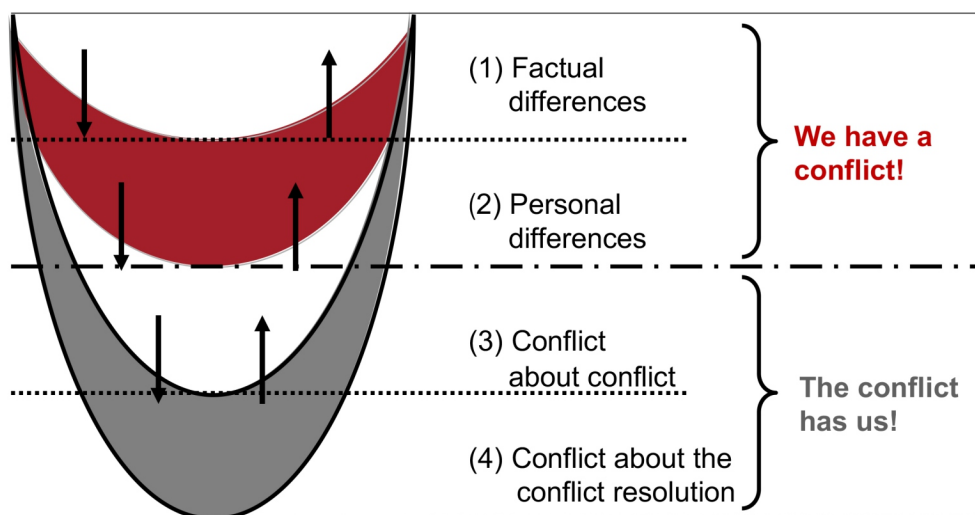
(1) Factual differences

We have a conflict!

(2) Personal differences

(3) Conflict about conflict

The conflict has us!

(4) Conflict about the conflict resolution

The Limits of Self-Help in Conflict Situations
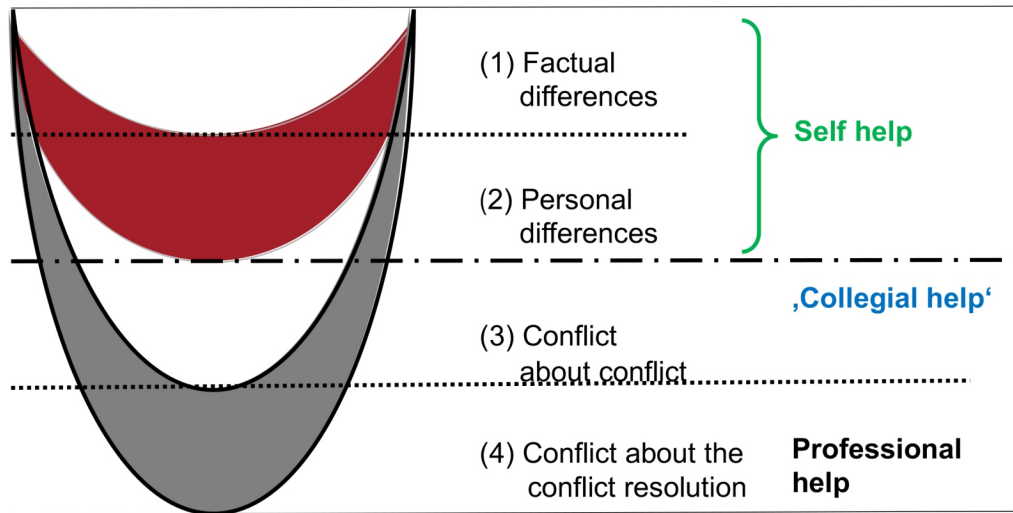
(1) Factual differences

(2) Personal differences

Self help

'Collegial help'

(3) Conflict about conflict

(4) Conflict about the conflict resolution

Professional help

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9 Steps of Conflict Escalation

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Sources:

Friedrich Glasl: Self-Help in Conflicts.
Bern/Stuttgart/Vienna 2011

Friedrich Glasl: Conflict Management.
Bern/Stuttgart/Vienna 2013

Friedrich Glasl: Escalation Dynamics - on the Logic of Affect Rises.
on the logic of increases in affect.
In: KonfliktDynamik 3/2014, pp. 190-199

Cartoons of the 9 Steps: Burkard Pfeifroth
as poster: www.friedenspaedagogik.de

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The main escalation drivers throughout the process

Mechanisms are interlinked:

1.A Avalanche of disputes

Consciously and unconsciously:
More points of contention are added,
pin each other

1.B Simplification

Avalanche of disputes
is difficult to absorb:
"He/she only cares about one thing...! "

2.A Arena expands

Support, coalitions, contagion:
Those who enter the conflict bring
own interests (points of contention)

2.B Personification

Focus on a few "masterminds
Shifting the focus from the
perpetrator (projection, generalisation)

3.A Vicious circles
Stimulus-response pattern (stimulus-response)
Demonised zone in conflict

3.B Tit for tat!
Mirror behaviour - More of the same!
Effect: constant increase of the "dose

4.A Pessimistic Anticipation
Parties are prepared for the worst
are "gearing up" for it,
just so as not to be outgunned

4.B The feared becomes reality
Through the overreaction of arming
unintentionally provokes even more (verbal / physical)
(verbal / physical) violence is provoked.

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Gradual intensification

No gradual, unnoticed slipping:

Gradual aggravation, **thresholds** can be experienced, intuitive knowledge,
tacit co-ordination of expectations (Th. Schelling - Bewusstseinsanstöße):
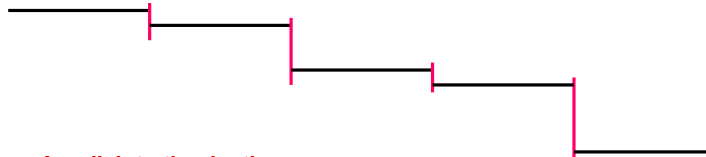
**Regression: A walk into the depths,
of the individual and collective unconscious**

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0. "Honeymoon": mutual exploration

e.g. new project group finds itself

curious about each other,
interested in new people, in their abilities,
positive expectations,
"feel it out, try it out, find yourself..."

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1. hardening
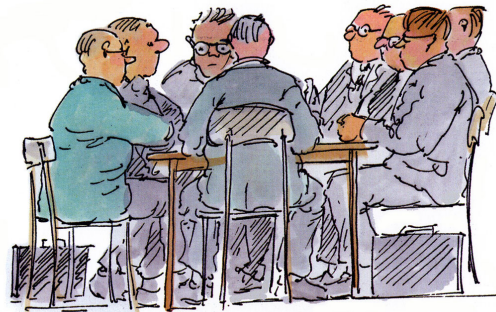
Cartoon: Burkard Pfeifroth

Positions sometimes harden and collide	Conviction prevails that the Tension can be resolved through conversation
Temporary slips and cramps	No rigid parties and camps yet
Awareness of the existing tension Causes cramp	Cooperation is (still) greater as a competition

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2. debate and polemics

Dualisation in thinking, feeling, willing
Black and white thinking

Verbal Violence with Tactics: Pretend,
as if rationally argued

Manipulative methods of influence (1)

Causality dispute	Something is temporally connected - ergo also causal
Extreme Conclusions	Exaggerate the conclusions of the opponents, extreme, absurd to ridiculous
Connections imply, suggest	"It's obvious to everyone: The X must be behind everything! "
Appeal to "Self-evident facts"	Appeal to habits of thought, prejudices, to "common sense
Unclear, emotionally charged Bringing terms into play	"For us in the West, it has always been the most most important that everyone ... "

Manipulative methods of influence (2)

