



Erasmus+

Acting Out Conflicts

SEMINAR „ACTING OUT CONFLICTS“

KLAFFER AM HOCHFICHT, AUSTRIA;

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Die Kinderfreunde

Mühlviertel

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I. THE PROJECT

The following Booklet is the report from the seminar "**Acting out conflicts**", held in Klaffer am Hochficht - Austria by **Kinderfreunde**, from 24th November to 1st December 2017.

Here we have collected all the session activities held during the seminar (theories, exercises, tools and games).

We hope these results can be useful for you too, to develop and increase your skills and your awareness on conflict management.



Youth workers are "in the middle of the storm" in this historical moment, when Europe seems to show the controversial and different values and approaches of each country towards migrants, minorities and cultural differences.

We see nationalistic and xenophobic movements arising, proposing strong borders and high walls to keep "strangers" outside, (but on the other side, luckily also civic movements for human rights to defend and host the newcomers and to propose in the name of humanity).

2. OBJECTIVES AND AIMS

With this project we just want to support **Youth workers** in this complex role providing them with new tools and methods to fight the raising attitude to racism, xenophobe and exclusion, able to support youth in understanding what is happening and in raising the awareness on stereotypes, conflicts and discrimination (immigrants, gender, race...), in order to spread an european culture of peace among the new generations.

OBJECTIVES

1. Improve Youth workers skills with methods and practical tools and activities on **conflict management, prejudices and discrimination issues** that can use with youth in raising their awareness on these issues;
2. Enhance the participants' attitude in transforming the conflict issues into **learning opportunities** and bring positive outcomes from these;
3. Share among youth workers and partners common concerns about these **European challenges** and provide exchange of good practices on it; etc.



METHODS

The methods used are **non-formal** like presentations, team games, energizers, role play games, Card Game, debates, Theatre of the Oppressed methods, Improvisation Theatre, Videos, reflection and assessment moments, evaluations, intercultural activities, Teamwork for Blog, Intercultural activities.

3. PARTNERS

ASSOCIAZIONE AGRADO - ITALY



CHECK-IN - PORTUGAL



INFO FRONT PRILEP - MECEDONIA



SDRUZHENIE PROMYANATA E V TEB - BULGARIA



JOETZ - BELGIUM



LIDZDALIBAS PLATFORMA- LATVIA



EVYOUTH - CYPRUS



WIDE VIEW ASSOCIATION- ROMANIA



Expand Your Horizon

4. CONFLICT

4.1 CONFLICT DIAGNOSIS

The WHAT of the conflict consists of:

- conflict issues
- course of conflict
- conflicting parties
- positions and relationships
- attitudes to the conflict

CONFLICT ISSUES

Sources of friction

1) Which issues do the conflicting parties bring

Method: Problem Map: on cards, all conflict contents are collected and placed on a pin board or on the ground in order to obtain an overview of the problem landscape.

To get an overview of which parties presents which issues, a dialogue can be set in motion. A presents a point of conflict, B may ask comprehension questions - and only such.

When the conflict parties have finished listing to all the points, a summary can be made by emphasising the commonalities and the differences.

Issues can be general or very specific. Generalized issues are more difficult to deal with than concrete ones - breaking down general issues into concrete, manageable units (how can the generic issues be identified? How would an outsider recognize them?)

Often there is a substantive fixation of the conflict parties on the issues. To observe then is a more or less strong rigidity. For successful conflict resolution, it is also helpful if the respective conflict parties know how the respective issues are valued by the opponents. The evaluation of the issues is often only recognisable by **HOW** they are talked about. Knowing the value of the issues for the conflict opponents, the associated rigidity can be broken and make way for a successful conflict resolution.

Method: Values-Coordinate-System: First each one creates a list of their own issues and the issues of the counterparty. After that, the value (high utility value vs. high disability value / damage / unpleasant) is scored (eg. + 10 to -10). The values are entered in a coordinate system.

A: vertical + - B: horizontal + -

The overlapping of the two evaluations creates a coordinate system with four quadrants. In the +/+ area there are those conflicts that are important for both. At the same time, it becomes clear which areas are important for only one of the two counterparties and how important the relevant issues really are to the conflict parties.

2) Understanding: Recognising that the other person can see things differently

Usually one basically knows one's own issues and, as a consequence, systematic misinterpretations occur. In order to gain knowledge of the issues of the counterparty, a step-by-step understanding structure must be established.

Method: Frustration Matrix: Each conflicting party notes its conflict issues with respect to another party on a card. This is followed by a summary, a consideration of the similarities and differences and finally a pairwise selection of issues for clarification.

Conflict intervention: Addressing those points that are in the foreground for the conflict parties - not the "reality" is essential here, but the subjectively constructed reality.

Thomas-Theorem (W.I.Thomas 1928: The Child In America): „If men define situations as real, they are real in their consequences.“

i.e. in practice: It is not the reality of the person who intervenes, or who considers a conflict from the outside, that is relevant, but only the experience of the conflicting parties themselves.



4.2 CONFLICT ESCALATION

Glasl (2004): ten basic mechanisms for conflict escalation

- increasing projection: the other one is to blame
- growing self-frustration
- extension of the contentious issues
- simplification of the situation
- mixing of cause and effect
- action is seen and justified as a reaction to the other party
- extension of the social framework
- personification
- decrease in face-to-face contacts
- acceleration through alleged braking by threats

MAIN PHASES OF CONFLICT ESCALATION AFTER GLASL

Kahn (1965): 44-stage model of international crises as a starting point for Glasl, which explains the sometimes martial language.

Three main phases, each divided into three stages: of practical importance, as the interventions must be set differently in the different phases; however, the steps are not clearly separated, but blend into each other fluently.

