

A word cloud visualization of terms related to corporate training and team building. The words are arranged in a circular pattern, with 'building' and 'team' being the largest and most central. Other prominent words include 'games', 'courses', 'activities', 'free', 'management', 'breakers', 'trainers', 'customer', 'manual', 'course', 'development', 'materials', 'sales', 'resources', 'programs', 'presentation', 'ice', 'corporate', 'service', 'soft', 'point', 'adults', 'ideas', 'plan', 'group', 'tips', 'job', 'exercises', 'team', 'game', 'material', 'time', 'meeting', 'youth', 'employee', 'leadership', 'skills', 'break', 'work', 'breakers', 'ice', 'corporate'. The colors range from dark blue to light blue, with some words in a lighter shade of blue.



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1. Strategies for personal development in the workplace



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Aim

Having attended this module will allow the learners to know basic aspects of personal development, mainly focused in the generation of personal resources. The aim is to turn them into active agents of their own development through strategies such as resilience, empowerment, work motivation and self-efficacy.



Contents

1. INTRODUCTION

It is necessary to know basic aspects of personal development of workers in organizations such as WISEs. In order to do this, we will focus in generating personal resources as the main driver of people that work in these companies, for all kinds of jobcoaches as well as for integration workers. The aim is to make them aware that they are the main actors in their own development.

Therefore, this training module offers first an approach to concepts such as resilience and empowerment as factors that have an impact upon personal development of workers in WISEs. Secondly, the module addresses work motivation as this has consequences upon work performance. We attempt to start upon the notion of work motivation and the elements able to foster it, getting to know the main features of the different types of motivation as well as the main motivational theories.

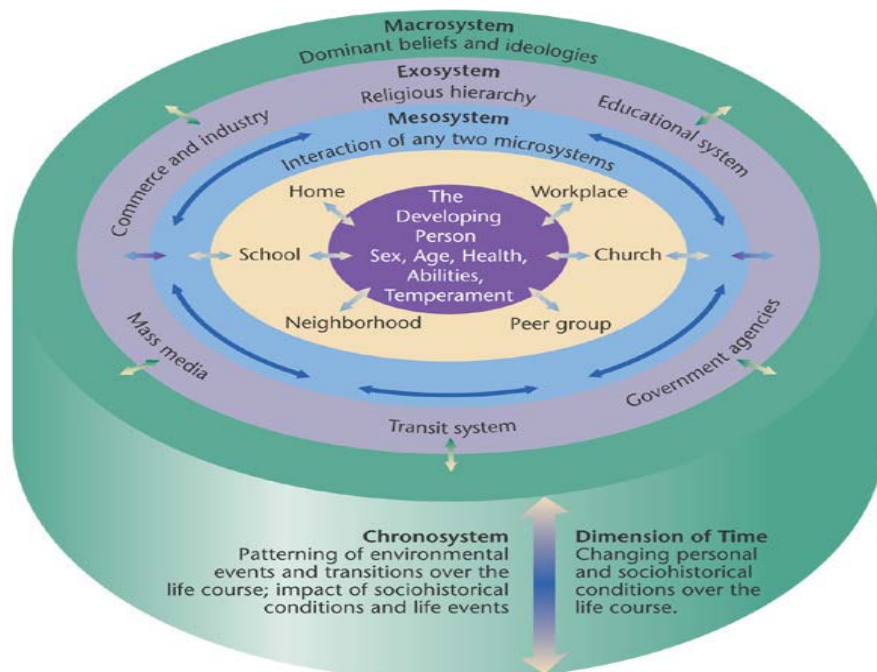
We will particularly focus upon the analysis of related personal variables (like self efficacy) as well as motivational strategies that may be applied in organizations in order to adapt them to WISEs.

We consider it is relevant to provide a brief explanation of the work developed by WISEs. Generally, it is very important that the contents of this chapter refer in specific ways to WISEs.

2. RESILIENCE AND EMPOWERMENT

2.1. Resilience

In order to know how the process of personal development happens and which are the variables involved in it, we find the bio-ecological approach suggested by Bronfenbrenner and Morris (2006) towards learning and development very useful, particularly thinking of the workers in WISEs. This approach allows us to take into account personal, social and labor variables and the reciprocal interaction that refers to the way in which different contexts have an impact, from the closest ones such as family or the working environment to the farthest ones, such as culture or ideology (Graph 1).



Graph 1. Bio-ecological model by Bronfenbrenner.

Therefore, we must take into account variable such as the positive management of conflicts, confronting problematic situations, empathy, proper management of information, social relations, motivation and self-efficacy.

Along the different chapters, we will explain the main parameters to be considered. We start with resilience as a relevant variable, particularly with vulnerable populations, which are those that often work in WISEs.

Resilience is the ability to recover from adverse life experiences (Rutter, 1993), thanks to the plasticity of development, that promotes the ability to minimize the effects of losses and the decline of a certain area of procedure through structural changes and compensatory processes (Baltes and cols., 1999).

It becomes hindered by the risk factors that slow down the process of adaptation to adverse situations. And it is fostered through protective factors, positive strategies to confront that promote a positive and adaptive development and that reduce the impact of risk factors and vulnerability such as family cohesion, neighborhood resources, working context, cohesion among peers (Fergus and Zimmerman, 2005; Jessor and cols., 2006).

In the working context, one of the factors that can have a major impact protecting the worker is that of keeping the sense of belonging to a company and a good relation to the rest of workers and employers. In order to do so, empowerment is a variable that promotes that sense of belonging and that improves relations inside them.

Example:

José has worked seven months as a courier after a while in prison and with problems of drug addiction. He works in a WISE. Along this time, he has suffered sudden changes in his attitude and a considerable decrease in his performance because he is back to drugs. He has recently improved his performance despite the conditions in which he joined the company and his reincidence.

2.2. Empowerment.

Empowerment is the mechanism through which people and organizations gain control and master their own process (Rappaport, 1981). Until very recently, most research referred to empowerment as an individual element. Nevertheless, nowadays there is more literature on empowerment as something that may develop at different levels, not only the individual one; the company must also be taken into account so that we may speak of the empowerment climate, related to the working climate in an organization and the psychological empowerment, related to workers in such an organization, their work performance and their productivity and work satisfaction (Guzmán, Pontes and Szufliata, 2015).

Empowerment is possible whenever the person has opportunities to control his/her own developmental processes, so to say, that both individual resources as well as the company and the community ones are mobilized (Guzmán and cols., 2015) and control in order to accept activities and to involve in new tasks (Mendoza, 2002).

Companies that promote empowerment are those that show trust in their employees, that foster a climate promoting personal development, accepting a shared leadership (where the members of the organization contribute to the final goal) and that offer opportunities so that employees may develop different roles, as they delegate responsibilities in their workers. This supports that employees feel they have a higher engagement with the company and therefore more involvement in work, more creativity (diminishing resistance to change), responsibility and authority as well as increased satisfaction, improving communication and interpersonal relations, increasing motivation to cooperate with the company (Figuera y Paisano, 2006).

In this sense, the employee will have a greater power to decide upon his/her tasks at work, his/her opinions and expectations will be taken into account and they will be valued. Furthermore, the company must promote necessary feedback on the performance of tasks of each employee, acknowledging the achievements whenever

they happen, trusting the team and offering necessary information and tools to facilitate appropriate decision taking (Figuera and Paisano, 2006).

In order to achieve empowerment of workers, a company must follow these steps:

- First, seeing the possibilities that the company has, the kind of workers, the tasks developed, the resources available in order to adapt the aims of the company to the abilities of the employees insofar it is possible.
- To achieve a positive information dynamics among the members of the company, good communication must facilitate exchange of ideas and suggestions. In order to do so, it is advisable to promote group meetings where everyone may share their own views and needs and difficulties (Figuera and Paisano, 2006). For instance, it is important to communicate the aims that are pursued, what is demanded from employees (what is expected from them). Furthermore, it is necessary that the employee knows the successes achieved, that he/she gets feedback on his/her own performance, and upon the achievement or not of the aims with the goal to determine the next steps to follow in the itinerary within the company.
- To take the advantage, insofar it is possible, of experience and skills of each worker in the company in order to optimize work performance. In order to do so, it is convenient to adapt aims.

Examples:

Antonio has just joined the WISE. He takes active part in his employability assessment, he accepts the itinerary jointly planned with his jobcoach and he shows his commitment to accomplish it. 5 months later, he starts skipping work constantly, hence not allowing the accomplishment of the aims established in the first stage in his itinerary. Both the HRD department as the jobcoaches meet with him and decide to talk to him in order to warn him that unless he behaves in a different way and changes

his attitude, the company will have to fire him as his absenteeism does not allow for the proper development of his itinerary and the company is also damaged by this. Furthermore, they show the need to modify the aims in order to better adjust to his profile and situation and they tell him so. All of these helps Antonio to improve his performance and engagement in a short period of time.

3. WORK MOTIVATION

In this section, we will approach the theme of work motivation. Work motivation can improve everyday life of all employees in a company (both integration workers as well as jobcoaches). Therefore, it is necessary to know the elements behind it, able to foster or hinder it, the types of motivation, the different theories on motivation, the personal variables involved as well as the motivational strategies in organizations in order to develop them in WISEs.

3.1. Concept

Work motivation refers to the inner states and processes that promote, direct or hold the activity of an individual or the amount of effort ready to keep at the job. It implies to have a clear aim, activation and enough energy, as well as having the ability and readiness to employ such energy, so to say, it indicates the motives or the drivers that explain why people work and that determine their level of involvement and effort.

Work motivation is related to factors and elements that direct, foster or hold the behavior: needs, values, aims/goals and emotions.

- Needs are the conditions for survival and welfare of the person. There are several types: physical (needs to the healthy and proper functioning of the organism: water, food, ...); and psychological (related to affection, recognition by others ...). Needs are the same for everyone, though they may vary in intensity.

- Values are desirable goals of variable relevance that act as guiding principles for one's own life.
- Aims and goals are the end to which actions are directed.
- Emotions are subjective reactions to the environment that are accompanied by neuronal and hormonal responses, generally experienced as pleasant or unpleasant, and are considered adaptive reactions that have an impact upon our way of thinking.

3.2. Intrinsic and extrinsic motivation

Motivational orientation in the working context may be intrinsic or extrinsic.