To put someone in front of extreme choice	Constructing a blatant dilemma: "You only have one choice after all: Red or dead! "
First on the man, then play on the ball	"Take a good look at Mrs F, "Nobody can take seriously what she said."
Emotional distraction	Inflate, exaggerate - and then unhinge – something said and then unhinge it!
Extreme emotional Provoke expressions	He to her: "Women get emotional quickly! " She: "You idiot, always with your damn prejudices! " He: "Well, you see - I'm right after all! "

2. debate and polemics

Dualisation in thinking, feeling, willing
Black and white thinking

Verbal Violence with Tactics: Pretend,
as if rationally argued

"Speeches to the Tribune": "Score" over
third parties
Discrepancy: duality "overtone" -
"undertone

Struggle for superiority (TA model),
Devaluation of the factual arguments

Temporal groupings around stand
points

Cooperation and competition
alternate

3. actions instead of words

Talk no longer helps - so action!
A fait accompli strategy

Discrepancies between verbal and
non-verbal behaviour,
Non-verbal dominates

Danger: Misinterpretation of the acts

Pessimistic expectation out of mistrust
causes acceleration of the actions

Group skin, pressure of opinion:
"Gleichschaltung", role crystallisation

Empathy is lost
Competition greater than cooperation

4. images and coalitions
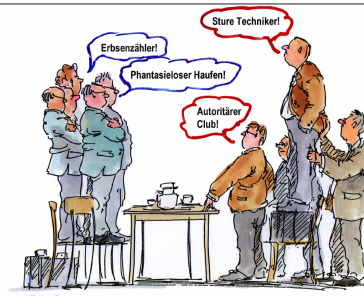
Clichés regarding **knowledge** and **skills**:
Positive self-image vs. negative enemy image

Parties manoeuvre each other into negative
roles and fight them

Self-fulfilling prophecy through
Fixation on enemy images

Image campaigns, spreading rumours

Devaluing the competence of the opponent

Wooing for followers, search for
Support from weakness ("symbiosis")

Covert teasing, teasing, annoying
("Deniable Penal Behaviour") denied

Paradoxical orders: "double bind"

Deniable Penal Behaviour

I know it happened to me on his last birthday. I have a tendency to have accidents!

Paradoxical Orders

"You hate yes-men, too - don't you?"

5. facial attack, Face loss
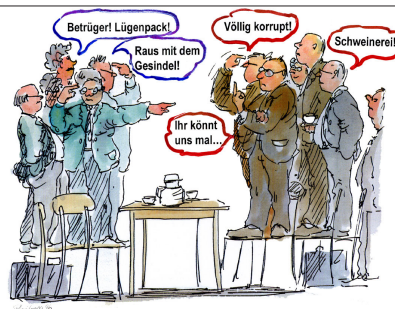
Public, direct personal
Attacks = "face attacks":
moral integrity is totally destroyed!

Personal devaluation and rejection -
Accusations: "Criminal! Pathological!
Abomination! Betrayal! Deceit! Manipulation! "

Unmasking action: staged as a ritual

Exposure leads to "deception"

Aha experience retrospectively
Mutual demonisation

Self-image as 'angel' vs. enemy image
'devil': 'double', shadow personality

Disgust, expel, banish: "Bird-free"

Loss of external perception
causes isolation in "echo cave

Points of contention will be questions of
ideology, of the most sacred values
and principles
Outcasts fixated on rehabilitation!

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6. threatening strategies

Spiral of threat and counter-threat:

"Threat triangle" = equivalent of

**Demand Punishment
Possibility of punishment**

(sanction) ⟂ (sanction potential)
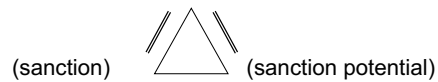
Credibility through proportionality

Self-tying activities "Trip Wires

Manoeuvring oneself into manoeuvre,
Loss of initiative ("second move")

Stress through ultimatum and counter-ultimatum "scissor effect

Acceleration:
Events precipitate

Triangle of threats

1. Demand:

I want the dismissal reversed; I want complete rehabilitation!'

3. Sanction potential:

I will give enough information to prove that I have incriminating evidence!'

2. Sanction:

I will pass evidence about a scandal to the press!'

---

7. limited destruction strikes

Strategic thinking moves only
in "Thing Categories

The enemy no longer has any value any more

Carry out limited destruction as a "fitting response" (avoiding disproportionate counterattacks)

Reversing values and virtues into the opposite: one's own small damage is seen as a "gain

8. fragmentation

The collapse of the enemy system
Bring about the collapse of the enemy system

Cutting off the "frontline fighters" from their "hinterland

Destroy vital system factors or organs, which makes the system uncontrollable and uncontrollable

Total destruction: physical-material (economic) and / or psychological-social and / or spiritual

9. together into the abyss

"Scorched Earth" - Total Confrontation

No way back!

Destruction of the enemy, even at the price of self-destruction

Lust for self-destruction -
if only the enemy perishes!

Often there is even a willingness with one's own demise, one's environment or the descendants to cause lasting damage

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Training for school board trainers

Interventions in conflict situations

4.08

Sources:

F. Glasl: Confronting Conflict
Straud (UK), Hawthornpress
1992

F. Glasl: Konfliktmanagement
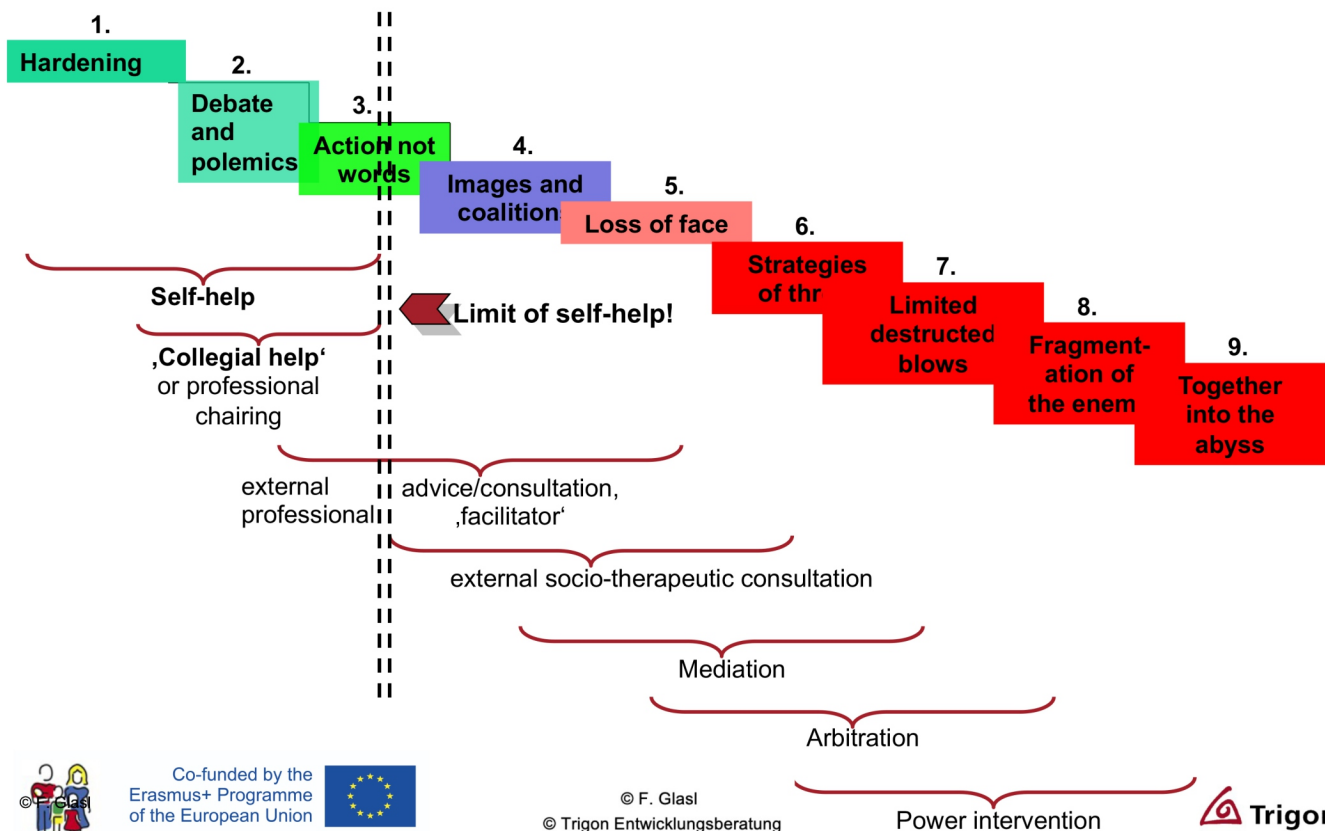Bern / Stuttgart / Wien 2013
(11th ed.)

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The 9 levels of escalation and different forms of help

1.
Hardening

2.
Debate and polemics

3.
Action not words

4.
Images and coalition

5.
Loss of face

6.
Strategies of thr

7.
Limited destructed blows

8.
Fragment-ation of the enem

9.
Together into the abyss

Self-help

Limit of self-help!

‚Collegial help'
or professional
chairing

external
professional

advice/consultation,
‚facilitator'

external socio-therapeutic consultation

Mediation

Arbitration

Power intervention

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Questions in search of a solution
(Interview on personel level)

1. **Settlement**
   Why are you here? Why are you really here?
2. **Emotional events (points of no return)**
   What has annoyed or offended you the most? What gives you the most hope? What gives you courage?
3. **Critical events/patterns**
   What did the other side do that it could come to this? What did you do that it could come to this?
4. **Perceived foreign image:**
   If you were to ask the other side what they did wrong, what would they answer from your perspective?
5. **Emotional situation**
   What do you suspect: How is the other party doing?
6. **Blanked out point of view**
   Is there a piece in the puzzle of entanglements that you think the other side has not noticed, does not know, does not know about? Do you think you could address this piece of the puzzle, tell about it?
7. **Risk/readiness**
   If there is something that the other party has not perceived, does not know, does not know about -.
   and you would bring it up now ... What would be your risk? On the other hand, what would be the price of not addressing it?
8. **Initiative**
   Would you like to share something now, contribute, so that the process can continue as fruitfully as possible?
9. **Expectation**
   What would you most like to see from the other side now?
10. **Reflection**
    Reflect for a few minutes. How are you feeling now? Is there anything you would like to share?
11. **Offer**
    What would be your offer to the other side ...?
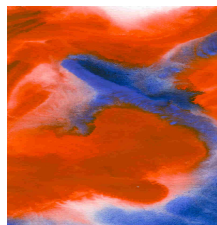   Is this really the best you can offer now???

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Level 1
Personal clarification between 2 persons

In principle, conflicts should not be delegated, but should be resolved where they arose. Therefore, the persons involved should try to resolve the conflict directly in a clarifying discussion.

Assistance:
Questionnaire for preparation
Recommendation of a structured process

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9 fields model

	Past	**Today**	**Future**
Problem	How long did the problem exist?	What is the problem?	What if the problem is not resolved?
Ressource	What have you done in the past to reach a solution?	What could you do to find a solution?	What support would you need to achieve the solution in the future?
Solution	Have you ever tried to find a solution in the past?	What would be a solution?	What would be necessary so that the solution can continue to exist in the future?

Level 2
Clarification with 2 self-determined personal confidants

Each of the persons concerned coopts a person of their confidence from the system and has a preliminary discussion with them. Then all 4 people come together. At first, only the two coopted persons work on the diagnosis and possible solutions.
They try to develop a solution together, which they propose to the persons concerned. They are free to accept the proposal. Then concrete agreements should be made. A review meeting should be arranged.
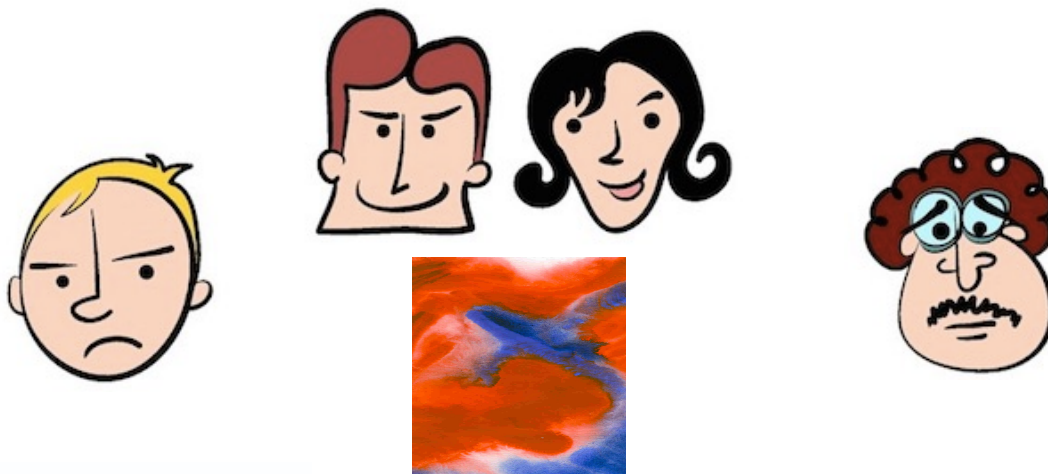
Level 3 a
Involving the responsible conflict regulators in the system

- In case of conflict, those affected can turn to the uninvolved leadership.
(Superior manager, next higher manager, management, board of directors, school management, administrative board, ...).

- Or to internal units responsible (personnel department, personnel committee, personnel development, works council, committee of representatives, disabled persons' representative, equal opportunities officer, medical officer, etc.).

- Conflict resolution can be worked out under the guidance of the responsible person
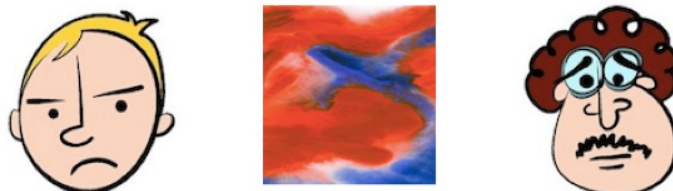
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Level 3 b
Clarify the further procedure

- The conflict regulators can refer to
internal conflict mediators for conflict counselling,
conflict coaching or conflict moderation, or
conflict mediators observe a conflict situation
and offer their services

- If the conflict situation appears to be too complex, too escalated
or too large in terms of the arena, those affected should be provided with
neutral external expertise (mediators, lawyers, therapists) to help
(mediators, lawyers, therapists) should be offered to help.
be offered

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Conflict moderation by conflict mediators

- Conflicts between colleagues, employees or managers can be resolved in a clarification meeting moderated by conflict mediators.
- The clarification talk can be a simplified procedure in defined steps in which the conflict mediator uses mediative techniques. It can be used up to escalation level 3 (according to GLASL). In this way, low-threshold conflicts can be clarified that have not yet escalated to the personal level, but can be dealt with mainly on the factual level.

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Referral to the "Reporting Centre for Mountain Accidents

In the case of escalated conflicts from level 4 (according to GLASL), at the request of the parties involved or if the conflict mediator is personally or professionally overburdened, the responsible management or e.g. a staff unit must be called in to clarify the further course of action.