The transition from one main phase to another can be considered as exceeding thresholds (Kolodej, 2008, p. 29). The further the conflict develops, the less action alternatives are available to the participants. Exceeding the thresholds leads to a change in perceptions, attitudes and behaviours. The whole self-concept of the parties is subject to change. The ability to control one's own action decreases with increasing escalation.

THREE MAIN PHASES:

1. Resentment
2. Clash
3. Annihilation

RESENTMENT

From the spark of first disagreements to the emergence of a conflict; the conflicting parties try to find constructive solutions to their conflicts during this phase. The ability to end the conflict in a win-win situation is relatively large.

Three stages: hardening - polarisation and debate - actions instead of words

- a) Hardening: different opinions and attitudes are formed; the counterparties take their positions. The first noticeable upsets and minor quarrels emerge.
- b) Polarisation and debate: two reactions are possible: the conflict is clearly named as such and it can come up for debate, or the conflict is not addressed, perhaps because the existing potential for conflict is very high. This leads to the frustration of those involved and to further polarization.
- c) Actions instead of words: the participants don't see any point in talking and act. In this case, the divisiveness is increasingly emphasised and obscures the view of existing commonalities and connections.

CLASH

The dominant characteristic during this phase is the change from a factual level to the relationship level. The goal during this phase is no longer a common solution to the conflict, but the enforcement of one's own position, which usually results in one of the conflict parties losing, the other one winning. A win-lose situation is usually the result of this phase.

Three stages: concern for image and coalition - loss of face - threat strategies

- a) Concern for image and coalition: the conflict is gradually shifting from the content level to the relationship level. Coalitions are being formed to help break through each of their own positions. Mistrust, clichés, hostilities and stereotypes are increasingly coming to the fore.
- b) Loss of face: the fronts and positions harden. The own point of view is considered absolute and the other conflicting parties are devalued by all means. At the centre of attention is the prevention of the loss of the face.
- c) Threat strategies: threats of violence, intrigues, the spread of rumours determine this phase of escalation.

ANNIHILATION

Characteristic of this phase is the increasing hardening and uncompromisingness of the parties; it is no longer about the enforcement of one's own ideas or interests, but only about the annihilation of the opponent. From such a conflict, all those involved ultimately end up as losers and damaged; a lose-lose situation.

Three stages: limited destruction - fragmentation - together into the abyss

- a) **Limited destruction:** deliberate provocation of the counterparty; thinking moves in profit and loss schemes; Power and striving for power are in the focus of the action.
- b) **Fragmentation:** the attacks escalate; the destructive tendencies of events are in the foreground. The destruction of the opponents determines the escalation; Individuals are already isolated and no longer belong in groups; the attackers, however, are still anxious to protect themselves.
- c) **Together into the abyss:** the total confrontation; the annihilation of the other, even at the price of its own annihilation, is at the centre of the action.

In connection with these levels of escalation according to Glasl, bullying can be considered as a consequence and part of a conflict during the second phase. The transition from the factual level to the relationship level is the essential criterion that turns the course of the conflict into bullying.

I. e. Bullying is not conflict, but is part of a conflict escalation. However, bullying is not necessarily the result of conflicts between persons, but can also be caused differently, for example as a result of structural conflicts (Kolodej 2008, p. 30), e. g. repression due to scarcity of resources.



INTERVENTION APPROACHES DEPENDING ON CONFLICT PHASES

Müller & Büttner (1996): intervention model following the merging of Glasl's stages of escalation and the conflict triangle of Galtung.

Escalation of conflicts during the first major phase above all due to content differences. During the second main phase, problematic attitudes and thus the relationship level come up. During the third main phase, it is essentially the actions that determine what happens → "escalation trail"; accordingly, there is a "de-escalation trail" that can be used to target purposeful interventions (Müller, Büttner 1996, p. 58).

Escalation from the factual level to the relationship level to the action level. De-escalation must therefore run in exactly the opposite direction.

First phase: regulation of conflicts of interest through guided discussion; As a rule, the conflict can still be settled without external help by the participants themselves; Intervention techniques above all from the field of moderation.

Second phase: escalation on the relationship level, so it must first be dealt with on the relationship level before differences in content can be brought to a solution. There are destructive and negative attitudes of the conflicting parties towards each other. Here, the basic needs for security, identity and participation have to be fulfilled and negative attitudes have to be dealt with. "The key is to promote constructive relationships. This means that the conflict parties mutually recognize their needs and restructure them in binding agreements." (Kolodej 2008, p. 34)

In addition, **control of hostilities** is necessary.

Interventions by external consultants and uninvolved external party.

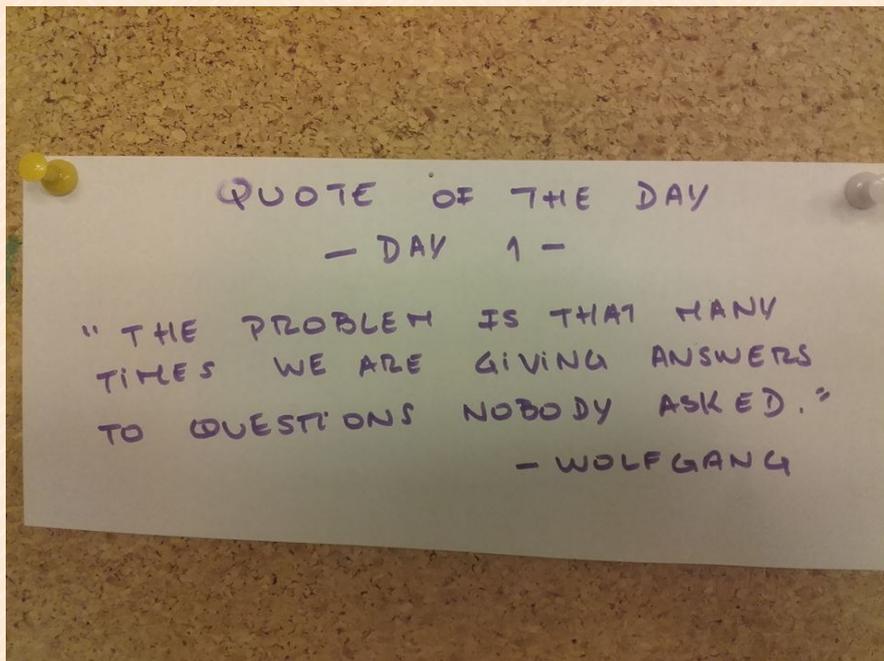
Techniques of supervision and mediation.