INTRINSIC MOTIVATION

It refers to features of the activity to be performed and that are under control of the worker. It is activated through needs, values, goals and cognitions upon motivational aspects related to the content of work. Its elements are content of work, its interest and meaning for the worker.

EXTRINSIC MOTIVATION

It is the one that drives what does not depend directly upon the worker, but which is administered by other people. It is activated by needs, values, goals and cognitions upon motivational aspects related to the context of work. We can find here rewards and economic rewards, career progress, approval and social recognition, or the improvement of the working conditions.

Very often, the increase in extrinsic motivation to perform a task may cause a decrease in intrinsic motivation for the worker, as is also the case the other way round.

Examples:

-Alicia has just entered a WISE, she is 15 days in it. She is very excited about her new job given that she will be able to have money to buy food for her children and to learn a new trade to improve her chances to move into other companies in the future (intrinsic motivation (getting further education) and extrinsic (earning a wage)).

-Ana has been working in a WISE for two years. She is very happy because last week her job coach acknowledged before a customer (in a second hand clothe shop) that Ana's sales were higher than her own and that she could be able to run a shop on her own (intrinsic motivation (satisfaction with performance) and extrinsic (recognition by her job coach)).

3.3. Theories on motivation

There are several theories explaining working motivation that try to proof what motivates and how human behavior at work is motivated.

The main theoretical models can be grouped in two: content centered theories and process centered theories. The first focus in the object of research: what motivates behavior (human needs); while the second focus upon the mechanisms behind the formation of motivation: how people get motivated. So to say, according to needs or people or to psychological processes that go aside and make possible such decisions (De Quijano and Navarro, 2012).

<i>Content centered theories</i>	<i>Process centered theories</i>
<ul style="list-style-type: none"> • Maslow theory • Alderfer theory • Herzberg bi-factor theory • Hackman and Oldham model of work features 	<ul style="list-style-type: none"> • Expectations and values theory • Equity theory • Setting goals theory

CONTENT CENTERED THEORIES

Maslow theory (1954) consists of a hierarchy of five levels: primary, safety, social, estimation or self-realization. This theory worries about the higher level needs. As the person satisfies the lower levels, she/he feels motivated to serve the next step of levels.

Alderfer (1969) theory, reshaping Maslow's theory, classifies needs in three groups: existence, interpersonal relation and personal growth. Needs are interrelated and insofar they are not satisfied, the greater the need to accomplish them. This author thinks that the more the lower levels are satisfied, the stronger the driver to address the higher ones.

Herzberg (1959) bifactor theory groups relevant factors in work motivation in two. First, we have the so call 'hygienic' ones, such as wage, increase in payment, etc. The second one is that of the 'motivational' ones, like social recognition, promotion, career prospect, etc. These elements are related to the content of work and, for the author, they imply the real increase in work motivation.

Finally, we want to point to the model of work factors by **Hackman and Oldham** (1980). They say that work determines a series of psychological states. According to this and the knowledge of the worker, he/she will experience positive or negative results and this will have an impact upon personal satisfaction or lack of satisfaction at work.

PROCESS CENTERED THEORIES:

First, the **expectations and values theories** (Vroom, 1964), that studies different alternatives for action and efforts taken in the workplace. People will have hope in obtaining a certain result that will increase their satisfaction at work. The level of effort depends upon expectations to reach a result, the reward and the value of the reward.

This theory also considers relevant the skills, former experience and personality features.

Secondly, the **equity theory** (Adams, 1965). The worker must make the effort to achieve certain results upon pressure by the influence of other people. The person compares to a reference group, as it is upon them that the result of work will depend, as well as the feelings of equity and inequality. According to the reference group, equity may be internal or external, depending upon the comparison, whether it is with people inside the organization or in similar organizations.

Finally, the **theory of setting goals** (Locke, 1968). The worker, through his/her effort, must achieve the set goals. Therefore, the aims to achieve the goal are a motivational driver and determine the effort. The person must be involved in the process of setting the goals.

3.4. Personal variables related to work motivation:

Among the motivational aspects centered in the person we may point to those dealt before taken as stimuli for action. Nevertheless, it is worth mentioning other personal variables relevant for work motivation, such as causal attributions, expectations and self-efficacy.

CAUSAL ATTRIBUTION

Causal attribution refers to the extent to which a worker attributes the causes of success and failure at work to his/her personality features or to other external factors, so to say, whether the worker feels or not responsible for what happens in the workplace (Weiner, 1985); such attributions are relevant for work motivation. If people attribute to themselves the causality of actions, they feel responsible for work behavior, we may speak of internal attribution: people consider their own effort, skills, devotion, etc. as the main cause behind the results; on the contrary, people that

attribute this to factors out of their control (luck, instructions provided, lack of technical or material resources...) have a external causal attribution.

We may speak of stable attribution when the cause of success or failure is considered in the long run, or unstable if it may easily changed.

Finally, we may speak of controllable attributions, when you have the chance to modify them, or out of control, when you can not modify them no matter whatever effort you make.

Example:

Ricardo has been working in a WISE for a year now. He recently had a problem in the process of gathering clothes out of their containers. When putting in the van the clothes, most of the bags inside the van fell down. Ricardo attributes this to his coworker, who has not allocated the load properly, and therefore everything fell down, for its instability. Nevertheless, his mate, Juan, another worker who has been in the WISE only 6 months, suggests that the van was overloaded and that no matter how careful they might have been, there was not enough room for the clothes gathered in the last container, they should have told their job coach.

EXPECTATIONS UPON RESULTS

Expectations in working contexts are beliefs upon the probability that a certain act will be followed by a certain result. They are shaped by previous experience (we expect to happen what has already happened in the past) as well as by its degree of self-efficacy (something we explain right ahead). This is related to the subjective probability to perform a successful action; in order for people to develop motivational behavior it is necessary that they trust in the power to perform their tasks successfully (feeling of self efficacy) and to expect beneficial results (expectations upon results).

SELF EFFICACY

Perceived self efficacy refers to the judgments that every person makes upon his/her ability to organize and perform the required action to achieve certain results or achievements (Bandura, 1977).

Self efficacy has an impact upon the election of behavior given that one tends to avoid the tasks that one believes exceed one's own abilities and one performs the behaviors one believes that one masters. It promotes the development of activities fostering the increase of skills. It has also an impact upon thinking patterns and emotional reactions: negative self efficacy exacerbates the deficiencies and difficulties and it attributes failure to lack of skills; while high self efficacy focuses its efforts in the demand and attributes failure to lack of enough effort.

Therefore, self efficacy determines the amount of effort invested as well as persistence, given that people who feel insecure (low self efficacy) decrease their efforts even rejecting the task; while people who have self efficacy perform their most intense efforts, they face challenges and new tasks.

Some sources that may improve self efficacy are the following:

- Performance achievement: success increases positive efficacy evaluation, while repeated failure diminish them.
- Vicarious experience: seeing or imagining similar people successfully performing makes possible an increase in the self perception of efficacy.
- Verbal persuasion: it is used to induce in the person the belief that he/she is able enough to achieve whatever he/she desires.
- Physiological state: it favors the physical state, reduces stress, negative emotions, and it corrects false interpretations of organic states. Examples that show weakness are nerves or sweating; and examples of positive states are relax, good mood or happiness.

Example:

A WISE providing courier services employs 6 integration workers and one job coach, and the company is assessing whether to employ a new job coach in order to better serve the needs of integration workers. Nevertheless, the job coach does not think it necessary as she believes that she is able to manage all of the 6 workers in an effective way, upon a new working method, higher involvement and more support from the HRD department.

3.5. Motivational strategies in organizations

Organizations have three roles related to motivation: the first one consists of selecting the adequate person for each job; the second consists of the person performing his/her role in a quality manner; the third consisting of workers performing tasks that are not among their roles; even if there is no motivational strategy effective in all three situations. We address hereafter several strategies with an only aim: that workers are ready to make their greatest effort in their respective workplaces.

WORKPLACE ENRICHMENT

Work enrichment attempts to increase satisfaction in the worker, widening the amount of tasks and duties that one must perform in order to achieve flexibility and variety. Their aim is to offer greater personal development in workers and to allow a greater feeling of efficacy and contribution to the organization.

REWARDS AND SETTING GOALS

Finally, setting goals makes reference to goals and measures used to observe the effort and assess the processes to identify the advancement and improvement of workers, by means of which there is an increase in work motivation. The assumption behind this

strategy is the acceptance of goals by part of the workforce and their involvement to achieve the aims set by the company. Such goals may have different levels: they must show enough difficulty to produce a greater effort in workers, even if goals must not be so difficult that workers consider they cannot achieve them. We must also know that goals can be addressed at different levels: individual, group, department, ...

MEASURES FOR THE CONCILIATION OF WORK AND FAMILY LIFE

Greater importance is given in companies to measures facilitating the integration of work and family life. Such measures favor equality among men and women in order to make compatible work, family and leisure.

Furthermore, some companies consider to invest more time in life projects. On one side, some companies perform activities in which all take part in order to improve relations among the people and the involvement of people with the company.

Also, ordinary companies do not usually allow time for life project, nevertheless, some companies due to the type of their workers, oblige them to invest time in their own life project (planning and allowing attendance to therapies, medical visits, training allowances, etc.). Indeed, these aspects are relevant for they allow to integrate work and personal life.

Examples:

Alicia has been only 15 days in the WISE, yet she is satisfied with her work for she has been able to learn new things everyday and she has learned about the different jobs in the company. She is aware that she must learn about the different jobs in order to satisfy the demands of the company and to increase her own education (work enrichment).

The WISE intends to incentive workers that contribute most to the company, therefore it has developed a plan: the worker who increases productivity (20% more kilograms in classification or sales) within three months, will earn a free day (incentive plan).

The WISE attempts to set specific goals to assess the efforts of workers and they will have sign an agreement with tasks and duties: Alicia agrees to go through all different jobs in the company before her first month in it, and to attempt to perform all tasks of each job; as well as to perform such tasks improving her performance in the following month (rewards and setting goals).

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Activities

All activities demand frontal teaching, and they provide resources for both the trainer and trainees, as well as job coaches.