The following should happen
- Receipt of the conflict case
- Checking whether it is a case within the meaning of the definition
- Deciding which procedure seems most suitable for the respective conflict case
- Conducting internal mediation
- Mediation of external mediation
- Recommendation of accompanying measures, e.g. coaching, supervision, team development, psychotherapy

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Starting phrases

- *This is my picture of...*
- *That is how I see it...*
- *My impression is...*
- *My image of him is...*

- *I remember...*
- *This is how I experienced it...*
- *In my opinion...*
- *I perceived it like...*
- *This is my film…*

Goal:
Make conscious that your perception is a subjective story:
May be one-sided, biased, distorted…
And that the other party has her own film…
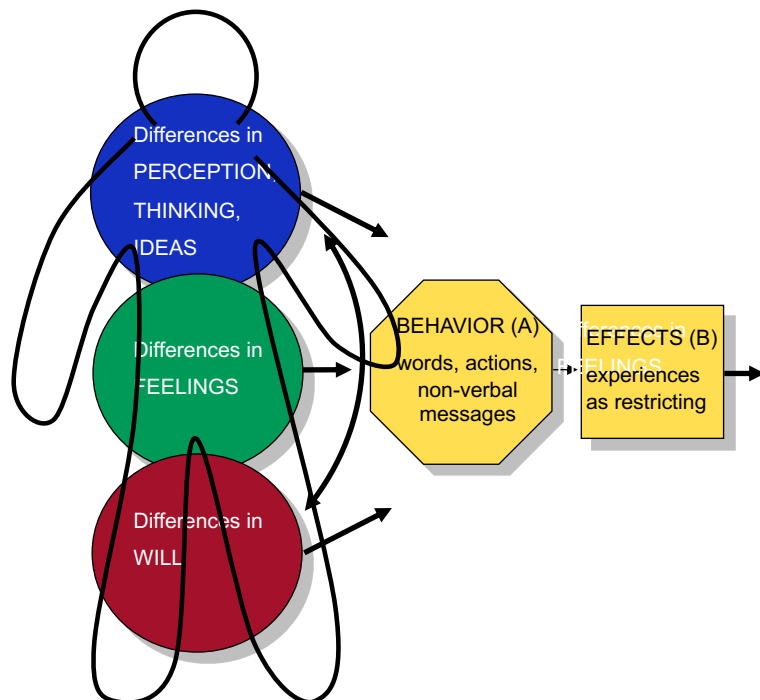**It is not a matter of the Absolute Truth!**

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Psychic functions in conflicts as entry for interventions

Differences in PERCEPTION, THINKING, IDEAS

Differences in FEELINGS

Differences in WILL

BEHAVIOR (A) words, actions, non-verbal messages

EFFECTS (B) experiences as restricting

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Interventions for conflict resolution at stages 1 and 2

Working on issues:

Inventory of issues, agree to disagree, semantic analysis, fractionating and dimensionalizing issues, reframing issues, get fixed stances flexible again

Improve problem-solving behaviour:

Methods for problem-analysis and decision-making,
Creativity methods,
Clarify the patterns of action and reaction: tactics of discussion, polemics

Transaction Analysis-methods:

Clarifying type of transactions (angular, crossed, complementary transactions)
Superiority- and inferiority-positions

Inventory of issues

By turns: **Ann** *is bringing 1 issue,* **Ben** *may ask to understand,*
                 Ben *is bringing 1 issue,* **Ann** *asks to understand*
                 Then again **Ann, Ben, Ann, Ben** *etc.*

Ann:		Ben:
- Selection of persons	1.	
	2.	- Delegating
- Sponsoring	3.	
	4.	- Contracts
- Budgeting	5.	
	6.	- Intranet

Inventory of issues

By turns: **Ann** *is choosing 1* <u>issue</u> *out of* **Ben** *'s issues,*

Ben *is choosing 1* <u>issue</u> *out of* **Ann** *'s issues,*

Not: Which issue is importqnt for you – but: which issues could be less emotional so that we can stqrt with it and learn how to work on it

Ann:		**Ben:**
- Selection of persons	1.	
	2. 🔴 Delegating	
- Sponsoring	3.	
	4. - Contracts	
🟢 Budgeting	5.	
	6. - Intranet	

Fractionating issues R. Fisher
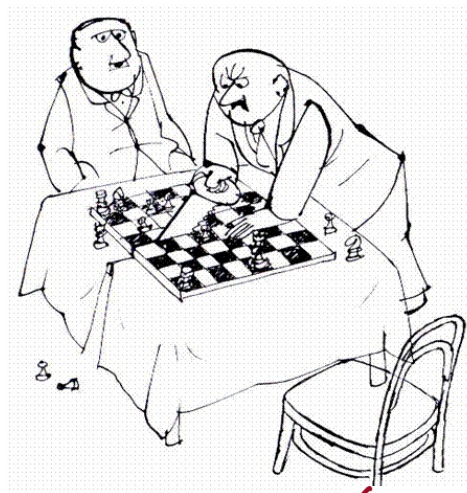
"Your leadership-style is horrible!"

Big and global issues: Cut into smaller pieces

smaller subissues / subheadings!

Question: **"Which aspects are covered by leadership-style?"**

Answer: Informing
setting objectives / goals
Delegating
controlling performance
Appraisal and counselling
care for good climate
etc.

Quest.: "Which out of these aspects worries you most?"

Answer: **"Setting objectives / goals"**

Interventions for conflict resolution at stage 3 and 4

Clarify perceptions:

Of issues & events, search for common goals
reframe strategic calculations: return to talking, negotiation
Consensus on the "Unwanted Future"

Decondition "mirror behaviour":

Investigate implicit formulas of unwritten
role-contracts "secret rules"
Clarify the pattern of action and reaction,
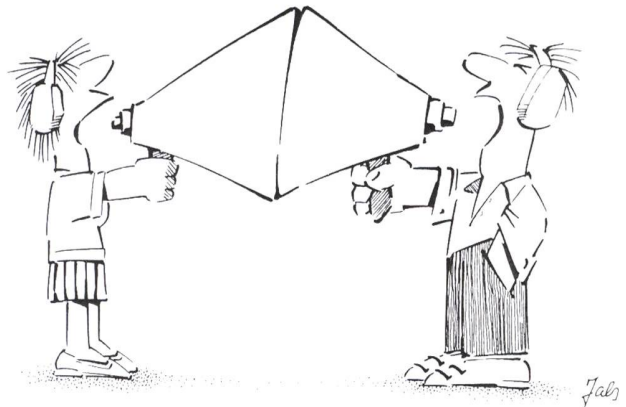
Breaking through the demonized zone:

Effects which were not wanted = taking responsibility
for effects, regret, apologize.

Consensus on the "unwanted future" F. Glasl

Aim: Consensus on what should never happen to the parties.
Mutual expression of sorrows, fears. Mobilizing the will to prevent the worse.

Method: (1) Separate talks first, meeting and exchanging later.
Or (2) "Public inteview" of party A in the presence of B, and vice versa.

1. **Imagine** you are X months later: If nobody does something to improve the situation –
   where will you (including the other party) probably be in x months time?

2. Then: How will you **feel** in x months time, because this is reality then?

3. Summarize 1 and 2: This is the unwanted future!

4. Listen to yourself: Do you feel a need (an impulse) to **act**, i.e.to take an initiative to prevent the
   worse to happen? Think of own initiatives you could start –
   not depending on the other party 's agreement.

5. Exchange first 3: Are your concerns equal? Different? Are you surprised?
   Exchange 4. Can you appreciate the initiatives of the partner?
   Do the initiatives disturb each other? Support each other?
   How can you communicate this to other people involved?