Third phase: focus on the level of action, interventions must therefore be directed primarily to the separation of the parties to the dispute, to the suppression of negative behaviour and to the prevention of violence (arbitration, court, power intervention).

BASIC PATTERN OF CONFLICT RESOLUTION

- flight
- destruction of the opponent
- submission
- delegation to a third authority
- compromise
- consensus

(Schwarz, 2001)



5. CONFLICT AND NEGOTIATION

What does it mean to negotiate in a conflict?

Definition: It is the process of finding an agreement that is satisfactory to all of the groups/individuals involved. It is used to ensure a “win-win” situation. Negotiation is best when it includes the members in conflict and peers who are stakeholders in the process.

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent).

There are many different ways to respond to conflict situations; some conflict styles involve a considerate or cooperative approach while others involve either a competitive or passive approach.

The first step in conflict resolution is understanding the various styles of conflict. The five styles of conflict include:

Avoiding the Conflict

Avoiding or withdrawing from a conflict requires no courage or consideration for the other party. By avoiding the conflict, you essentially pretend that it never happened or doesn't exist. Some examples of avoidance or withdrawal include pretending there is nothing wrong, stonewalling or completely shutting down.

Giving In

Giving in or accommodating the other party requires a lot of cooperation and little courage. Basically, you agree to accommodate the other party by acknowledging and accepting his point of view or suggestion. This style might be viewed as letting the other party have his way. While this style can lead to making peace and moving forward, it can also lead to the accommodator feeling resentment toward the other party

Standing your Ground

While standing your ground requires courage, it can also be inconsiderate. By standing your ground, you are essentially competing with the other party; you'll do anything to ensure that you win the battle. The fact is, a competitive approach offers short term rewards, but in the long term effects can be detrimental to your business.

Compromising

Compromising is a big step toward conflict resolution. Both courage and consideration are used when both parties look for common ground. You agree to negotiate larger points and let go of the smaller points; this style expedites the resolution process. Occasionally, the person compromising might use passive-aggressive tactics to mislead the other party, so beware.

Collaborating

Collaboration plays a major role within conflict resolution and requires great courage and much consideration. Collaborating with the other party involves listening to their side, discussing areas of agreement and goals, and ensuring that all parties understand each other. Collaboration requires thinking creatively to resolve the problem without concessions. Collaborators are usually admired and well-respected.

5.1 TOOL - "WIN AS MUCH AS YOU CAN"

Win - win Game

The group of participants is divided into four teams: A, B, C and D. Separate the groups into four different sections of the room. Offer each group a copy of the scoreboard. Facilitator will introduce the game saying that the goal of the game is to win as much as you can!.

Share the rules of the game:

- Each team has to select "X" or "Y" to earn points each round. A total of 10 rounds will be held. Depending on your team's selection, and the selection of other teams points will be awarded per the following scoring card. (Write this on a flip chart or large poster to share with the group.)

Scoring Card
1 X and 3 Y' s = X wins 3 points, Y' s lose 1 point
2 X' s and 2 Y' s = X' s win 2 points, Y' s lose 2 points
3 X' s and 1 Y = X' s win 1 point, Y loses 3 points
4 X' s = X' s lose 1 point
4 Y' s = Y' s win 1 point

Round	Team A	Team B	Team C	Team D
1				
2				
3				
4				
5	x 3	x 3	x 3	x 3
6				
7				
8	x 5	x 5	x 5	x 5
9				
10	X 10	x 10	x 10	x 10
Total Score				

- There are only three rules you have to abide by.

1. You may not communicate with any of the members on a team other than yours, unless you are given specific permission to do so. This means no talking to another group or otherwise communicating.
2. Each group must agree upon a single choice for each round.
3. You may not reveal your group's choice until I tell you to do so.

- There are 10 rounds in this exercise. During each round, you and your group will have one minute to mark your choice for the round. Remember, no talking between groups. We'll begin with round 1; please mark your choice "X" or "Y" for round one. After a lapse of one minute, ensure each group has recorded their answers on their copy of the scoreboard. Have each group share their decision one at a time. Record the scores on the large score board you've made prior to the start of the program.

- Round 5 is a "bonus" round.

During round 5, your scores will be worth three times as many points. To make this round worth the extra points, each team may send a representative to the center of the room to speak with the other teams for three minutes regarding making a decision. The representative then must return to their team, and the team is once again given one minute to decide on "X" or "Y."

- Rounds 6 and 7 are conducted like rounds 1, 2, 3 and 4.
- Round 8 is conducted like round 5, with the bonus value increased from three to five times the amount
- Round 9 is conducted like rounds 1, 2, 3, 4, 6 and 7.
- Round 10 is conducted like rounds 5 and 8, with a bonus value of 10 times the amount.

DEBRIEFING

Tally the scores. It is possible for the all teams to score 100 points if all for teams choose Y in each round.

Questions:

- ❖ Do you feel that you were successful? Why or why not?
- ❖ What role did competition play in your team's decision making?
- ❖ What about the bonus rounds? Did you experience much collaboration?
- ❖ Does the "you" in Win As Much As You Can mean you as a team or you as a large group? How does the large group's net score compare to the possible net score of 100?

