

Working with Conflict in a Helping Relationship

Using the fire within as a good servant and not a bad master

Session 1



What is Conflict?

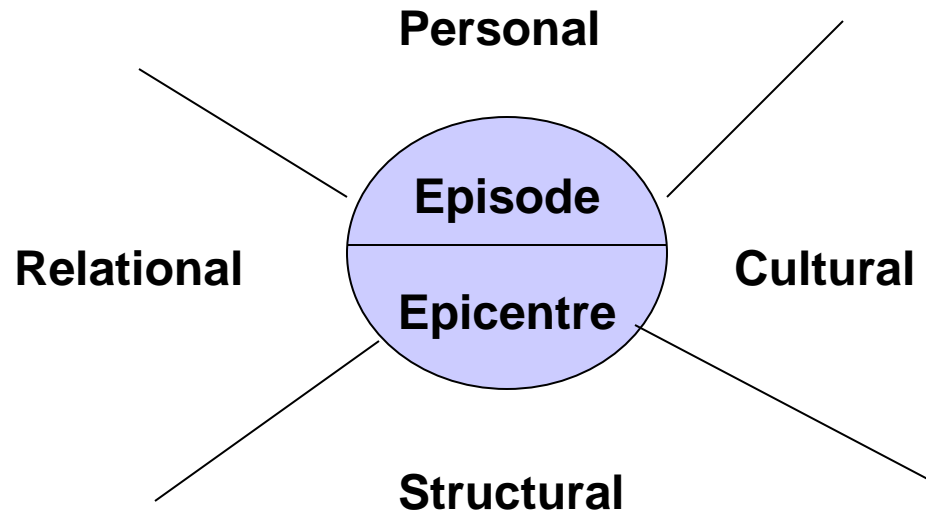
It is an **episode** of violence or injustice that originates from an **epicenter**.

The Home of the Episode & Epicenter

Where
&
How
Conflict
Affects
Us

Structural	S Societal Systems
Cultural	O Our Way of Life Organisations
Relational	N Networks Family Groups
Personal	I

The Home of the Episode & Epicenter



The Role of Conflict

Conflict is a normal & ongoing aspect of human relationships that is a **motor for change**.

This motor provides the momentum to end something undesirable and to build something desired for a shared future.

Conflict is for Transformation

Usual Responses to Conflict

1. Escalation for battle
2. De-escalation for avoidance

Responses in a Helping Relationship

1. De-escalation for regaining composure
2. Escalation for peace-building





Skills & Abilities Needed

1. To see presenting issues as a window
2. Short-term responsive, long-term strategic
3. Ability to pose the energies of a conflict as dilemmas
4. Ability to live with apparent contradictions, paradoxes, complexity and the lack of clarity.
5. Ability to hear & engage the voices of identity.



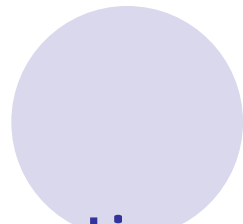
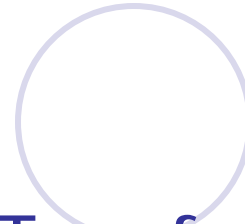
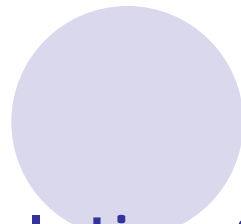
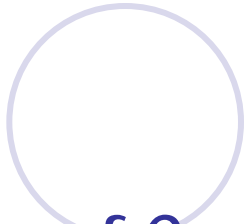
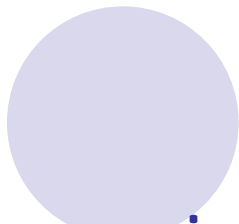
Comparison of Conflict Resolution & Transformation

	Resolution	Transformation
1. Key Question	How do we end something not desired?	How do we end something destructive & build something desired?
2. The focus	Content-Centred	Relationship-Centred