Interventions for conflict resolution at stage 4

Clarify perceptions:

issues, events, parties, roles,
self-image and enemy-image,
role-relationships,
strategic calculations
       (costs-benefits)

Cartoon: Jals
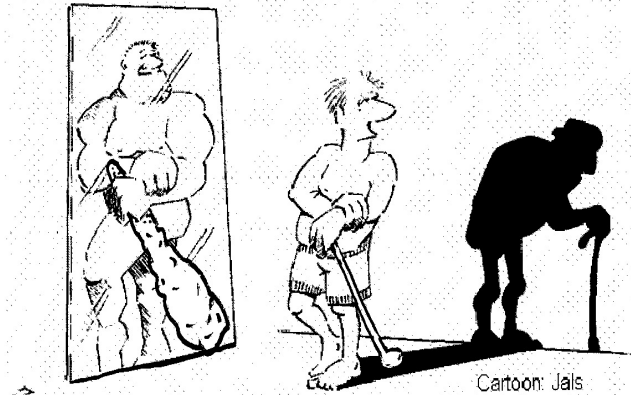
Negotiate future role-relationships:

Role negotiation (Roger Harrison),
formulas of unwritten role-contracts
change need on coalitions:
recognition and impowerment

Process-consultation:

Enhance learning and de-learning
(habits),
information-processes,
decision-making processes

Clarifying Perceptions of Parties R. Blake / J. Mouton

That's how we see ourselves:
That's how we see the other party:

Party Artists:
Selfimage: How we see A
Enemy-image: ... Es

Party Economists:
Selfimage: How we see E
Enemy-image: …As

Exchange:
Only enemy-image is presented,
no discussion

Artists present how they see Es,
Questions of E to understand As,
Economists present how they see As,
Questions of As tounderstand Es

Try to explain:
Ho could we have caused the picture which the others have?

Party Artists:

Party Economists:

Can we explain how we have contributed
to the picture which the others have of us?

Exchange,
checking,
perhaps
Role-negotiation

Artists present what they have found,
Economists respond to it,
Economists present their findings,
As respond to it

Clarifying distorted selfimages - R.Blake / J.Mouton / H.Shepard

Goal: If it is evident that "Tony's" self-image differs significantly from the way how he is perceived by other people, this method can help Tony to rectify his unrealistic self-image and to support Tony's efforts to change his behaviour

1. You indicate to Tony that there is a significant discrepancy between his self-perception and other people's perception of him. Ask him whether he is interested to look at this discrepancy – in order to improve his position in the team. Guarantee confidentiality to him!

2. Ask Tony: What do you see as your own strengths and weaknesses?

3. Ask Tony: Do you know how others perceive your strong and weak sides? Strengths and weaknesses – not only weaknesses! Tony should tell! Add to his points how you yourself perceive Tony!

4. Ask Tony to summarize what he sees as the greatest discrepancies.

5. Ask Tony the core-question: Can you understand **how you contributed** on your side to the negative and positive picture other people have of you?

6. Ask Tony: How could **you** change **your behaviour** in a way that it will not produce this negative image of you in other people 's eyes?

7. Make agreements on concrete behaviour

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Light and shadow
as a supposed foreign image, self-image and foreign image

Suspected external image of B about A	Self-image of A	External image of B

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Role-negotiation in teams R. Harrison

Each team-member prepares
1 chart with own **name** (To: **Ann**):

To: *ANN*

Ann, you can help me to do my job better, if you

A) do more often / new:

B) do not at all / or less:

C) keep behaving:

Role-negotiation in teams R. Harrison

Each team-member prepares 1 chart with own **name** (To: **Ann**):

20 minutes in silence:
Everybody writing in charts
Concrete wishes → behavior
and their name (F, B,)

People with similar wishes
add their name (…, E, G)

5-10 minutes per person

Not talking about past!
No explanation, why you will not fulfill a wish!
No pressure! Minutes - Control

Ann can clarify: What did you mean…
Then there are 3 possibilities to react
1. The request is accepted, Anna agrees (signature).
2. Anna cannot or will not accept, then the request remains unsigned. No explanation or reason is necessary.
3. Extra appointment, who takes initiative, what period.

Control appointment???

To: *ANN*

Ann, you can help me to do my job better, if you

A) do more often / new:
Ann   *Send the agenda for the meeting 1 day in advance (F)*
Give me feedback inmediately (B)

B) do not at all / or less:
Ann   *Less emphasis on formal matters (B, C, E)*
No ironical comments on team-members during meetings (D, E, G)

C) keep behaving:
Ann   *Time-management as team leader (B, E, F)*
Clear structuring of projects (B, F, G)

Role-negotiation: alternative method F. Glasl

Not demanding, but offering

A) I offer you to do more often / new: ...

B) I offer you to do less / to stop doing: ...

C) I offer you to continue doing: ...

Interventions for conflict resolution at stage 5

Getting to deeper needs / values / ideals:

Frustrated needs behind emotions
clarify distorted perceptions and interpretations (mind set)
Respect in spite of differences

Rehabilitation:

Restitution of honour by
Micro-Analysis of critical events
"My lessons learned": Public statements of regret / apology: dignity!

New value-orientation:

Ideals vs. disappointment / frustration
Principled negotiation
visions, values

Chronology of critical events

Timeline ⟶

Employees								
Team								
Department								
Head of Department								
Divisional management								
Departmental management								

Conflict-score F. Glasl

Time ⟶

Board dir.

8th February:
-Budget
-headcount
Ann, Ben

24th February:
-dismissals
-leadership
Alex, Ben

departmental heads

10th February:
-Budget
-dismissals
Ben, Christine, Dirk, Eve

17th February:
-dismissals
-leadership
Ben, Dirk, Eve

team-leaders, teams

11th February:
In team A, C:
-dismissals
Dirk, A1, C2

25th February:
In team A, B, C
-dismissals
Alex, Dirk, B2,C2
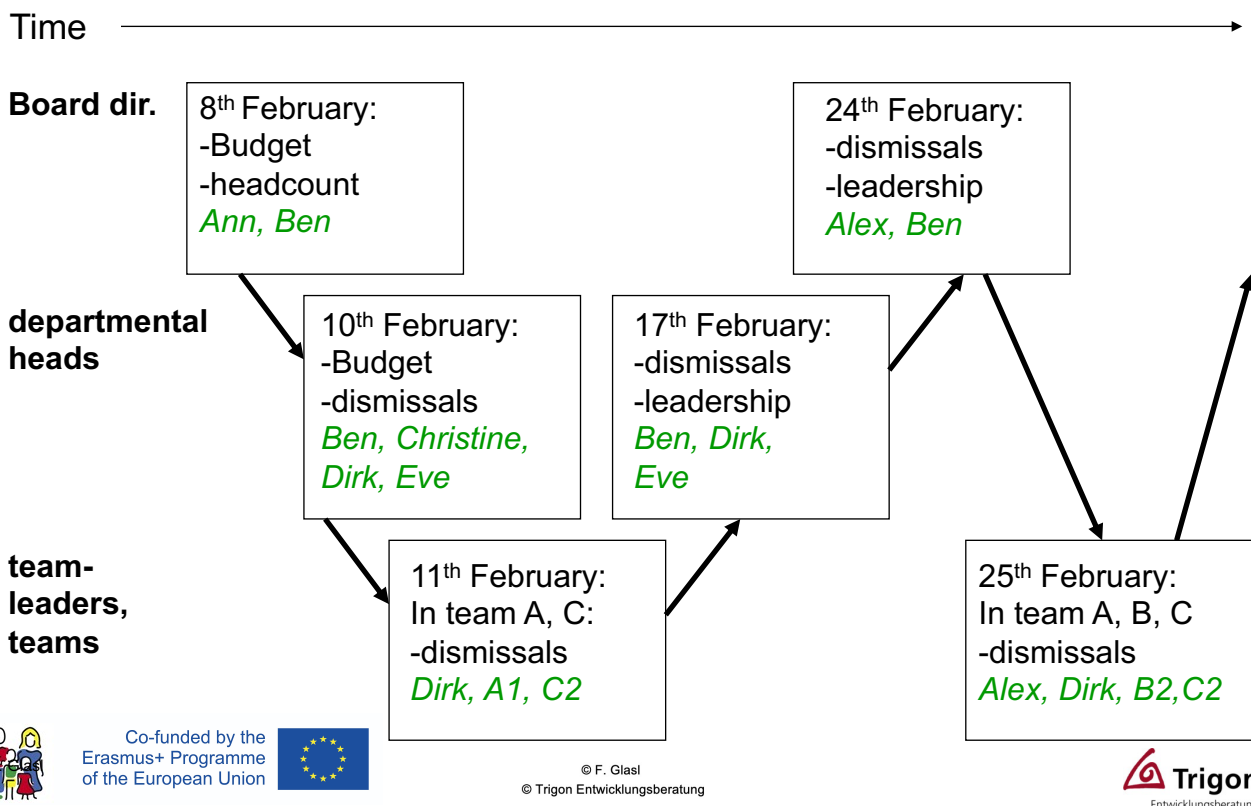
Role-negotiation between teams: Requests and offers   F. Glasl