WIN AS MUCH AS YOU CAN				
ROUND	TEAM A	TEAM B	TEAM C	TEAM D
1	-2	-2	+2	+2
2	-1	-1	-1	-1
3	-1	-1	-1	-1
4	-1	-1	-1	-1
5	3	3	3	3
6	1	-3	1	1
7	-1	-1	-1	-1
8	5	5	5	5
9	1	3	1	1
10	10	10	10	10
TOTAL SCORE	+14	-14	+18	+18

SCORING CARD	
$1 \times 3 \times 1 \times 3 \times 1 \times 3$	$= 3 \times 1 \times 3$
$2 \times 2 \times 1 \times 2 \times 1 \times 2$	$= 2 \times 1 \times 2$
$3 \times 1 \times 1 \times 1 \times 1 \times 1$	$= 1 \times 1 \times 1$
4×1	$= -1$
4×1	$= +1$

GOAL of the GAME	
WIN AS MUCH AS YOU CAN	

RULES	
1) DON'T COMMUNICATE WITH OTHER GROUPS	
2) EACH GROUP MUST AGREE UPON A CHOICE FOR EACH ROUND	
3) 2 MINUTE TO AGREE ON YOUR CHOICE FOR EACH ROUND	

6. PREJUDICES

The terms stereotype, prejudice, discrimination, and racism are often used interchangeably in everyday conversation. Let us explore the differences between these concepts.

Stereotypes are oversimplified generalizations about groups of people. Stereotypes can be based on race, ethnicity, age, gender, sexual orientation—almost any characteristic. They may be positive (usually about one's own group, such as when women suggest they are less likely to complain about physical pain) but are often negative (usually toward other groups, such as when members of a dominant racial group suggest that a subordinate racial group is stupid or lazy). In either case, the stereotype is a generalization that doesn't take individual differences into account

.Prejudice refers to the beliefs, thoughts, feelings, and attitudes someone holds about a group. A prejudice is not based on experience; instead, it is a prejudgment, originating outside actual experience.

While prejudice is not necessarily specific to race, racism is a stronger type of prejudice used to justify the belief that one racial category is somehow superior or inferior to others; it is also a set of practices used by a racial majority to disadvantage a racial minority. The Ku Klux Klan is an example of a racist organization; its members' belief in white supremacy has encouraged over a century of hate crime and hate speech.

While prejudice refers to biased thinking, discrimination consists of actions against a group of people. Discrimination can be based on age, religion, health, and other indicators; race-based laws against discrimination strive to address this set of social problems.

Prejudice and discrimination can overlap and intersect in many ways. To illustrate, here are four examples of how prejudice and discrimination can occur. Unprejudiced nondiscriminators are open-minded, tolerant, and accepting individuals. Unprejudiced discriminators might be those who unthinkingly practice sexism in their workplace by not considering females for certain positions that have traditionally been held by men. Prejudiced nondiscriminators are those who hold racist beliefs but don't act on them, such as a racist store owner who serves minority customers. Prejudiced discriminators include those who actively make disparaging remarks about others or who perpetuate hate crimes

<https://courses.lumenlearning.com/sociology/chapter/stereotypes-prejudice-and-discrimination/>

6.1. TOOL - ALBATROSS

Goal: This game aims at bringing the participants into a situation in which they are confronted with things, behaviour, experiences etc., new to them. It serves to bring out the fact that many things are interpreted wrongly at first sight, and points out once more the complexity of culture.

Materials: Chairs (in accordance to the number of male participants), water, glass, pieces of bread.

Activity Setting: a circle of chairs is put in a room. Only the workshop leaders are in the room. The male workshop leader is sitting on a chair, while the female leader kneels barefoot on the floor next to him. The participants enter the room (the only information they are given beforehand is that they are now visiting a new culture as guests).

There are three ways of communicating (which are not known to the participants at the beginning of the game).

- 1) „Sssssssss!!!“ = negative signal, (for incorrect behaviour)
- 2) „Mhmmhmmmm!!!“ = positive signal (for correct behaviour)
- 3) Clicking one’s tongue = an order to do something

The activity could be defined as follows (there are however no limits to being creative!)

• Taking position

The female leader signals to the participants that

- The female participants should kneel on the floor just like her
- The male participants should sit down on the chairs
- The female participants should take off their shoes

• Welcoming

The male leader welcomes the other men by standing up and signalling to one man at a time to also stand up. Then the two men rub their knees together (right knee to right knee). The female leader welcomes the other women, by making them stand up one at a time and rubbing their legs with her hands from hip to toes.

• Drinking water

The female leader walks around and offers water by holding the glass to the mouths of the men to let them drink, with the women she passes the glass to them and they drink themselves.

- **Eating bread**

The female leader walks around and hands out the bread, by feeding the men and passing the bread into the hands of the women to eat.

- **Choosing a woman**

Afterwards both male and female leader walk around and look at the feet of the individual women (they are signalled to stand up one at a time to have their feet inspected). They choose the woman with the biggest feet and signal her to take her place (kneeling) on the other side of the chair the male leader sits on.

- **Hand on head**

The leader places his hands on the heads of the two women kneeling beside him and tilts their heads gently towards the floor. He motions to the other men to do the same to the women on their sides.

Now the activity is over and the leaders ask the participants to resume their seats (now back in the language we are used to) and evaluate the game by asking questions like

„What did you observe?“

„Did you notice anything in particular?“

„What happened?“

„How did the men feel?“

„How did the women experience their roles?“

Now the meanings of the actions are explained In the Albatross culture the ground is considered holy. In the social hierarchy the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground, therefore the men are fed by the women, whereas the women may touch the food and the water. The woman was chosen by the size of her foot, and the honour to kneel beside the leader was given to her as the woman with the largest feet because she has the biggest area of contact with the holy ground. The bending of the heads was a sign of gratitude - in this way the men can come closer to the holy ground (by touching the women!).