Comparison of Conflict Resolution & Transformation

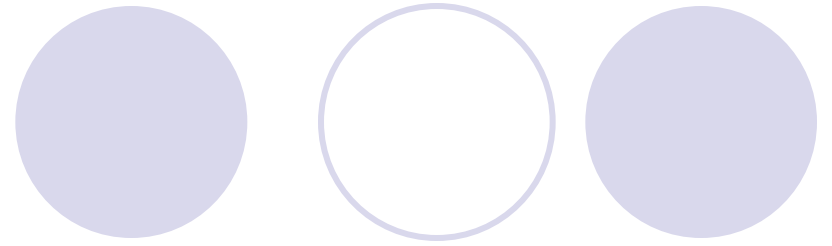
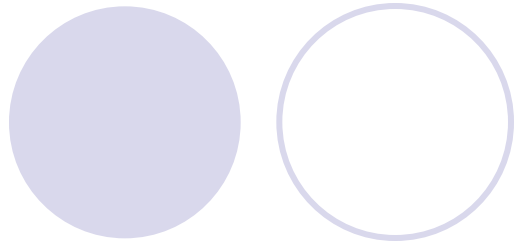
	Resolution	Transformation
3.The Purpose	Agreement or solution to the conflict trigger	To promote constructive change processes for the short and long terms
4. The Development of the Process	Short & sharp. Crisis driven	Opportunity to visit the home of the conflict. Crisis responsive



Comparison of Conflict Resolution & Transformation

	Resolution	Transformation
5. Time Frame	Short-term & relief of pain, anxiety & difficulties	Aims for mid to long term change. Episode is dealt with in relation to epicenter.
6. View of Conflict	Need to de-escalate ASAP	Both De-escalation & Escalation are necessary for constructive change





Despite our
differences, we all
stand on a common
ground.

The Conflict Management Matrix

A Two Heads are Better than One
Approach
Session 2



Guiding Principles

1. Behaviour management is beyond punishment and teaches children accountability, responsibility and truthfulness.
2. There is meaning (epicentre) behind all Behaviours.
3. An appropriate response is one that addresses the epicentre purposefully i.e. healing, nurturing, educating

The Resolution Process – Step 1

Assessment

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT				REMARKS
		0	1 2 3	4 5 6	7	
1	Assessment How serious is the incident?	“No big deal” No effect beyond incident (easily resolved)	Minor Short term effect (minor emotional and/or minor quick healing wounds)	Serious Long term effect (moderate emotional and/or physical injury).	Extreme Long term effect (major emotional and/or physical injury leaving scars). No immediate solution.	Attending staff’s assessment of the issues to ascertain how serious the incident is.
	Who resolves the incident?	Worker Himself	Together with another colleague	Team	Team and external expert	Who should be involved in the decision making to resolve the issue?
	Time Needed for Resolution	< 10 minutes	> 10 < 30 minutes	< 60 minutes	> 60 minutes	

The Resolution Process – Step 2

Time Pressure/Response Time

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS	
		0	1	2	3	4	5	6		7
2	Time Pressure					X			X	It is expected that conflicts or misbehaviour between the scale of 0 and 3 can be dealt with on the spot. Resolution of more serious incidents are likely to have to be dealt with at a later date after proper investigations done.

The Resolution Process – Step 3

Analyse Cause/Epicentre

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS	
		0	1	2	3	4	5	6		7
3	Analyse Causes			X			X		X	Find out what could be the causes of the incident.

The Resolution Process – Step 4

Change Perspective

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS		
		0	1	2	3	4	5	6		7	
4	Change Perspective	X		X			X			X	Consider other ways of viewing the situation, including possible views of the different people involved in the incident.

The Resolution Process – Step 5

Information Gathering

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS	
		0	1	2	3	4	5	6		7
5	Gather Information						X		X	Website, books and other resources available on how to handle the incident or the issues arising.

The Resolution Process – Step 6

Action Brainstorming

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS	
		0	1	2	3	4	5	6		7
6	Action Brainstorming			X			X		X	List all ideas, even seemingly silly or crazy ideas. See section C for possible discipline measures.

The Resolution Process – Step 7

Assessment of Ideas

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS	
		0	1	2	3	4	5	6		7
7	Assessment of Ideas			X			X		X	Sort out the positive from the negative ideas.