Activity 1

Defects and virtues

AIM: To reflect upon our weaknesses and strengths in order to improve the process of job coaching.

DURATION: 30 min

RESOURCES: Paper and pencil

PROCESS: Trainers will encourage trainees to be able to identify positive and negative aspects in their own personality (it will be noticed that it is harder to identify positive aspects). The aim is that each trainee writes 5 virtues and 5 defects. Afterwards, these will be shared in group as well as which were those harder to identify.

MY QUALITIES	
POSITIVE - VIRTUES	NEGATIVE - DEFECTS

COORDINATOR ROLE: To help personal reflection of trainees and to identify defects and virtues (attached a list of features-SEE TABLE).

LIST OF FEATURES:					
Influentiable	Kind	Happy	Imaginative	Impatient	Impulsive
Anarchic	Good spirit	Risky	Unable to decide	Innovative	Insecure
Self controlled	Autonomous	Authoritarian	Low sociable	Strict	Irresponsible
Self sufficient	Clear	Complex	Irritable	Judgemental	Detailed
Relaxed	Conservative	Constant	Negotiating	Observing	Ordered
Contradictory	Critical	Weak	Passive	Perseverant	Persuasive
Determined	Dependent	Suspecting	Practical	Progressive	Sensible
Easy going	Dynamic	Direct	Realistic	Rebel	Demanding
Dogmatic	Dominant	Egotistical	Responsible	Rigid	Rigorous
Emotional	Energic	Balanced	Safe	Sensitive	Sociable
Skeptic	Spontaneous	Demanding	Dreamer	Compliant	Constant
Flexible	Strong	Generous	Shy	Tolerant	Calm
			Sad	Versatile	



Activity 2.

Motivation in my WISE

AIM: To know work motivational process in the workers in my WISE and to reflect upon their impact upon performance.

DURATION: 50 minutes

RESOURCES: Blackboard, chalk, one paper page per group and one pencil per group

PROCESS:

1. Watch the video: <https://www.youtube.com/watch?v=MjH-oWubCNU>
2. We divide the group in 4 subgroups of approximately five people.
3. The coordinator asks the three following questions in order to reflect upon the processes of work motivation in a WISE and the participants reflect in small groups.

Questions:

- Why is it important to know the work motivational processes from the viewpoint of the management of a WISE?
- Why is it important that these are known by job coaches as well as production workers?
- Why is it important that these are known by integration workers?
- Share reflections and suggest possible strategies.

COORDINATOR ROLE: To help in the reflection and the application of the notions on work motivational processes.



Activity 3.

Causal attribution.

AIM: With this activity we intend to explain to what extent causal attribution on success and failure may have an impact upon the larger or smaller effort in order to increase performance in the tasks in the company.

DURATION: 30 min

RESOURCES: Paper and pencil.

PROCESS: Distribute the following statements among the trainees:

1. I have not finished the task I was allocated for today for I did not invest enough effort. Nothing happens yet. Next time, I will make a greater effort and I will finish in due time.
2. The job coach is against me. That is why he/she has asked me to perform a task far more difficult than that to my colleague. I feel bad.
3. I am not good at classifying clothes in the company. Therefore, even when I practice with different clothes along long hours, I cause trouble to my colleagues and we are behind our duties. I think I am going to choose a different task even if I do not enjoy it that much.
4. I have passed the exam to get the Secondary Education Certificate in the Adult School as I am really intelligent. I feel great as I think I can also pass whatever other exams.
5. I enjoy my job a lot and I have done great efforts to improve my performance. That is why I am succeeding in the company.

COORDINATOR ROLE: Facilitate the following activities:

1. Determine which type of causal attributions are the following according to their different components: internal-external, stable-unstable, controllable-out of control.
2. Indicate the consequences that believing each of the previous statements may bring.
3. Finally, analyze which tools might help to change the types of attributions that imply a negative result.



Activity 4.

Self efficacy.

AIM: This activity intends to show the relevance for the worker to feel able to have self efficacy in the tasks he/she performs in the company, so that this may have an impact upon the improvement of performance and a better self assessment.

DURATION: 30 min

RESOURCES: Paper and pencil.

(http://www.dailymotion.com/video/xess8r_albert-bandura-teoria-de-la-autoefi_school)

PROCESS: Trainer will comment with trainees the video. Below you find a transcript of the video in order to facilitate its understanding:

Self efficacy theory is referred to as that working with the self. It was developed by Bandura (1986). It may help us understand how people transform their goals in optimal performance, as it is based upon the judgement that people make on their own abilities in order to learn or develop any action with the aim to achieve certain performance standards. Self efficacy has an impact upon the choice of activities, effort and persistence.

Bandura and coworkers perform experimentation by manipulating the factors affecting self efficacy with the aim to show how self efficacy has an impact upon the achievement of goals. In one of their experiments, they suggest a task to two different people: to improve the production in a furniture company. One is told that ability to take decisions is based upon innate intelligence so that the greater the capacity, the better the decisions. The other one is told that taking decisions is an ability that may be learned and that practice will improve results by developing new alternative course of

action. Hence, the first person in a certain way believes that decision taking is a way to assess his/her own intelligence. Therefore, he/she shows very cautious, very careful, and he/she establishes lower goals and decreases his/her results, what has an impact upon the diminishment of his/her trust in his/her own ability. The other person perceives mistakes as a challenge and a necessary part in the learning process, the reason why he/she takes more risks, sets more difficult goals, what increases his/her trust and therefore his/her self efficacy.

COORDINATOR ROLE: To assist in the analysis of variables able to change results in each case and to suggest an example that might happen in a WISE on self efficacy.



Activity 5.

Motivational strategies in WISEs.

AIM: To reflect and apply motivational strategies in a WISE.

DURATION: 50 minutes

RESOURCES: Blackboard, chalk, one paper page per group and one pencil per group

PROCESS:

- We divide the group in 4 subgroups of approximately five people (preferably, groups will be formed in a different way to the previous activity).
- The coordinator promotes reflection upon the chances to apply motivational strategies in a WISE.
- Provide specific examples of such motivational strategies as applied to a WISE
- Share reflections and proposals of strategies.

COORDINATOR ROLE: To assist in the reflection and application of motivational strategies in WISEs.

2. Communication



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Aim

By the end of this module, participants in the workshop will improve their communicative competence oriented to training and learning within work integration enterprises: they will differentiate communication types, how they are structured, some of the most frequent barriers as well as strategies to improve it.



Case

The Organization: Cooperative of employment that operates green maintenance services. There are about 30 people, including 15 disadvantaged. Tasks include mowing, pruning and hedge trimming, planting new shrubs and waste collection services.

Working conditions: The work takes place over the course of the day. The work takes place outdoors, often on the side of the road. The operators use specific tools and driving vehicles. During lunch the teams fall in place for lunch in the cafeteria, where they have the opportunity to meet with other colleagues. The pause lasts one hour.

The Division Head: Knows all the people and takes full responsibility. Organizes the work of all the people. Coordinates other roles of the Organisation (foreman – Coordinator-foreman – educator) to make the most of their functions. The manager knows who are the people at disadvantage and what are their main problems.

Workers in the integration project. In the case study:

Giordano and Giambattista are two disadvantaged workers who do maintenance of the green. Giordano is 37 years old, unstable mood, often exuberant, receiving treatment at psychosocial center for a mental illness. It has good skills as a gardener.

Giambattista 60 years ago, few passions but very important for him, one above all: politics. He attends the weekly treatment center for alcohol dependency, interviews with social workers and groups sharing with other users. He has few skills as a gardener.

The Team Leader: Knows the technical aspects of the business and skills to manage the Working Team. At the end of each shift he relates to the manager regarding how was the day and fills out a form including technical aspects and relationships involved in work. He does not know the problems of Jordan and Giambattista other than alcohol and to psychiatric disturbance.



Contents

1. INTRODUCTION

Communication is an essential and necessary element in any organization. The importance of communication in organizations can be seen in the very featuring of 'organization' as presented by Porter, Lawer and Hackman (1975):

- Formed by people/groups that establish interpersonal and functional relations, who develop joint tasks, who cooperate, decide, relate to each other and communicate among them.
- With differentiation of functions, which demands the use of communication in order to specify them.
- Oriented towards aims. Communication allows to reach the forecasted aims, to work in a joint and sustained way along time.

It is through communication that all necessary activities for an organization to function are accomplished, in order for it to reach its aims and to become part of the socio-economic context of which it is part.

2. CONCEPT OF COMMUNICATION

Communication is the act inherent to the human being, that helps him/her to express and to know more about him/herself, about others and about the environment (González-Alonso, 1984).

The great importance that we attribute to communication nowadays is because at least 80% of our activities are related to communicational processes, a frequency that often misleads us to believe that communicating is an easy task. See figure 1.

Communication is an exchange process in which both speaker and receiver, the people or agencies that communicate:

- Exchange information, which implies that there is always information within communication, while not all information entails communication.
- Hold an interactive relation around a dynamic message. It is a circular process in which participants act as both speakers and receivers, hence obtaining feed-back, verifying that the message has reached the receiver as well as the degree of understanding of the message. Speaker and receiver not only develop an active role in this process, they become also affected by it.

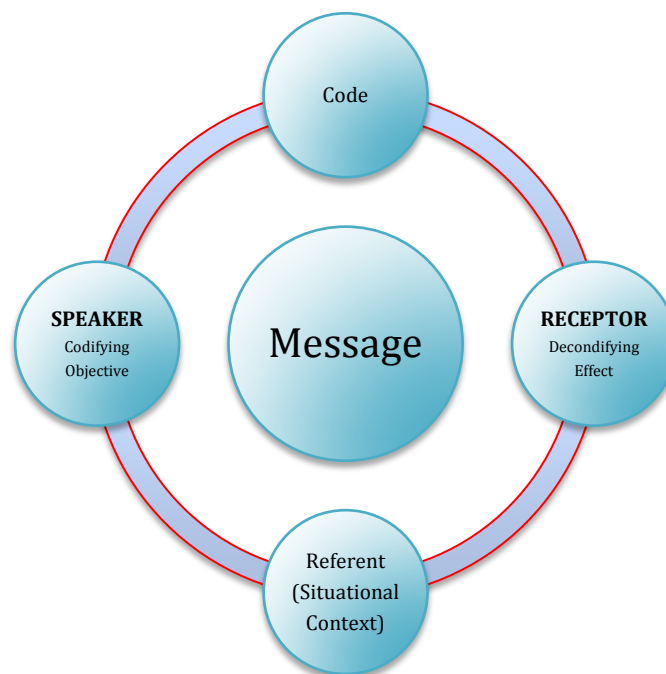


Figure 1. Outline of the communication process. Source: Own elaboration, upon the outline of communication by Jakobson (1963)

It happens that, as every morning, operators find themselves waiting for the cooperative work to begin. Giordano jokes with Giambattista about the referendum result of the day before.