„Why did most of you immediately assume that the women were being discriminated against?“

- Pointing out hierarchies: - in Europe up = good- in Albatross down = good
- „Do you believe that in a foreign country/culture you would feel like you felt in this game?“
- How can we try to find out what the underlying reasons for behaviour are if we are not sure of interpreting the behaviour correctly?

The Tale of the blue glasses...

Once upon a time... There was a beautiful planet, covered with water and land. All people were living in harmony and peace.

Living there was a real pleasure, centuries of history made this little planet covered with interesting things... Monuments, nice landscapes, arts of all sorts... In blue.

Not that everything that the people of this planet made was necessarily blue, but they were born, somehow with blue glasses.

They enjoyed seeing the world in shades of blue. Even proud of it.

But one day... One of them was bored with this little planet. He wondered:

“Is there anyone else in the universe? A planet like ours where people would live and create?”

His curiosity grew bigger and bigger. So did his boredom. And eventually, he decided to find out by himself.

He built a starship and sailed to the stars. Wandering in the universe for a long time, he lost hope. And suddenly, He found it.

A new planet, all covered with water and lands. Also people were living on this planet too! They were thrilled as they welcomed the little guy from the little planet in blue.

They also had something special, something they received at birth too... Yellow glasses.

They offered our little guy a pair of yellow glasses and a tour around the whole planet.

He accepted gladly, put the glasses on, and did as expected.

He loved it, every minute of it. He marveled at everything he could see, commented, expressed his emotions out loud... He felt good there.

Eventually however, he felt homesick and needed to go back home (as we all do sometimes). He sailed back home after warm goodbyes of the new planet in yellow.

And finally... He arrived home, welcomed by his family and friends, and the whole planet.

He was soon asked in front of the whole planet: “How was this new planet?”

And with a smile, he answered... “It was beautiful...” with dreamy eyes. And then added: “All green...”



7. THEATRE METHODS

STATUES

Theatre with statues is a very specific kind of producing theatre but it works by the same principles as “normal” theatre. The difference is, that the process starts with a single scenic picture, that will be brought onto stage – like a monument. These statues can be built up in very different ways and with different parameters.

1) All together at the same time: A place is pretended (like church, cemetery, top of a mountain, ...) and all players get in at the same time and build up this statue/monument. During that it may happen, that they name what they show or not.

2) One after the other: The players get onto stage on by one and build up the statue step by step. Everything can be represented: figures, animals, objects, abstract topics (like air-pollution, a lost thought, loneliness, a conflict).

There are no limitations in the work with frozen frames or statues either thematically or in regard to the varieties. There can be represented certain conflicts (interior as well as exterior) as well as the middle-ages or Shakespeares Hamlet.



It is possible to claim certain topics into the frozen frame (or a improvisation-scene too). Thoughts, feelings, ideas can come up to certain figures on stage and can be represented too. Therefore players enter the stage and represent these thoughts, feelings, ideas and find their places behind the figure. This can take place with or without motion, with or without talking. Especially, if there are antagonistic thoughts/feelings/ideas, then this conflict itself can be brought on stage too. Often it happens, that within the figure itself new ideas occur and may be helpful by clearing a conflict. Especially in the handling with conflicts actors, who have brought their own conflicts on the stage, can be replaced by other actors, who are able to offer new ideas too.

A special method is the so called floating frame, where a place or a topic is given. One by one is entering the stage and finding her/his position. As soon as every actor is on stage, the first one is moving and finding a new position. Then the second, the third, and so on. So a story is coming up, that's changing all the time.

It is also possible, that a statue is built up and you ask the actors for a situation, that might had happened before and one that might happen after this situation. After building them up, the actors can move from picture to picture and therefore from situation to situation. So in case of playing a conflict, the possibility of changes become visible. Changes in the statue can also occur by intervention of the director: ad noises, words, movements, sentences,

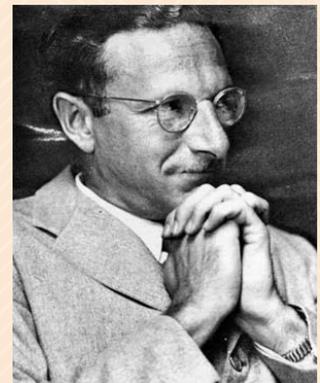
8. TRANSACTIONAL ANALYSIS

OVERVIEW

- Transactional Analysis is a personality theory which gives us a picture of how people are structured psychologically.
- Transactional Analysis is underpinned by the philosophy that people can change and we all have a right to be in the world and be accepted.
- Transactional Analysis (TA) was greatly influenced by one of the foremost theories in Personality, the Psychoanalysis by Sigmund Freud.

THE THEORIST

- Eric Berne was born on May 10, 1910 in Montreal Quebec, Canada, as Leonard Eric Bernstein.
- Eric Berne went to the United States in 1935.
- In 1936, he began his psychiatric residency at the Psychiatric Clinic of Yale University School of Medicine, where he worked for two years.



TRANSACTIONS

When two people interact with each other, they engage in social transactions, in which one person responds to the other.

Study of such "Social Transactions" is called 'Transactional Analysis'.

WHAT IS TRANSACTION?

- A Transaction is an exchange of two strokes between two people. The first stroke is called 'Stimulus', the second is called the 'Response'. Transactional Analysis underline the deep connection existing between communication and relations.