The Board of Directors (B) produces two papers (Pinwand):

<table>
<tr>
<td>

In order to help us (B) to do our job better, we request you, the works council (C):

(A) Show this concrete behaviour new, more often, more clearly:

(B) Stopp showing the following behaviour or show it less:

(C) Please do not change this behaviour:

</td>
<td>

To support you (C) to do your job as workers council better, we (B) offer you the following behaviour:

(A) We show this behaviour new, more often, more clearly:

(B) We stopp showing the following behaviour or we show it less :

(C) We continue showing this behaviour without any changes:

</td>
</tr>
</table>

Role-negotiation between teams: Requests and offers   F. Glasl

The Workers Council (C) produces two papers (Pinwand):

<table>
<tr>
<td>

In order to help us (C) to do our job better, we request you, the Board of Directors (B):

(A) Show this concrete behaviour new, more often, more clearly:

(B) Stopp showing the following behaviour or show it less:

(C) Please do not change this behaviour:

</td>
<td>

To support you (B) to do your job as Board of Directors better, we (C) offer you the following behaviour:

(A) We show this behaviour new, more often, more clearly:

(B) We stopp showing the following behaviour or we show it less :

(C) We continue showing this behaviour without any changes:

</td>
</tr>
</table>

1.

C C C C C C   B B B B B B
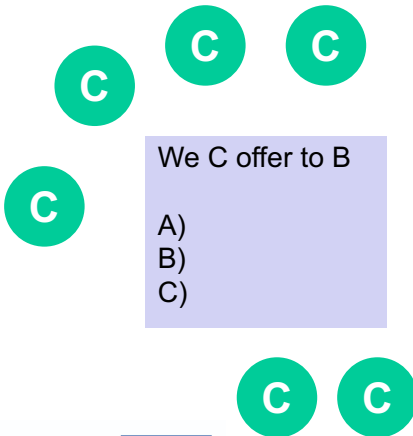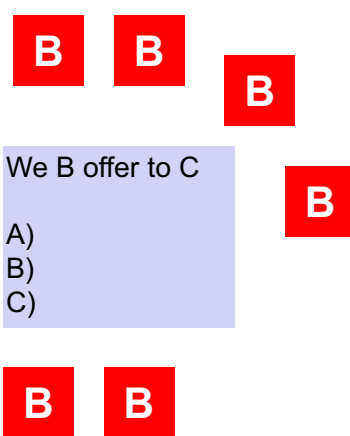
We C request B
A)
B)
C)

We C offer to B
A)
B)
C)

Wir V bitten P
A)
B)
C)

Wir V bieten P an
A)
B)
C)

2.
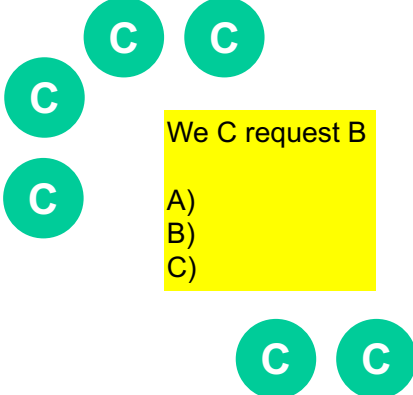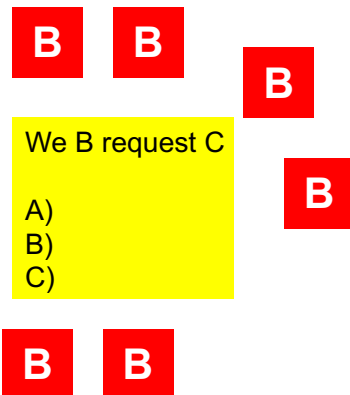
C C C
C
C

We C offer to B
A)
B)
C)

C C

M

B B
B

B

We B offer to C
A)
B)
C)

B B

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3.

C C
C
C

We C request B
A)
B)
C)

C C

M

B B
B

B

We B request C
A)
B)
C)

B B

4.

C C C C C C   B B B B B B

Do we agree with the decisions
of our delegates?

Do we agree with the decisions
of our delegates?

5.

C C C C   Reports, further negotiation?   B B B B

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Case 1

The problem occurred in a small school, so the schoolboard is not very big either and everyone is quite familiar with each other.

The problem was between some
parents (**Peter, Paula + 2**) and
school stuff (**Thomas** -teacher- **+ 2**), **Theresa** - school principal).

The problem was about different views on how some things should be done or held in school. These parents were all entrepreneurs, so they have different perspectives on things. They want decisions made quickly and things to be done more quickly.

Actually, they had very good ideas and ambitions - they wanted this school to become more like an alternative one than formal, to have more integrated studying, they had ideas to have a more healthy attitude in food, connecting with the community, doing different activities etc. They also helped a lot with these different things, organised different activities and training.

For the school stuff it all became too intensive. They felt it interfered too much with their teaching methods or their perspective of education (more formal one) and their everyday life and working in school.

So, the problem was that parents thought teachers are not so cooperative and are stuck with old things and don't want to change. From the other side, teachers and principal felt cornered and manipulated and also whatever they do, it's still not right or enough.

In the last meeting all together they tried to solve it in many different ways. They worked to reevaluate the values, mission. But still, the group didn't manage to speak one language.

Now parents are thinking to leave the schoolboard, saying, they don't have the strength to fight anymore. Which is actually unfortunate, that they would leave, because they had very good intentions and also ability to organise things. But the picture of the parents is, that they are too intrusive for teachers and cannot find together.

Is there any way to get help by a team of consultants?

Case 2
Head of school bord: Pamela
School board Parker, Patricia +2
Principal: Talisa
Teachers: Tad, Tamy + 2

This conflict took place in a small school in the countryside.
The school has 4-grades with approx. 20 students. The school is one institution with a kindergarten which has two groups (1-4 year olds and 4-7 year olds) altogether approx. 25-30 children in the kindergarten.

Last year there had been a question about increasing the number of the children in one of the kindergarten group (it is a small 4-grade school - 20 children altogether - in countryside also with kindergarten with two groups - 1-3 years old and 4-7 years old - so the school board is in common with kindergarten). The principal and the teachers of the school/kindergarten wished to increase the number of the children by one and that required the decision of the SB (that is actually one of the very few contentual things that requires the official decision of the SB, not just suggestion of the SB). The SB decided not to increase the number of the children. The principal expressed resentfulness about this decision, because she had already promised a parent that they have a place for their child. Also the principal had already made required inscriptions in the documents.