Giambattista, replies with his own idea, seriously defending his thoughts.

- The proposal of X party has lost the referendum (concept of information)

Giordano- Your party does not know how to win a referendum (concept of communication)

- Party X has followed the legal requirements for the referendum (concept of information)

Giambattista- My party has behaved according to the legislation (concept of communication)

3. TYPES OF COMMUNICATION

In order to establish and maintain effective communication, we must build intelligible and expressive messages. We must take care of how we deliver the message. It is not only important what is said, but also how it is said as well as the corporal expressions accompanying it.

VERBAL AND NON VERBAL COMMUNICATION

In communication, both verbal and non verbal language (factors associated to verbal language: quality of voice, as factors associated to behaviour: physiology) play a role; in fact, non verbal communication has a higher impact than verbal one.

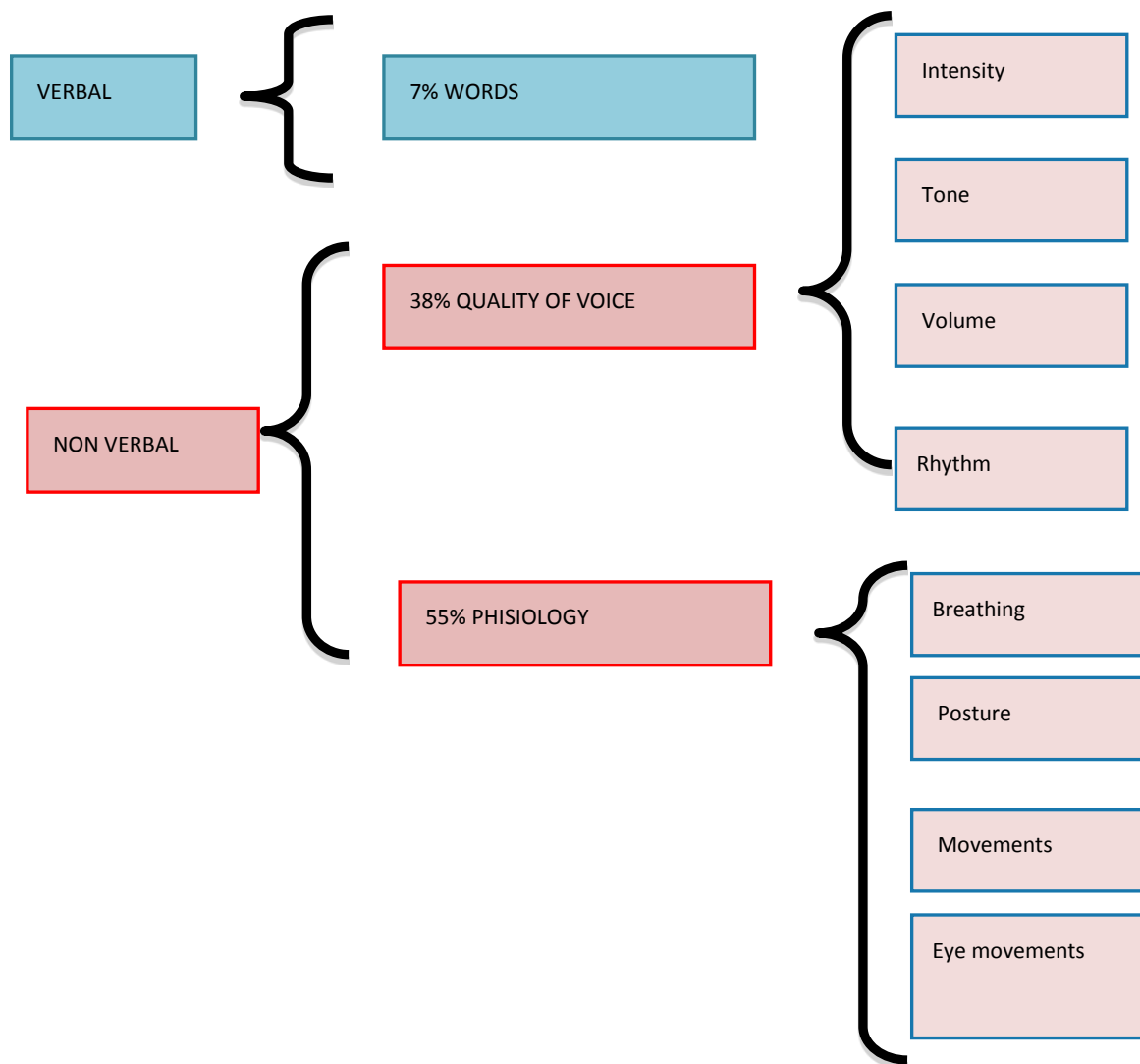


Figure 2. Percentage weight of verbal and non verbal communication. Source: Own elaboration upon the communication model of A. Mehrabian (1981)

Some examples about **how “to read” the body**:

Don’t look at your interlocutor in the eyes: Insecurity, possibly lying.

Crossing fingers: Negative response before any stimulation.

Hands in the pockets while speaking: Insecurity, possibly lying.

Arms crossed with thumbs up: It reveals self-confidence, superiority above the rest.

Head inclined: Paying attention.

Same positions: Generally, when two persons agree or share a same idea, their positions are similar.

Foot: When we stand up, we usually drop our weight upon one leg, the one remaining straight shows us what we are paying attention to.

4. NETWORKS AND STRUCTURE OF COMMUNICATION

Communication networks are one of the central axis of the organization, one of its main features. Within the communication network of an organization, we identify quality in the exchange and relations, the degree of freedom in the interrelations. According to these networks, the structure evolves determining the positions and roles of people inside the organization.

HIERARCHICAL AND HORIZONTAL

There are organizations with a very hierarchical structure, in which each person can only receive messages from those preceding them in the scale and they can only submit messages to those below them. There are also organizations in which information flows among all of its members without the position being relevant for this purpose.

Therefore, communication networks can be multiple and be related to the type of structure of the organization as well as to its functioning needs.

Rodríguez (1996) differentiates the main communication networks in organizations upon the identification of the following methods:

HIERARCHICAL NETWORKS

- Traditional hierarchical methods that make reference to working meetings, individual interviews, internal memorandums, etc.

HORIZONTAL NETWORK

- Participatory methods: exchange meetings, training, quality circles, etc.

- Methods to develop the internal culture: welcoming devices for new employees, journals and internal newsletters, sport teams, news boards, etc.
- Methods to facilitate feedback: surveys, mailbox for ideas and suggestions, etc.

5. BARRIERS IN COMMUNICATION

Barriers in communication are obstacles that may distort, alter or mislead the message in part or in its whole, that are located between the speaker and the receiver, hence blocking the overall process of communication.

We outline some that affect to a larger extent the teaching-learning processes: Overload of information, inaccurate messages and difficulties in the elements of communication.

OVERLOAD OF INFORMATION

There is information overload when the transmission of information is in such a way that it exceeds the capacities to process and to respond of people involved.

Communication problems:

- Quantity: number of messages received by unit of time.
- Ambiguity.
- Variety: complexity in the information flux.

Mechanisms to reduce overload (Miller, 1979):

- Omission: do not proceed with certain parts of the message, insofar they are irrelevant.
- Modification: distorting the message to adapt it to the cognitive or motivational limitations of receiver.
- Filtering: reducing or summarizing the information.

Giambattista replies in the first moment to Giordano's comments expressing his own ideas, defending seriously and with much information his opinions. But Giordano is unable to grasp so much information, and he takes importance away from his colleague's points, even misinterpreting them.

At work, Giordano makes jokes with Giambattista about the referendum. Giambattista tells Jordan to give up provocations.

INACCURACY OF MESSAGES

Communication is difficult because the information has been distorted or altered.

Conditions in which this happens:

- Condensed information: information should remain simple, short and detailed.
- Hyphenation: certain features are exaggerated or reduced. Part of the context is incorporated to the message.

Mechanisms to reduce distortion:

- Redundancy: repetition in different forms through different channels or in different moments
- Verification: gathering new information related to the same issue.
- Keeping conducts safe: suppress intermediation people.
- Employing reduction coding to make the message more manageable.

The team leader perceives the situation of tension and takes action having the two operators working separately, to prevent the degeneration of the situation.

The two operators are working from opposite sides of the hedge.

At lunch break, the educator who meets the work team in the canteen, notices an unfortunate joke of Giordano against Giambattista who, despite the fumantino character, does not react to provocation.

The team leader reports the situation to the division head, who decides to change teams for the afternoon, in order to separate Giordano and Giambattista.

The next day, the educator meets Giordano to clarify what happened.

The educator addresses the communication barrier between Giambattista and Giordano to avoid the message getting distorted. He meets the following day with both of them individually, and once he has gathered enough information, he makes clear what happened and which position each one of them adopted as well as other positions that might have been adopted. The educator does not take anything for granted, and he studies the case taking into account the viewpoint of each of the persons involved.

DIFFICULTIES IN THE ELEMENTS IN COMMUNICATION

In this case, the cause for the barriers are in the elements embedded in communication: Speaker, receiver, channel and code.