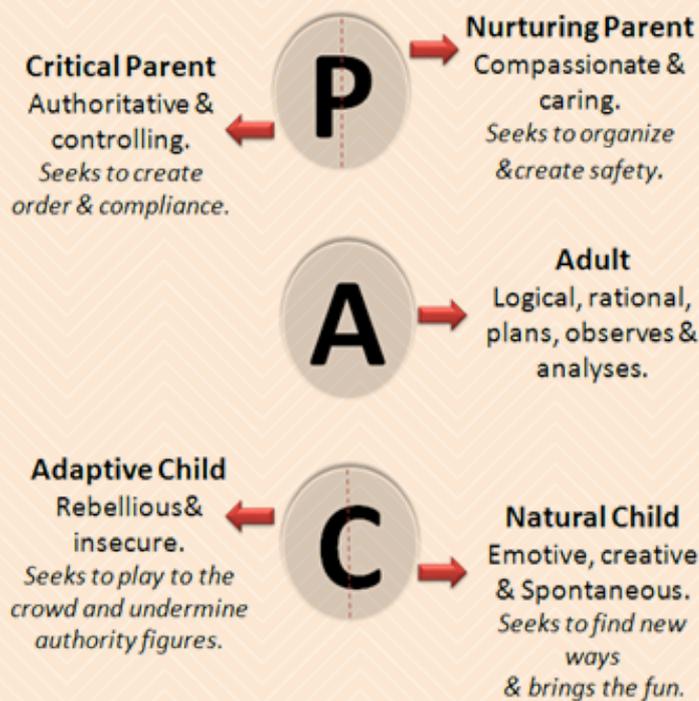
EGO STATES

Each human being has three ego states:



EGO STATES DIVISIONS

Ego States Parent-Adult-Child



VIDEO on it: https://www.youtube.com/watch?v=_ZcLyeHzOA8

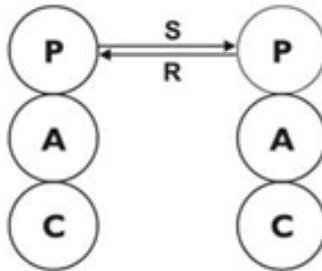
TRANSACTIONS - COMPLEMENTARY

Transactions Complementary (Parallel)

The response to the stimulus is appropriate and expected.
Communication is open and may continue.



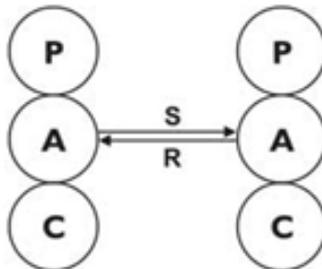
"Kids are lazy these days!"



"And they're all on drugs!"



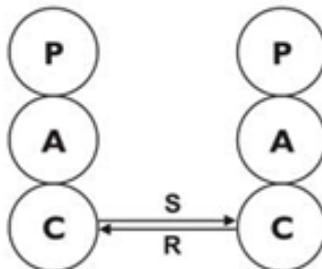
"Hi, how are you?"



"I'm fine thanks."



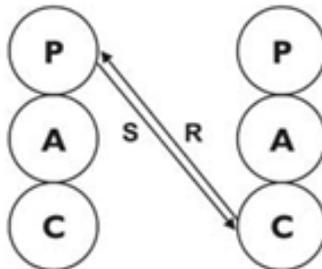
"I really like you!"



"I like you too!"



"Where's that report?"



"I.. I.. I'm sorry. It's not finished."



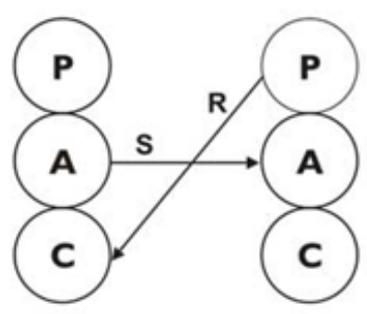
Ref: Eric Berne (1975)

TRANSACTIONS - CROSSED

Transactions - Crossed

The response to the stimulus is unexpected.
Communication breaks down or changes.

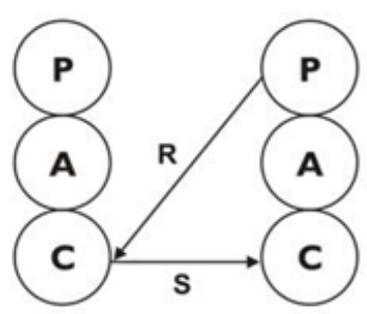
"What's for dinner?"



"Stop bothering me!"

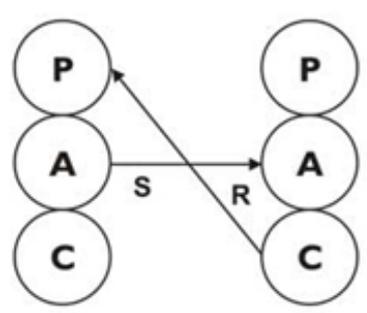


"Let's have some fun!"



"Can't you ever be serious?"

"Good morning. How are you?"



"I'm not feeling very well."



Ref: Eric Berne (1975)

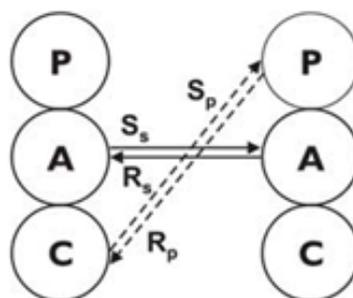
TRANSACTIONS - ULTERIOR

Transactions - Ulterior

An ulterior message is sent disguised as a socially acceptable stimulus.



"How did you like my report?"
(It wasn't very good, was it?)

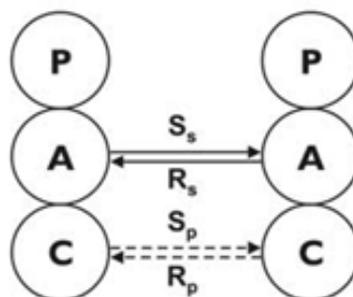



"It was okay."
(I didn't like it much.)

Duplex Transaction



"Would you like to come in for coffee?"
(I want to be alone with you.)