The Resolution Process – Step 8

Plan of Action

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS		
		0	1	2	3	4	5	6		7	
8	Plan of Action			X			X			X	Make a plan, using the best ideas, prioritise them and putting them in chronological steps to be carried out. Where possible, the residents involved can participate in coming up with the final plan.

The Resolution Process – Step 9

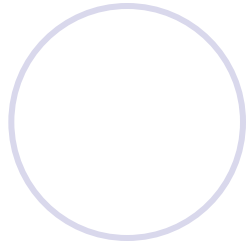
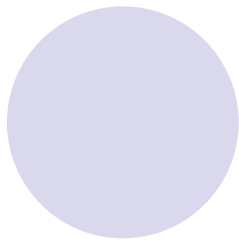
Evaluation

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT							REMARKS	
		0	1	2	3	4	5	6		7
9	Evaluation					X			X	Was the plan effective? Have the issues arising from the incident been resolved satisfactorily? How can such incidents be prevented?

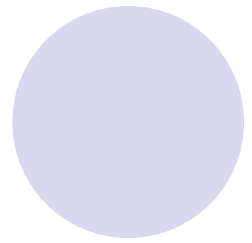
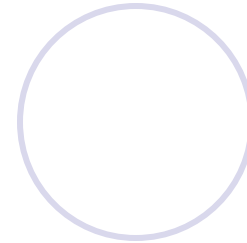
The Resolution Process – Step 10

Documentation/Reporting

STEP	DESCRIPTION	SCALE OF MISBEHAVIOUR OR CONFLICT					REMARKS	
		0	1	2	3	4		5
10	Documentation/ reporting		Log book, Discipline Action Registry and Case File, Verbal report to Head of Home		Log book, call Head of Home, record in Discipline Action Registry and Case File, Inform Management Committee		Log book, call Head of Home, record in Discipline Action Registry and Case File, inform Management Committee and report to MCYS	Modes of reporting depend on how serious the incident is.

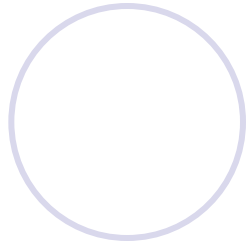
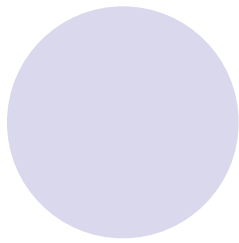


Practice 1

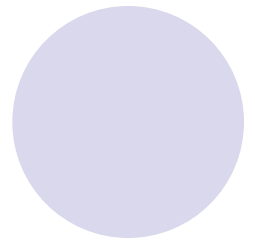
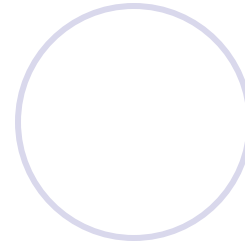


- 1. A 17 year old resident asked to sit in the front seat of the van. She had difficulty putting on her seat belt and needed to adjust the her seat forward. She struggles with it a while but then requests that you help her. You get out of the driver's seat, go over, pull the lever under the seat and all's well.**

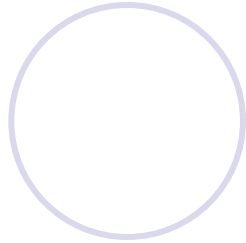
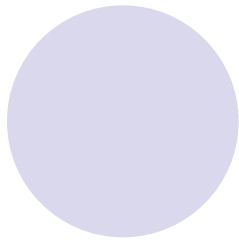
Once back home, she confronts you and says that you tried to molest her.



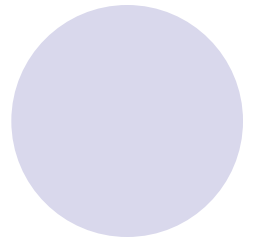
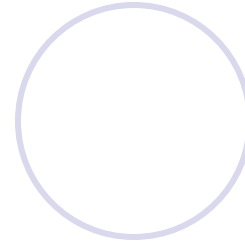
Practice 2



2. You knock on the door of the boys' room but there was no reply and when walked in to room, there was no one there. You opened the bathroom door and 4 of the boys were having a masturbation contest.



Practice 3



3. A fight broke out in the girls' room. One of the girls was soaking wet from head to toe.