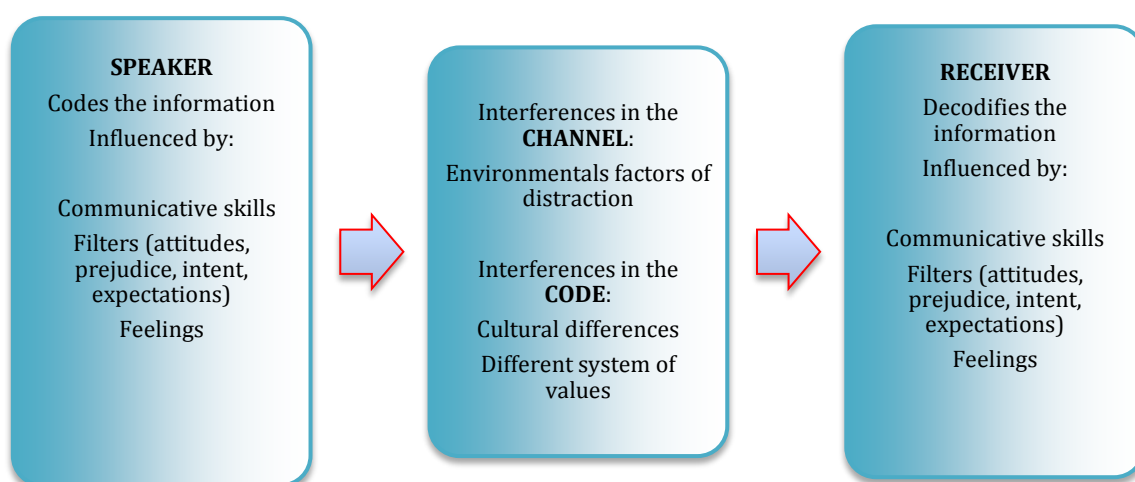


Figure 3. Outline: Difficulties in the elements embedded in communication. Source: Own elaboration upon Defleurm (2005).

In this case, Giordano shows difficulties in his communicative skills, employing a joking tone, without considering how important political issues are for his colleague.

Giambattista, in a defensive way, perceives the joke as a personal aggression.

Both the teamleader as the division head establish the distance as a barrier for communication among them, in the belief that having them separated will avoid more negative communication.

6. STRATEGIES TO IMPROVE COMMUNICATION

Strategies to improve communication are those that help us achieve an effective communication, reaching the aims we seek. We outline some particularly interesting in processes of teaching and learning in enterprises: active listening, use of questions, feedback, empathy and mediation.

ACTIVE LISTENING

Listening is not a passive process, but a sum of **actions** that make of communication a successful exchange of information.

- Be conscious about the other: Visual contact, pose, agreeing and nodding, letting the other person finish the talk.
- Observe and question: Ask for clarification, question.
- Giving feedback summarizing: 'Yes I do understand what you are telling me...'.- Identifying keywords.
- Effort and mental disposition.

Advantages of active listening:

- Greater knowledge of the person speaking the message.

- Identifying feelings and needs of the interlocutor.
- Better understand the information from the other side.
- Increase readiness to be listened to.
- Encourage the interlocutor to keep talking.
- Make the person with whom we are interacting comfortable.
- Generate a climate allowing us to find integrated solutions.
- Gaining time to think in order to take better decisions.

USE OF QUESTIONS

The basic functions of questions in order to improve communication are:

- Information. (Ej.: How to distribute the material? Which is the deadline?).
- Gain attention. (Ej.: How often have you asked what you do... in order to...?)
- Thinking-action. We require the interlocutor to position him/herself, to clarify the motivations, to reflect upon the proposal. (Ej.: *When would you be ready to move?*).
- Conclusion-closure. To avoid unnecessary digression (Ej.: After our previous talk, would you rather hold a joint or an individual meeting?).

The stages in the successful management of questions, say, the effective order to put questions in order to improve their benefits, are:

1. Questions about the **context**: overall issue under negotiation.
2. Questions about the **problem**: specify themes. The aim is for the other person to perceive objectively which are his/her needs.
3. Questions about **consequences**: the aim is for the other person to realize about the implications of non solving the problem, and to offer alternatives that help solve the effects.
4. Questions about **results**: future benefits.

The conversation between the educator and Giordano could be as follows:

CONTEXT: Giambatista and you will have to work often in teams during the next 10 months, and in order to work as a team you will need to communicate with respect, with no misunderstandings and without your boss being forced to separate you again.

PROBLEM: Yesterday you made a joke in an issue relevant for Giambattista, and he attempted to make his viewpoint clear, even if you kept insisting in your joke.

CONSEQUENCES: Not listening to other people and trying to understand how our comments affect them may spoil your relation and it will have an impact upon your work in the company. It is important to listen, to pay attention to how your colleagues react, to what they say, to understand the value and meaning of what they tell you.

RESULT: If you listen and respect other people's opinion you will be able to work without problems in this company or any other.

Types of questions:

- Control questions: verifying information. (*I.e.: Do you see the usefulness of ...?*).
- Mirror or return questions: repeating what has been said, clarifying opinions. (*I.e. 1: That is really interesting, yet, could you tell me where do you see those amazing advantages....?. I.e. 2: Before answering you, I would like to know...*)
- Choose questions: in order for the interlocutors to take position. (*I.e. 1: could you explain the reasons? I.e. 2: Among these options, which is ..?.*)
- Counter-questions: defensive questions. (*I.e.: what are you really looking for with your proposal?*)
- Tricky questions: they cause lack of trust and show psychological superiority. (*I.e.: Are you sure that this is what you wish?, have you thought about the consequences?*)

FEED-BACK

It is the information gathered by the transmitter when valuing the effects produced by her message in the receiver. This information allows the transmitter to know whether the message has been properly understood and to assess the impact upon the receiver. Feedback allows the transmitter to adapt in a more appropriate way to the needs of the people entering a communicative relation.

It is basically useful to widen and improve the effectiveness of communication. Active listening would be the first step in order to guarantee an effective feedback.

Without feedback it becomes very hard to achieve personal development and transformation both of people as of organizations.

Advantages of feedback:

- It causes a feeling of belonging among individuals.
- It reinforces the probability to consolidate the desired behaviour, this is often the case if it is practiced intermittently. When feedback is negative, it may induce the individual to struggle stronger to improve and develop his/her performance.
- It reinforces the strong keys of the individual and his/her contributions to the organization.
- It develops a relation between the employer and the employee, generating trust as well as a two-way communication.
- It causes self-esteem, trust and security.
- It helps the co-worker to get rid of non-productive and ineffective habits.

The educator meets Giambattista to “rework” what happened and to emphasize the proper behavior demonstrated-

The educator meets Giordano to clarify what happened. He explains in a direct way the problem, with specific data that may be understood by Giordano and that do not involve a negative judgement:

'Yesterday you had to work away from your colleague, do you know why?'

'It is a problem for your work performance not to be able to work in teams'.

'You often make jokes without paying attention to other people reactions and how they may feel abused'.

EMPATHY

Capacity to **be aware of the emotional state of other people** and to react in a way that is socio-emotional appropriate.

Underlying this capacity is the ability to **grasp the own emotional state** as well as to perceive the **non verbal elements** associated to emotions.

Guiding questions we may ask to gain empathy with another person:

- What is he/she saying, and how?
- How is the non verbal language?
- How is the context?
- What are his/her needs?
- What are his/her fears, worries?
- How does he/she feel?
- What is his/her attitude?

The production worker will explain Giordano the importance that Giambattista pays to political issues, he will also help him understand the relevance of listening not only to what is said, but to how it is said, the body being involved in this, through non verbal language. And he will indicate how good it would be to his colleague to learn from him the gardening techniques that Giambattista does not master.

Giordano has not realized the consequence of his action and the difficulty of connecting to hold the joke. In the days following Giordano decides to apologize to his colleague, that welcomes.

Furthermore, the educator, in his conversation with Giambattista, will explain that Giordano is an impulsive person, he has not learned how to selfcontrol as Giambattista has, and it would be helpful for Giordano to work side by side with Giambattista to learn how to self control.

Communication between the two operators has generated misunderstanding and discontent.

MEDIATION

Mechanism to solve conflicts that helps finding a peaceful agreement even when both parts think that solving the problem by themselves will not be possible.

Conflict is understood as constructive, not damaging, even if it is a difficulty, it allows mobilizing change. The individual perceives him/herself as the active principle in his/her own developmental process and that of his/her environment.

Advantages of mediation:

- **It does not require much time:** The process of mediation can be achieved in a few sessions.
- **There are neither winners nor losers:** The aim of mediation is to achieve agreements positive for both sides.
- **It demands a positive attitude:** Being a voluntary process, there is a positive attitude towards working upon the joint resolution of the conflict.
- **Close:** It is the actors of the conflict that directly attend the sessions of mediation, they cannot be represented by other people.
- **Preventive:** Mediation may be introduced in initial phases, when the conflict is still latent or one may foresee its development.
- **It reduces emotional tension:** Mediation diminishes confrontation and causes less emotional and psychological weariness to the people involved. It allows an early recovery.

The mediation taken by the educator the day after the misunderstanding avoids a long term dispute between Giambattista and Giordano, allowing them to work as a team again, hence benefiting mutually from each other.

7. SOCIAL SKILLS, ASSERTIVENESS, INTERNAL AND EXTERNAL COMMUNICATION

SOCIAL SKILLS

Specific behaviour and social skills required to perform competently a task involving interpersonal relations.

Components of social skills:

- PHYSIOLOGICAL

- Pulse.
- Blood pressure and flux.
- **Electro-dermic** behaviours (sweating).
- **Electro-miographic** behaviours (muscle constriction).
- **Breathing** (depth and frequency).

- BEHAVIOURAL

Non Verbal

- Kinesic (body posture, visual contact and gestures).
- Proxemic (adequate use of space).
- Paralinguistic (volume and tone of voice, speed, flow in talk, silence).

Verbal

- **Empathy.** Skillful persons express empathy through the expressions they use.
- Clarity and concreteness.
- **Variety.** People not so skilled have less variety of themes to use in a conversation, less manifestations of interest towards the interlocutor, more

verbalizations of interest in oneself, and excessive self-revelation.

- COGNITIVE

- **Competencies.** Knowledge and mastery of social and adequate skilful behaviours, what to do and how to do in every occasion.
- **Coding strategies and personal constructions.** The way in which the environment is perceived, thought and experienced.
- **Expectations.** The forecast the individual has upon the consequences of his/her behaviour.
- **Preference for subjective values.** They underlie the election between different behaviours before a social situation.
- **Systems and plans of self-regulation.** This variable is focused upon the individual's own ideas about his/her patterns of behaviour and aims, as well as the rewarding mechanisms and criticism. These are interrelated concepts and that can be summarized under the notion of self-esteem.