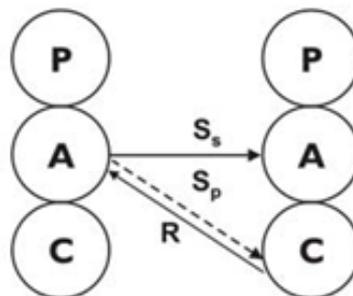



"Yes, I'd love some coffee."
(I want to be alone with you, too.)

Duplex Transaction



"This is our top item, but probably out of your budget."
(I'll shame you into buying this.)




"I'll take it!"

Angular Transaction

Ref: Eric Berne (1975)

KEY CONCEPT IN TRANSACTIONAL ANALYSIS

I'm OK - You're OK

"I'm OK - You're OK" is probably the best-known expression of the purpose of transactional analysis: to establish and reinforce the position that recognizes the value and worth of every person. Transactional analysts regard people as basically "OK" and thus capable of change, growth, and healthy interactions.

Berne says there are 4 **Life positions**: Life positions are basic beliefs about self and others, which are used to justify decisions and behavior.

		You are Okay with me			
I am Not Okay with me		<p>I am not OK You are OK <i>one down position</i></p> <p>Get away from Helpless</p>	<p>I am OK You are OK <i>healthy position</i></p> <p>Get on with Happy</p>	I am Okay with me	
		<p>I am not OK You are not OK <i>hopeless position</i></p> <p>Get nowhere with Hopeless</p>	<p>I am OK You are not OK <i>one-up position</i></p> <p>Get rid of Angry</p>		
		You are Not Okay with me			

Life Script

Eric Berne proposed that dysfunctional behavior is the result of self-limiting decisions made in childhood in the interest of survival. Such decisions culminate in what Berne called the "life script," the pre-conscious life plan that governs the way life is lived out. Changing the life script is the aim of transactional analysis psychotherapy. Replacing violent organizational or societal scripting with cooperative non-violent behavior is the aim of other applications of transactional analysis.

Life scripts are defined within the field of Transactional Analysis and as such are often viewed within the frame of the parent-adult-child model. Script messages are seen as coming from:

- Modelling: Visible ways adults and peers behave.
- Attributions: Being told 'you're just like...'
- Suggestions: Encouragement such as 'Always do your best'.
- Injunctions: Demands to do or not do things.

KEY CONCEPT IN TRANSACTIONAL ANALYSIS

Typical **injunctions** include:

- Don't
- Don't be
- Don't be close
- Don't be separate from me
- Don't be you
- Don't be the sex you are
- Don't be a child
- Don't grow up
- Don't succeed
- Don't be important
- Don't want
- Don't need
- Don't think
- Don't feel
- and so on.....

Strokes

Berne observed that people need strokes, the units of interpersonal recognition, to survive and thrive. Understanding how people give and receive positive and negative strokes and changing unhealthy patterns of stroking are powerful aspects of work in transactional analysis.

Games

Berne defined certain socially dysfunctional behavioral patterns as "games." These repetitive, devious transactions are principally intended to obtain strokes but instead they reinforce negative feelings and self-concepts, and mask the direct expression of thoughts and emotions. Berne tagged these games with such instantly recognizable names as "Why Don't You, Yes But," "Now I've Got You, You SOB," and "I'm Only Trying to Help You." Berne's book *Games People Play* achieved wide popular success in the early 60's.

Ego States

Eric Berne made complex interpersonal transactions understandable when he recognized that the human personality is made up of three "ego states".

KEY CONCEPT IN TRANSACTIONAL ANALYSIS

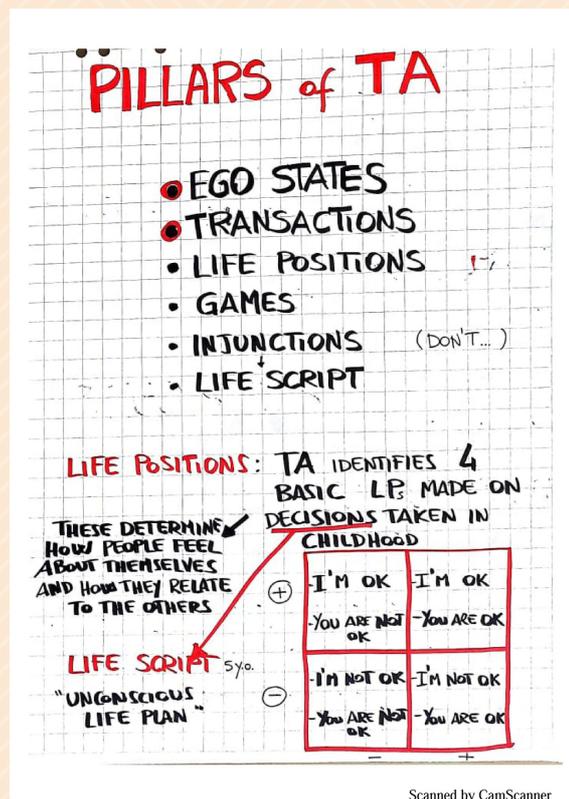
Each ego state is an entire system of thoughts, feelings, and behaviors from which we interact with one another. The Parent, Adult and Child ego states and the interaction between them form the foundation of transactional analysis theory. These concepts have spread into many areas of therapy, education, and consulting as practiced today.

Transactions

Transactions refer to the communication exchanges between people. Transactional analysts are trained to recognize which ego states people are transacting from and to follow the transactional sequences so they can intervene and improve the quality and effectiveness of communication.

Contracts

Transactional analysis practice is based upon mutual contracting for change. Transactional analysts view people as capable of deciding what they want for their lives. Accordingly transactional analysis does its work on a contractual basis between the client and the therapist, educator, or consultant.