After this meeting the principal Talisa had a conversation with the head of the SB Pamela and showed her indignation about this decision and about the work of the SB overall.
Starting from that point the work in the SB was hard.

Then there had been questions in the SB about how often the meetings should take place and what should be the content of the meetings. Parents had expectations to discuss the mission and the values of the school and to find opportunities to develop the school. School staff expectations, on the other hand, were to manage formal things, to come together just a mount of times as required and to have meetings as short as possible (argument was that they had a long and tiring workday behind - as actually also parents had). Together they were looking for new opportunities to make these meetings as compact and effective as possible - for example, prepared materials that one could read before meeting

Pamela planned carefully items of agenda and followed the time schedule, so that all necessary themes would be covered. But Talisa was offended that she wasn't allowed to have enough time for her speech (reading some report) and she rescheduled the agenda. Then Pamela rescheduled the agenda again so that the parents also would have time for their speeches. As a result the teachers made a written appeal to the head of the SB that the time schedule is not kept by agenda in the meetings and also that in the meetings there are discussed themes that are not actually in the agenda.
This appeal was formalized by the principal and it was signatured by three teachers, two of them had never been in the meeting before.

The head of the school board Pamela is thinking to resign from her position.
Discussing the problem with the principal Talisa, the principal said that Pamela intervenes too much into the work of the principal, sends too many letters to the principal, makes too many suggestions that are not possible to execute, cause the school year is already planned (example: there was an offer that the marine lifeguards would make a training about ice rescuing for the children. It was also for free.)

Is there a possibility for a team of consultants to help in this situation?

Case 3

Reforming the concept for English teaching at a school.

The teacher Ms. Leitner has been responsible for the English concept in the school for several years. She is a smart, competent, cosmopolitan woman of around 50 years. She works to the full satisfaction of her colleagues and enjoys a high reputation in the school. In the past three years, the principal Mr. King has informed her several times that English teaching should take place in a more modern way and that projects should also be initiated. It has been shown that a high fluctuation takes place in the team of English teachers at the school, but Ms. Leitner repeatedly explains that they are a good team and that the new colleagues are just not willing to stick to the given concept.

The principal Mr. King pointed out a deputy Mr. Stella. Mr. Stella is around 35 years old, worked successfully at two other schools and is now supposed to continue developing the English concept at Ms. Leitner's side. During the induction period of Mr. Stella Ms. Leitner becomes ill and is absent for a longer period. After two extensions, the period of illness then lasts four months.

In this situation, Mr. Stella takes the chance with great personal dedication and begins to establish a completely new, innovative concept for English teaching . The team works well together and the feedback from students and parents has been exceptionally positive.

Ms. Leitner has been back in her position for six weeks now. She is annoyed about the changes that have occurred, whether just talking in English is more important than working through the lessons in the exercise book. She is appalled. In a conference, Ms. Leitner exposes Mr. Stella to massive accusations that he only wanted to get a professional profile for himself. With regard to the exams, students would not learn the necessary knowledge. She wants to continue teaching according to the old concept.

Mr. King looks for a team of mediators to clarify the situation …

Case 4

Mr. Acker is the principal of a small school with 12 teachers.

He has conducted a staff survey, the results of which shock Mr Acker.

His team is quite unanimous in their assessment of his leadership weaknesses:

- He informs too late and too incompletely about decisions coming from above.
- He does not address the group enough as a team and favours individual employees. Occasionally he also plays employees off against each other.
- He constantly gives new orders that always have the highest priority, which leads to confusion, pressure and stress.
- He does not keep his appointments and arbitrarily skips appointments with staff.
- He represents the interests of his department upwards much worse than other headmasters, causing the school to be neglected.
- He is not open to criticism. Therefore, critical things are no longer brought to his attention.

He looks for help to come in a dialog with the members of his team

Participants									
Steps in process	Project-team	Diag	Future	Psych	Learn	Info	Implem	Mgt	
Numbers	3								
1		X							
2			XX						
3				XXX					
4									
5									
6									
7									
8									
9									
10									
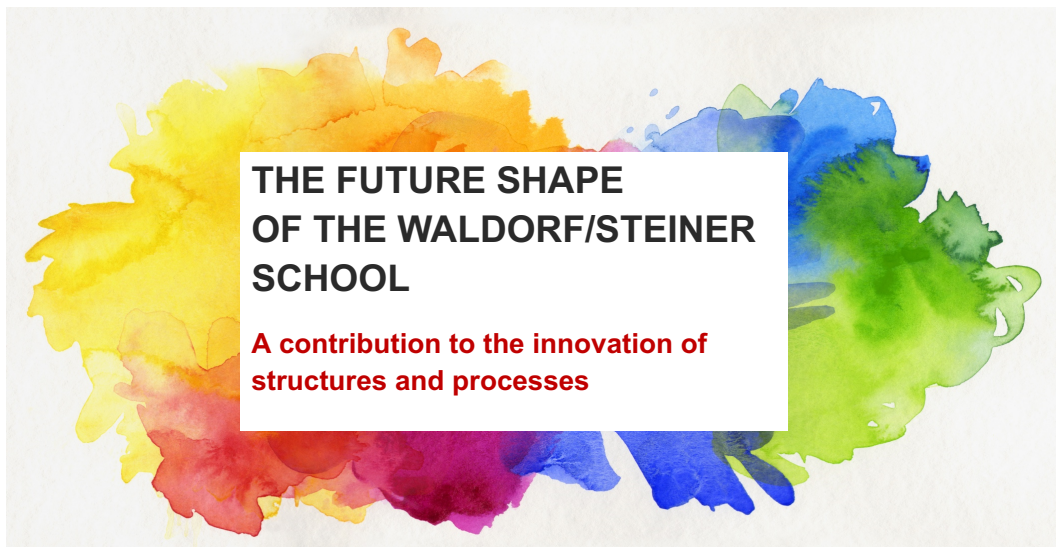
THE FUTURE SHAPE
OF THE WALDORF/STEINER
SCHOOL

A contribution to the innovation of structures and processes

With regard to the equal rights of all those involved in the school process, it may make sense to also involve parents.

Internal conference

Waldorf/Steiner schools face many great challenges. They differ from other types of schools in that anthroposophy and Waldorf/Steiner pedagogy offer a rich treasure trove from which groups and individuals can attain spiritual substance. In my view, the future development of Waldorf/Steiner schools depends to a large extent on how intensively we work on deepening the pedagogical foundations from the source of anthroposophy. The impact of the school can be developed from a centre.

One of the objectives of the entire departmental model is to relieve the conferences of the myriad issues of self-administration, to optimise processes and to conserve resources in order to gain space for this substantial work.

The internal conference is the vessel for this exchange. There can be lively discussion of teachers' training path, using methods such as teacher meditations.

Transparency and dialogue throughout the school

It should be possible for members of the entire school community to openly discuss important questions or even to set the course for further school development. One suitable form this can take is a school forum (council), in which there is sufficient space and time for dialogue and decision preparation. All teachers, parents and upper-year students can participate.

Experience shows that it makes sense for a school forum to meet three to four times a year. Proper preparation will mean it is gratefully accepted by a larger number of participants.

The role of parents

Parents play an important role in a Waldorf/Steiner school. Rudolf Steiner repeatedly stressed that parents are entrusting the best and most important thing in their lives, namely their children, to the Waldorf/Steiner school staff. Only a high degree of trust and respect in the relationship between teachers and parents can create the basis for effective cooperation.