The fact that Giordano has apologized to Giambattista and Giambattista included the good faith of Jordan, has allowed the operators to get closer and to work together in the following days.

Giordano, with the support of the educator, will attempt to control his voice, often too loud, as well as the speed of his sentences, too fast for a working environment. He will work with Giambattista more often in order for him to learn the importance of remaining silent.

The educator will cooperate in order to develop empathy in both, teaching them to respect attitudes and beliefs of colleagues to improve work performance.

ASSERTIVENESS

The capacity of an individual to transmit his/her feelings to other people, without neglecting the other person's rights and without feeling unease.

Affirmative **strategies**:

- HANDLING CRITICISM

- **“Fog-bank”**. This strategy aims to reply in affirmative ways to criticism. It proves to be very effective to accept criticism, even if partially (in coincidence with truth, possibility or principle). It can also be useful to use a ‘yes’ before starting the message; saying ‘yes’ shows the other person that one has understood his/her reasons, not necessarily that one agrees with them. Applying this strategy proves adequate in professional contexts for there is a fast psychological distance. When the criticism comes out of a relative, a friend, a colleague, it proves more effective to use negative interrogation.
- **Negativa interrogation**. With this technique we can obtain more information about the interlocutor, at the same time that true criticism is favoured, while hindring manipulative tricks. (*I.e.: I know you did not like how I acted at the meeting, what is exactly what annoyed you of my behaviour?*)
- **Negativa affirmation**. It is used when one’s personal skill, habits or physical appearance is valued. This technique shows us how to accept our own mistakes without having to excuse about it. (*I.e.: You are a disaster.-Yes, that is true, you are right: I am a disaster and I understand you get mad at it.*)
- **Ironic affirmation**. It intends to reply positively to a hostile criticism, in very specific situations, with aggressive interlocutors and with whom the quality of the relation is not important. (*I.e.: -It is astonishing how bad you perform. -I appreciate seeing you are so worried about me*)
- **Breaking the process**. It intends to break the spiral of aggression initiated by the interlocutor. In order to do so, the most effective is to respond to the provoking and criticism with one word or laconic sentence: “No, yes, maybe...”. It demands great self-control.

- PERSISTENCY

- **Saying “NO”.** Saying “NO” is difficult for many people. Affirmative ‘NO’ is a direct ‘NO’, straight, without excuses neither never-ending justifications. We must remember that ‘NO’ must be a justified ‘NO’, otherwise it would be a matter of an aggressive and non-cooperative behaviour. To say ‘NO’ affirmatively protects self-esteem.
 - **Repetition.** It consists of the insistent repetition, even if with paused and quiet voice, of a set of sentences that explain one’s viewpoint, demands or neglects. By repetition, the message reaches the interlocutor, gains her/his attention and can hardly be ignored. It is important to use certain words once and again, in several sentences. (*I.e.:- I cannot substitute you on Monday... I understand you, but Monday it is really impossible for me... Any other day, but Monday is not a possibility...*)
- POSITIVE COMMUNICATION
- **Free information.** To identify the hints that other person provides in the course of everyday conversations and upon which one can get to know what is important for that person.
 - **Self-revelation.** To share with other person aspects that she/he would not know neither understand unless we tell her/him. Self-revelation is usually symmetric (people self-reveal at the same time).
- NEGOTIATION
- **Viable agreement or negotiation.** It is always possible to reach an agreement in material issues if it does not affect personal feelings. The agreement is acceptable for both parties.
 - **Processing change.** The aim of this technique is to change the focus of the discussion, in order to re-centre what is really worrying. (*I.e.:- I know you cannot cope with me, but let us focus now on this report*).
 - **Affirmative delay.** It consists of delaying the answer before a criticism until the person is calm and able to think how to give an adequate reply. (*I.e.:- I do not want to talk about this now. I will tell you tomorrow*).

EXAMPLES OF INTERNAL AND EXTERNAL COMMUNICATION TO THE COMPANY

- INTERNAL COMMUNICATION

- **Letter to the staff:** These letters must be brief and readable, used to disseminate relevant information: results, changes in the organization and others. Its advantage relies in the speed and the impact it achieves in the interlocutor.
- **News board:** It is a very efficient means, it must be located in a corridor where staff walks by, it may contain general information, institutional regulations, etc. It is necessary that its contents are properly arranged so that it is easy to read and understand.
- **Welcome booklet:** With this means, every newcomer to the organization will be able to know where he/she is. This material includes: history, internal norms, structure, etc.
- **Booklets:** Practical material for internal campaigns.
- **Institutional publication:** An internal magazine or newspaper provide information and motivation to staff, in these channels information is conveyed on different areas, providing ascending, descending and lateral information. It allows to identify its content by the staff, which reinforces the feeling of general belonging.
- **Meetings:** Meetings are a space to inform, qualify, reflect, take decisions, etc.

- EXTERNAL COMMUNICATION

- Websites, social networks, bulletins, Newsletter.
- Press releases and interviews with the media.
- Email and telephon

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Activities



Activity 1

NON VERBAL LANGUAGE. Some reflections

SOURCE: Source: Núñez, T. Loscertales, F. (1996). *El grupo y su eficacia*, Barcelona: EUB del curso *Comunicación y habilidades sociales para la intervención en grupos*, UNIVERSIDAD DE SEVILLA.

LENGTH: 25 minutes. 10 minutes for individual reflection. 15 minutes to share in group.

RESOURCES: Pencil, paper, blackboard.

PROCESS: Making use of the table *Non Verbal Elements of Communication*, participants will respond individually the following questions.

- a) Make a list of non-verbal keys that you recognize in yourself and in others.
- b) Can you remember a situation in which your non-verbal behaviour was relevant for the communication you were holding?
- c) Think of a person that you found appealing just after knowing her/him, and describe what it is that attracted you.
- d) Come to conclusions about the importance of non-verbal behaviour in your public and private life.

COORDINATOR ROLE: Assist the final reflection with questions like, for instance:

What non-verbal behaviour do we acknowledge faster in communication situations, and which are harder to identify?

Which features do more frequently attract us from a person in first place? To what extent do you consider non-verbal behaviour relevant?

NON VERBAL ELEMENTS IN COMMUNICATION			
ELEMENTS	FEATURES OF AN EFFECTIVE COMMUNICATION	FUNCTIONS	OBSERVATIONS
Look	Direct	-It shows attention -It is useful to perceive non verbal signals in the interlocutor	If the look is fixed, it will be interpreted as intimidating and aggressive
Facial expression	Coherent with what is said	-It expresses our emotional state -It provides information on how well we understand the message - It shows our attitudes towards the message and the interlocutor - It confirms or counters the verbal message	We must avoid holding a firm facial expression, incoherent with our real state
Smile	Straight, open and sincere, contextualized (situated)	-It invites communication -It communicates a friendly attitude	Avoid false smiles
Posture and body orientation	Standing, relaxed and lightly inclined towards our interlocutor	It reflects our attitudes and feelings	We give a negative impression if our posture is either too rigid or too relaxed
Gestures and head movements	-Coherent with our own state and with the content of communication -Attuned with what is said	-They clarify, support and reinforce what is said -They indicate our attitude and state	Stereotypical movements must be avoided
Distance	Adapt distance to the type of contact you hold with your interlocutor	-It indicates the nature of communication	Everybody has safety zone that we only allow to trespass to certain people, if we need to trespass it for any reason, we should calm our interlocutor
Personal appearance	Careful	-It determines the impression we will cause in our interlocutor	A careless appearance indicates either lack of courage or personal problems
Talk (how things are said)	We must say things in audible, flowing and clear ways	-We will make sure the message is audible by using an appropriate volume -Tone and flow of voice when talking indicate our attitudes and state -When talking clearly, with adequate speed and in appropriate time, we clarify, support and reinforce what we say	Think what you are going to say. Adapt the tone of your voice to the content. Make sure you are heard, avoid speaking slowly or too fast, don't doubt when speaking. Don't monopolize the conversation.



Activity 2.

BARRIERS IN COMMUNICATION. Technique of rumor.

SOURCE: Núñez, T. Loscertales, F. (1996). *El grupo y su eficacia*, Barcelona: EUB del curso *Comunicación y habilidades sociales para la intervención en grupos*, UNIVERSIDAD DE SEVILLA.

LENGTH: 50 minutes. 30 minutes to develop the technique. 20 minutes for discussion and evaluation.

RESOURCES: Pencil, paper, blackboard, a story or short tale, summary tables.

PROCESS:

1. We ask for two subgroups of five volunteers each. They are asked to go out of the room until called back, and they are told they will have to repeat to people in the other group a story they will be told. When they go out the people remaining in the room are asked to observe, and they are given a questionnaire to fill in during the game. People in subgroup A will not be able to ask anything, but people in subgroup B will.
2. The first volunteer of subgroup A is called (no questions). The story is read aloud. Once told, the second volunteer comes in and the first volunteer tells the story. The third volunteer comes in and the second tells the story ... It follows until all five have listened to the story being retold.
3. The first volunteer in subgroup B (with questions). The story is read and all questions posed by the volunteer are answered. The second volunteer comes in and the first one tells the story and answers any questions ... It follows until all five have listened to the story being retold.
4. Summary tables are filled in and the technique is assessed.

COORDINATOR ROLE: To assist the final reflection with questions such as: How did you feel? What relevant issues can you point at? Why are messages altered?

COMPLEMENTARY TEXT

A FARMER in WEST EXTREMADURA, placed a THIN ROOF over the farm. Soon afterwards, a HURRICANE WIND made it FLY and when the farmer found it TWENTY KILOMETERS AWAY, it was BENT and SHRINKED. Impossible to repair.

A FRIEND AND A LAWYER told him that FORD CORPORATION the automobile company, would pay him A GOOD PRICE for the iron, and the farmer decided to SEND THE ROOF to the company to find out HOW MUCH HE COULD GET. He packed it in a LARGE WOODEN BOX and sent it to AVILÉS, ASTURIAS, clearly stating the RETURN ADDRESS so that Ford would know where to SEND the CHEQUE.

AFTER TWELVE WEEKS, the farmer had not heard anything from Ford. Finally, when he was about to WRITE THEM to find about it, he RECEIVED AN ENVELOPE by them. It said so: "We do not know WHAT HIT YOUR CAR, but we will have it ready for FIFTEEN THE FOLLOWING MONTH".