9. THE 4 BASIC STYLES OF COMMUNICATION

Communication breakdowns are a common cause for conflict, and poor communication strategies can lead to rapid escalation. Likewise, effective communication strategies can help you correct these miscommunications to move conflicts quickly towards resolution. One idea that can help you choose the best communication strategy for the situation comes from what I call the communication continuum.

The continuum runs from passive strategies on the left to aggressive strategies on the right. In passive strategies, you communicate in a way that protects the other person's interests at the expense of yours. Aggressive strategies represent the other extreme where you communicate in a way that protects your interests at the expense of the other person's. Assertive communication strategies lie in the middle. These strategies depend on approaches that protect the interests of both parties in the communication – yours and the other person's.

Assertive communication approaches represent a range of techniques rather than a single point on the continuum. Some of the approaches lie a little to the left of middle – they are a little more passive – and other approaches lie a little to the right of middle – they are a little more aggressive. Wherever they lie on the continuum, all assertive strategies have this in common – the interests of both parties are protected. Depending on the situation, you might choose to go a little more passive or a little more aggressive within the assertive range.



1. PASSIVE COMMUNICATION

is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem. These individuals believe: "I'm not worth taking care of."

As a result, passive individuals do not respond overtly to hurtful or anger-inducing situations. Instead, they allow grievances and annoyances to mount, usually unaware of the build up. But once they have reached their high tolerance threshold for unacceptable behavior, they are prone to explosive outbursts, which are usually out of proportion to the triggering incident. After the outburst, however, they feel shame, guilt, and confusion, so they return to being passive.

Passive communicators will often:

- fail to assert for themselves
- allow others to deliberately or inadvertently infringe on their rights
- fail to express their feelings, needs, or opinions
- tend to speak softly or apologetically
- exhibit poor eye contact and slumped body posture

The impact of a pattern of passive communication is that these individuals:

- often feel anxious because life seems out of their control
- often feel depressed because they feel stuck and hopeless
- often feel resentful (but are unaware of it) because their needs are not being met
- often feel confused because they ignore their own feelings
- are unable to mature because real issues are never addressed

A passive communicator will say, believe, or behave like:

- "I'm unable to stand up for my rights."
- "I don't know what my rights are."
- "I get stepped on by everyone."
- "I'm weak and unable to take care of myself."
- "People never consider my feelings."



2. AGGRESSIVE COMMUNICATION

is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive. Aggressive communication is born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness.

Aggressive communicators will often:

- try to dominate others
- use humiliation to control others
- criticize, blame, or attack others
- be very impulsive
- have low frustration tolerance
- speak in a loud, demanding, and overbearing voice
- act threateningly and rudely
- not listen well
- interrupt frequently
- use “you” statements
- have piercing eye contact and an overbearing posture
- often feel confused because they ignore their own feelings

The impact of a pattern of aggressive communication is that these individuals:

- become alienated from others
- alienate others
- generate fear and hatred in others
- always blame others instead of owning their issues, and thus are unable to mature

The aggressive communicator will say, believe, or behave like:

- “I’m superior and right and you’re inferior and wrong.”
- “I’m loud, bossy and pushy.”
- “I can dominate and intimidate you.”
- “I can violate your rights.”
- “I’ll get my way no matter what.”
- “You’re not worth anything.”
- “It’s all your fault.”
- “I react instantly.”
- “I’m entitled.”
- “You owe me.”
- “I own you.”

3. PASSIVE-AGGRESSIVE COMMUNICATION

is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. Prisoners of War (POWs) often act in passive-aggressive ways to deal with an overwhelming lack of power. POWs may try to secretly sabotage the prison, make fun of the enemy, or quietly disrupt the system while smiling and appearing cooperative.

People who develop a pattern of passive-aggressive communication usually feel powerless, stuck, and resentful – in other words, they feel incapable of dealing directly with the object of their resentments. Instead, they express their anger by subtly undermining the object (real or imagined) of their resentments. They smile at you while setting booby traps all around you.

Passive-Aggressive communicators will often:

- mutter to themselves rather than confront the person or issue
- have difficulty acknowledging their anger
- use facial expressions that don't match how they feel - i.e., smiling when angry
- use sarcasm
- deny there is a problem
- appear cooperative while purposely doing things to annoy and disrupt
- use subtle sabotage to get even

The impact of a pattern of passive-aggressive communication is that these individuals:

- become alienated from those around them
- remain stuck in a position of powerlessness (like POWs)
- discharge resentment while real issues are never addressed so they can't mature

The passive-aggressive communicator will say, believe, or behave like:

- "I'm weak and resentful, so I sabotage, frustrate, and disrupt."
- "I'm powerless to deal with you head on so I must use guerilla warfare."
- "I will appear cooperative but I'm not."



4. ASSERTIVE COMMUNICATION

is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Assertive communicators will:

- state needs and wants clearly, appropriately, and respectfully
- express feelings clearly, appropriately, and respectfully
- use "I" statements
- communicate respect for others
- listen well without interrupting
- feel in control of self
- have good eye contact
- speak in a calm and clear tone of voice
- have a relaxed body posture
- feel connected to others
- feel competent and in control
- not allow others to abuse or manipulate them
- stand up for their rights

The impact of a pattern of assertive communication is that these individuals:

- feel connected to others
- feel in control of their lives
- are able to mature because they address issues and problems as they arise
- create a respectful environment for others to grow and mature

The assertive communicator will say, believe, or behave in a way that says:

- "We are equally entitled to express ourselves respectfully to one another."
- "I am confident about who I am."
- "I realize I have choices in my life and I consider my options."
- "I speak clearly, honestly, and to the point."
- "I can't control others but I can control myself."
- "I am responsible for getting my needs met in a respectful manner."
- "I respect the rights of others."
- "Nobody owes me anything unless they've agreed to give it to me."
- "I'm 100% responsible for my own happiness."

10. CREDITS

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