Through their financial contributions, the parents make the economic existence of a Waldorf/Steiner school possible, since state funding in Germany and most other countries only covers part of the school costs. It should be mentioned here that the first Waldorf/Steiner school in Stuttgart would not have been possible without the generous funding provided by Emil Molt.

The role of parents in terms of their participation has changed greatly in the course of the development of the Waldorf/Steiner school. The three stages of this development are outlined below:

Cooperative but unconnected coexistence

At this stage, the teachers run the school with the sole focus of giving children a Waldorf/Steiner education in a narrower sense. In order to live up to this aspiration, cooperation in the pedagogical field is only possible and desired with people with prior experience of Waldorf/Steiner education or the anthroposophical environment. It is accepted that it is better for a college to be overburdened and for things to be left undone and neglected than for people without a grounding in Waldorf/Steiner education to assume responsibility in the social community.

Parents can take action in individual areas, for example maintaining the school grounds or helping with cooking and baking. They are only involved in pedagogical matters if a situation with their child needs to be dealt with between the parental home and the teacher. Parents' self-initiative in the school context is not desired.

One phenomenon that occurs in this phase is that parents who would like to have a closer connection to the school and to actively participate in certain activities are rebuffed and then withdraw, disappointed.

Limited integration

In the next stage, the role of the parents is expanded and they are regarded as valuable helpers who can relieve the workload of the college in certain areas. However, there still remains a clear demarcation between issues which are the sole responsibility of the teachers and areas in which parents can assume responsibility. Teachers provide support and advice wherever parents take on significant responsibility.

All participants serve the school's aim of providing Waldorf/Steiner education in a contemporary form. However, the school is responsible for many other areas besides this core pedagogical process. Further tasks which are gladly accepted by parents include career guidance in the upper classes, moderation of general meetings, mediation between parents, taking responsibility for parental contribution talks, establishing a solidarity fund, administration of the library, supervising a parent-run or student-run cafeteria, addiction prevention and organising an alumni association for former teachers and students.

Parents can and should take the initiative within this limited framework.

Cooperation based on partnership

At this stage, the attitude of the pedagogues is opened up so that a partnership-based exchange on equal terms is expressly desired. Suggestions from outside are not understood as criticism or reproach but as helpful ideas for how to improve and develop situations in the classroom.

The fears of contact that exist in many places give way to an experience of a fateful solidarity in the school community between teachers and parents. Thus, the joint further development of the school biography becomes the focus of attention, accompanied by a conscious cultivation of community-building processes.

Such a culture of togetherness can only develop if both sides cultivate a respectful and equal relationship. Arrogant or patronising attitudes thwart such an approach.

Raising children and supporting young people throughout their lives between the ages of six and eighteen is fraught with tensions and potential conflicts. Development also involves dealing with bottleneck and crisis situations, and unexpected changes must be anticipated.

One of the challenges of our age is starting again and again at the beginning and arriving at a new orientation. We are increasingly called on to generate these new beginnings from "heat cells" of human coexistence. A common path that helps everyone is only possible with those who are of goodwill, i.e. who develop social competence, approach each other cooperatively and deal with critical questions in a solution-oriented way.

In the age of the consciousness soul, people are so individualised that they can and want to form independent judgements on all the questions of their lives. When parents decide to join the community of a Waldorf/Steiner school, it is often necessary to understand what the school wants, how it functions, what the background of the educational activity is and what role they themselves can play in the system as parents.

Within a single Waldorf/Steiner school there are about 180 parental homes and thus more than 300 adults who possess expertise in a wide range of professions. The creative potential increases many times over if a school can open itself up, invite these people to participate in a cooperative way and become willing to involve them in the centre. The related disciplines of pedagogy and community building, psychology, moderation, mediation, coaching, management, personnel development, organisational development, conflict management, controlling and quality development can also provide valuable impetus for the further development of the school profile and the school community.

In my experience, schools benefit in many ways when the fears surrounding cooperation between parents and teachers are reduced and parents can take responsibility for activities in almost all areas of the school (needless to say, in close coordination with the teachers).

The positive experience can be that the parents involved in the school develop a high degree of attachment to the school community, which they often find highly rewarding. Of course, this also has an effect on children and young people's relationship to the school.
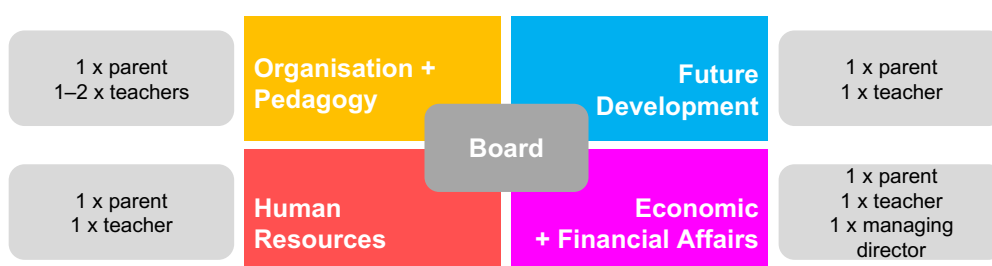
On the other hand, it cannot be denied that not all parents want this involvement in school life. Experience shows that about a third of parents at a school will have some form of interest in active participation, another third will be available for certain activities upon request and the other third will support the school and be grateful to it, but will not be actively involved.

"The individual cannot help himself, as mankind has developed today, but must do what he can to help poor mankind. It is not important that we say to each other today: I want to be a good person, sit down, send thoughts that all people love and so on ...
We should not want to live from illusion, how well-behaved we are, how good we are and how we lick our fingers, how we ourselves are better than the others; but we should know how we stand inside, that is what we should do, we should not give in to illusions. For the less we indulge in illusions, the more the elan will take its place in us, the more we will work on what leads to the recovery of the social organism, the ability to conquer us, the ability to wake up to the state of sleep that has so deeply caught people today."

(Steiner, 1919, p. 72)

Composition of school management positions

1 x parent 1–2 x teachers	**Organisation + Pedagogy**	**Future Development**	1 x parent 1 x teacher
	Board		
1 x parent 1 x teacher	**Human Resources**	**Economic + Financial Affairs**	1 x parent 1 x teacher 1 x managing director

General information

The basic idea is to fill positions at each department with one parent and one teacher. Ideally, all members will also be registered board members of the association or other legal entity.

However, sometimes qualified people will want to join the school management team but not be prepared to accept liability for the school for personal reasons. The best approach will need to be determined on a case-by-case basis. In my view, at least one person in each department must also be a member of the board.

When making a distinction in school management roles between board members and non-board members, the question unfortunately immediately arises as to whether the registered board members, since they have assumed liability for the association, will always have the final say. This creates a difference with regard to the informal power of the those concerned, which reflects reality and can also have an effect on everyday life.

The participation of the managing director is necessary in the Economic + Financial Affairs department. However, the function of the managing director in school systems can vary. In most cases, the managing director is employed by the board and is therefore its vicarious agent.

If all other members of the school management team are also board members and have equally strong decision-making powers, the managing director can only be an advisory member of the school management team. The model will need to be adapted to the specific situation at hand.

In the majority of cases, the Organisation + Pedagogy department is made up of two teachers and one parent. The background to this is that fulfilling the department's tasks requires a strong presence in everyday school life. The reason for this is that one teacher alone would be overwhelmed by the amount of work.

The overall school management team can be appointed for a term of three years. Confirmations for a further period may be possible. It makes sense to make changes in the overall school management team and in the departments as organically as possible, which means that not all members should leave office at the same time.

In any case, a handover and familiarisation period for new members makes sense, but is limited to a maximum of three months.