Summary table: ONE WAY COMMUNICATION (no feed-back)

Person	Correct details	Incorrect details	Uncomplete details	Total
1 ^a				
2 ^a				
3 ^a				
4 ^a				
5 ^a				

Summary table: TWO WAY COMMUNICATION (with feed-back)

Person	Correct details	Incorrect details	Uncomplete details	Total
1 ^a				
2 ^a				
3 ^a				
4 ^a				
5 ^a				



Activity 3.

STRATEGIES OF COMMUNICATION. Technique I tell you my problem.

SOURCE: Núñez, T. Loscertales, F. (1996). El grupo y su eficacia, Barcelona EUB del curso *Comunicación y habilidades sociales para la intervención en grupos*, UNIVERSIDAD DE SEVILLA.

LENGTH: 35 minutes. 20 to develop the process. 15 for sharing in group.

RESOURCES: Pencil, paper, blackboard.

PROCESS:

1. There must be six participants, one will speak about a problem (real or invented, affecting personal or public life) and the rest will be receivers.
2. Five cards will be prepared before hand so that each of the five receivers can get one. Cards will have the following content:
 - You must kindly change conversation, you are not interested in following it.
 - Show pity for the speaker, but do not try to help her/him.
 - Offer solutions or, at least, search for them with interest.
 - Tell a problem of yours that is similar.
 - Minimize both the situation and the problem.
3. The person tells the problem to each of the interlocutors on their own and these will behave as indicated in the card.

COORDINATOR ROLE: Once contact has happened, there is a final evaluation. As an example, we can question: feelings, which interlocutor made the speaker feel better?, relations: with whom is it possible to hold a gratifying and effective relation?, etc.



Activity 4.

SOCIAL SKILLS. Positive thinking.

SOURCE: Curso Comunicación y habilidades sociales para la intervención en grupos, UNIVERSIDAD DE SEVILLA.

Write five statements in positive and negative. For example:

- Negative: This essay is really bad and it cannot pass the test.
- Positive: I am sure you can do much better. By doing so, you will pass the test.

Share in common and reflect upon the advantages of using social skills in communication.

3. Conflict management in Work Integration enterprises



Aim 62



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Aim

This module intends to develop the necessary skills to manage labor conflict in positive ways and to promote the functional results of such management. Therefore, we intend to:

- Identify situations of conflict
- Diagnose situations of conflict in appropriate ways
- Know and put to practice procedures upon good practice of positive management of conflict



Case

During the theoretical explanation of this module, we will take as an example a WISE whose activity resides in proposing a housekeeping service to private people. Throughout the various examples, we will have more information on the situation of this company; These ones will allow us to have a more global view of a situation that can generate conflicts at different levels.

Historically, this company changed its status three years ago: from a private company, it became a WISE whose approvals were validated by the subsidiary bodies. Subsidies for a worker of the target public have a maximum duration of 4 years. The company has kept his collaboration with many of the same employees, with whom it has changed status and has become WISE. In addition to the ethical and philosophical reasons that led to this decision, the funding resulting from the accreditation allow this company to survive. This change also made it possible to hire a person responsible for social support.

Three roles will attract our attention when analyzing of situations:

- The director: who, under pressure from the board, is responsible for ensuring that the viability of the undertaking (which represents an obvious visibility of hiring in its area)
- The social worker: freshly arrived, it succeeds to two previous people being each remained less than a year in the company. He already has experience in WISE, and decided to come to this company for personal reasons related to his geographical situation.
- The worker: who has 7 years of experience in this company and who has experienced the change of status of this one. He doesn't fully understand the reasons for this change and what interest it could be for him.



Contents

1. INTRODUCTION

Positive management of conflict is one of the key behaviors in organizations. Organizations, as social open systems, are formed by people and or working teams/groups that share the aim to reach labor aims (i.e. produce goods, provide services, etc.) by means of rational systems of coordination and direction (Díaz, 1998). From this perspective, companies are on the one side in constant interaction with the environment; they adapt to it in order to guarantee their survival and to manage their problems and conflicts according to the decisions of their leaders and to the activities of their employees. On another side, companies are formed by people that have their own features and external influences. These people interact among them and with the outside and by this interaction there is always conflict, that is inherent to human nature.

In the organizational context, conflict has been dealt with as a disfunctional result (with personal, social and organizational costs). This has resulted, until recently, in employees and management tending to avoid it. Nevertheless, nowadays we know that conflict is inevitable and frequent, that aside negative aspects of conflict (i.e., a decreased performance) there are positive aspects (i.e., increasing motivation, search for creative and new solutions, increase in cohesion, etc.) and that managing conflict is possible given that there are common patterns to all conflictive situations. Therefore, the problem is not the existence of conflict but rather its inadequate management. This is based upon the knowledge of people in situations of conflict, in their analysis and good practice conducive to successful situations. This approach implies a great challenge for organizations and for jobcoaches.

2. DEFINING CONFLICT

In general terms, conflict makes reference to the situation in which the parts perceive their aims cannot be achieved simultaneously as they are different, they have contradictory values, etc. (Touzard, 1981). The aspects defining such conflictive situation and that allow us to contextualize the process of its development are the following (González et al, 2012):

- Conflict requires the interaction of two or more parts
- Conflict is a subjective experience of opposition or potential incompatibility that does not necessarily has a real objective base
- Conflict must be perceived and sensed by all parts, so to say, there must be cognitive as well as affective awareness of it
- Parts in conflict react and search for strategies to confront it
- Every conflict results in the use of power that one has (be it formal or informal)
- Every conflict has consequences for the parts involved and for their social environment.

Upon this conceptualization, the first step for positive conflict management is to analyze whether there is conflict or not and to differentiate it from decision taking or from problems that may arise in a company. Once determined that there is indeed conflict, three steps are suggested (Redorta, 2011): analysis of conflict, prognose of its development and patterns for intervention.



Figure 1. Stages to manage conflict

We now introduce the basic aspects about positive conflict management to allow us to analyze it according to the stage in which it is identified, to preview its future development and to suggest appropriate behaviors to produce functional results.

3. STAGEES IN ORGANIZATIONAL CONFLICT

Every conflict goes through five stages (Robbins, 2004): opposition or potential incompatibility, cognition and personalization, intentions, behavior and results.

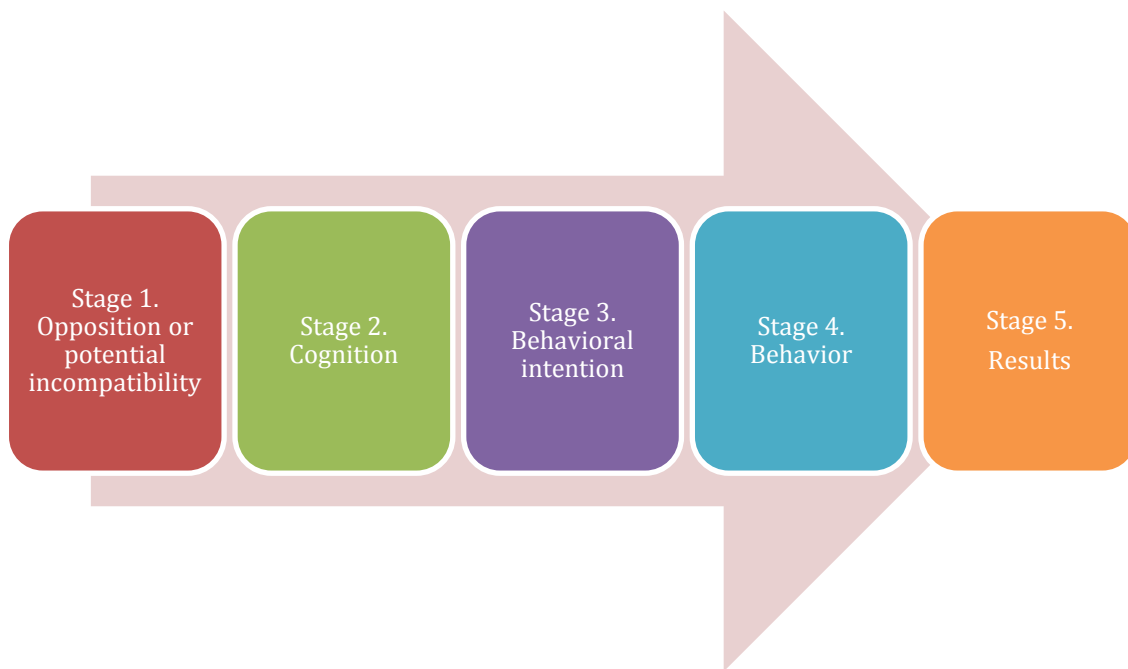


Figure 2. Stages in organizational conflict

● STAGE I: OPPOSITION OR POTENTIAL INCOMPATIBILITY

Conflict starts whenever there is a cause that makes it appear. Such stimuli, that become potential sources of conflict, may be classified as follows (González et al, 2012):

Potential sources of communication: all those situations or stimuli that cause problems in the exchange of information be it verbal or non-verbal (i.e., use of different slang).

Potential sources of structure: referred to how work is divided in tasks and their coordination (i.e., aims, duties, rights, tasks to be performed, hierarchy, access to information, etc.).

Personal variables: it makes reference to the traits of people intervening in conflict (i.e., locus of control).

● STAGE II: COGNITION

This stage is important because it is at this point that all information generated by conflict is processed and the basic representations are formed, and these will serve

to determine behavior. In this stage people are experiencing emotions and their consequences (for example, anxiety, hostility, frustration, etc.).

An integration worker whom is afraid to talk openly to the social worker. He sees him sometimes working with the direction, and has no idea of the confidentiality of the social workers' job.

● STAGE III: BEHAVIORAL INTENTION

Intentions are defined as the mental act that generates a conscious direction towards an aim (Robbins, 2004). According to the Theory of Planned Action (Ajzen, 2011), someone's intention to perform or not a behavior is the immediate cause of an action. Accordingly, forecasting is related to the understanding of the factors that result in a behavior.

Following the previous situation, Everytime the social worker tries to talk to him, he sees it like an intrusion in his personal life. The worker could react in an angry way or distantly, for example.

● STAGE IV: CONFLICT BEHAVIOR

This stage comprises actions and reactions that each of the people involved in the conflict perform. Most common behaviours in order to manage conflict are as follows:

- Evitation: Ignore the issue and keep on disagreeing.
- Servilism: Allowing concessions to reach an agreement.
- Power: A part may dictate or impose its decisions upon the rest.
- Joint solution of conflict.
- Asking for arbitration.
- Negotiation.

The social worker sees him as a anxious person or maybe an aggressive one. He could decrease the frequency of the meetings for example (evitation), or maybe use a directive style of accompaniment (power)

● STAGE V: RESULTS

The consequences of conflict may be functional or dysfunctional. If conflict results in positive effects for the organization (i.e., improving the quality of decisions, stimulating creativity, increasing motivation, etc.) its result will have been functional. On the contrary, if such effects are negative (i.e., reduction of the group cohesion, internal struggles in the group, unfavorable atmosphere, etc.) its consequences are dysfunctional.

The consequences of this situation could provide more time for both parts, wich could be fonctionnal ; It becomes unfunctionnal if for example the subsidian organism imposed a higher meeting frequency.

4. OPPOSITION OR POTENTIAL INCOMPATIBILITY

This is the first stage in every analysis of conflict. The aim is to uncover the presence of a conflict by recognizing certain symptoms in the process of social interaction. Some possible symptoms that might indicate conflicting elements are the following (González et al, 2012).

- People behave highly impatient.
- Ideas are confronted even before being communicated.
- People adopt positions and reject any concession.
- Members do not agree neither on plans nor proposals.
- Arguments in order to express one's opinion are expressed violently.
- Members attack personally in subtle ways.
- Members speak unfavorably about groups and their abilities.
- Members oppose the director's ideas.

- Members accuse reciprocity about not understanding the problem.
- Members alter other people's contributions.
- Members blame the group for being too small or too large.
- Everyone seems to be in a hurry.
- Members insist the group is not experienced enough.
- Members do not agree on the group's task.
- There is no way out.
- Group gets blocked in unimportant issues.
- There is no real interest to deal with relevant aims or issues.
- Coalitions are formed frequently.
- The aim of the group is defined in a very general and abstract way.
- Every member wants to impose its own proposal.
- People contribute without taking into account other people's contributions.
- Members do not listen to each other, etc.

Identification of symptoms allows admitting there is an organizational conflict. Later on, it is important to uncover the cause that provokes opposition and to analyze the type of conflict it is (potential source of communication, structure or personal variables). According to Jehn & Mannix (2001) two kinds of conflict may be differentiated: task and relational conflict. Task conflict are caused by how these are or should be performed. Some of the consequences they tend to produce are:

- Increase the quality and innovation of decisions;
- Increase constructive discussion;
- Facilitate the effective use of resources;
- Etc.

Relational conflicts are characterized for they are generated by situations not related to work but to personal incompatibility of taste, ideas, values, etc. Generally, their consequences are negative both for the worker as for the organization:

- Decrease of communication among the members of the organization;

- Increase of labor insatisfaction;
- Increase of tension;
- Etc.

1. A structure wich have a certain turnover of the same function (e.g. the social worker). Is it always bad luck ? The main question could be what is the fuction of the social worker's role in this conflict situation? (or why the company hired the same profiles?)
2. A collective meeting with workers in wich the social worker can't talk without being interrupt, and can't going in the deep of his ideas. Does the people want to be rude with him, personnally? Or maybe it's a form of contestation for somethig else (like not being paid for these reunions, or the fact that the purpose of the meeting is to provide a change, ...)
3. A director who blame the social worker to take to much time for the social part of the meetings ; he would like that the jobcoaching take less time to show results. He doesn't want to see that working with people is unpredictable. The explanation of this behavior could reside in the company's balance sheet.

5. COGNITION OF PEOPLE INVOLVED IN A CONFLICTIVE SITUATION

Following González et al (2012), the second stage in the evaluation of a conflict is to describe it. The aim is to identify its features given that these contribute to its knowledge and they shape the base of the conflictive scenario. Workers involved in the conflict organize and interprtet their impressions along the process. This means that everyone will have a different interpretation of the conflict (who, what, why, how when and where) and that upon this interpretation behavioral intentions will be generated. Tasks or activities in this stage answer the following questions:

- WHO?

Identify the parts involved in the conflict and their presumptions upon their personality-. The conflict has been generated between whom. Therefore, we may differentiate whether the conflict is (Schermerhorn,1989):

- Intrapersonal or internal conflict to the individual, whenever the person has to choose between two excluding alternatives and that tends to relate to roles, ideas, thought aims, etc of the person.
- Interpersonal conflict, among individuals, implying the opposition of interest of different people in the same organization.
- Conflict between groups in which contradictory needs of two or more groups appear. This occurs usually between departments given that they have:
 - Incompatible aims;
 - Scarcity or scarce distribution of resources;
 - Different time assignments;
 - Different division of tasks and responsibilities.
 - Intragrupal conflict imply the opposition of interest within the same group or department de intereses dentro del mismo grupo o departamento.
 - Interorganizational conflict in which there are contradictory interests of different organizations.

Once we are clear about the type of conflict according to the agents involved, people tend to make judgements about how behavior happens in certain ways. Attribution may be an external cause (behavior is due to a situation that is not up to the person) or internal (behavior is due to the features of the person and under his/her control).

- WHAT?

Describe the opposition or potential incompatibility-. Here, people analyze what is causing that opposition or incompatibility among parts involved in the conflict.

- WHY?

Identify conflict foci-. There are four large conflict foci inside the organizational context that are source of opposition and/or incompatibility (Vliert, 1984): the existence of scarce resources, disagreements on procedures and collective rules, dependency in the performance of work tasks and differences in values and perceptions.

- HOW?

Analyzing perceived and felt conflict-. Perceiving conflict and emotionally involving into results in what is named as personalization of conflict. Emotion is a state characterized by the excitation or disturbance that predisposes towards an action that characterizes it (Suarez, 2004). Several studies show the relations between emotion, conflict management and perception of effectiveness (Forgas, 1998). 5).

- WHEN?

Time in which the conflict evolves-. Its importance is rooted in the length and the moment in which the conflict arises that may change the levels of tension of parts involved (González et al, 2012).

- WHERE?

The place where the conflict happens-. The place in which conflict arises and happens has an impact upon its personalization given that physical space determines the frequency and amount of interaction of the parts involved. For instance, it makes a

difference whether the conflict happens between coworkers who interact only occasionally where they work in separated space than in a company where those involved interact constantly (i.e., administrative staff that share office and must work in a coordinated way). Therefore, the location or context in which conflict happens will have an impact upon its development.

Consider, for example, the conflict between a social worker and a worker: the first has an obligation (a mandate and hierarchical instructions) to meet the second in individuals interviews despite the fact that he fears these interviews; In fact, the worker's inappropriate attitude towards him insupports him. As for the second, he does not see the interest of these jobcoaching interviews because he feels good in the organization and does not want to leave it; His goal is to no longer see the social accompanist in order to advance on his tasks. We'll try to analyze this conflict according to the points previously put forward:

Who? The actors of the conflict are clearly identifiable: the social worker and the worker. However, each has conflict zones on several levels:

Intra-personal: they both are torn between several incompatible feelings, sometimes paradoxicals at different levels. The social worker has to set up interviews with regard to his professional conscience and / or his social mission, whereas this causes him feelings that are difficult to manage. The social worker likes this type of business for his social missions, which might push him to leave the company, which he fears.

Interpersonal: The mission of the social worker is part of the individual interviews, and that of the worker in the execution of his task. This situation entails a play of power where one neutralizes the interests of the other: the worker remains passive during the interviews which prevents the social worker from achieving his concrete goal; And the social worker summons the worker which deprives him of time (professional or private).

Among groups: according to a mechanism identical to the previous point, a group of social workers face moments of collective meetings with workers who protest by silence or by inappropriate behavior.

What? The oppositions may reside in roles and functions having functional incompatibilities, as described previously; And also personal incompatibilities, such as characters (conciliator vs. imposing), languages (sustained vs crude), ...

Why? The sources of conflict according to the four outbreaks: scarce resources could be here time; The disagreement on collective rules and procedures being different visions of the frequency or even necessity of these interviews; The dependence in the performance of the task is the symbolically hierarchical position between the two parts (employee vs worker); And the differences of values in respect shown from the worker, or the freedom and autonomy left to the worker by the social worker.

How? The frequency of maintenance maintains a loop that increases pressure as time progresses. This gives rise to emotions that become more and more unmanageable: anxiety on the side of the social worker (who thinks and anticipates them the day before), and anger on the part of the worker whom feels more submissive and deprived of its freedom to act).

When? Conflict that lasts and feeds over time, which suggests that this is defined and unchangeable. This can also happen at a time when organizational issues are important (need to replace the worker to recover the subsidy).

Where? The place of the interviews is mainly the office, where the social worker "plays at home"; It is therefore he is guardant of the cadre that he fails to control. This place also puts the worker in a formal, defensive posture and can be connoted as penalizing

Upon the way that conflict is perceived and experienced, the conflict scenario arises. The conditions of this scenario are the next step in order to assess the conflict. Therefore, two tasks or activities must be taken: analyzing the conditions that shape the conflict scenario and, according to the different combinations, assess their positive or negative effects in the course of the conflict. In order to analyze the conditions shaping the conflict scenario, it is necessary to determine the type of conflict, the level of tension and the interdependency of goals. We must then consider the following:

- TAREA 1. A

- Conflict oriented towards task vs relational conflict. Here it is recommended not only to stimulate and intensify task oriented conflicts, but also to prevent and diminish identity oriented conflict.
- Low vs high level of tension. Yerkes and Dodson (1908) suggest a relation in an inverted 'U' shape between intensity of needs and success in tasks. Walton (1969) distinguished three levels in the tension in conflicts: conflicts with low tension that result in inactivity and evasion among the parts; conflict with moderate tension in which the parties search and integrate more information, and they will experience a greater drive to improve the situation; and finally, conflicts with high tension that reduce the ability to perceive, process and assess information. If there is a low level of tension, a limited stimulation of the conflict is required to improve performance. In moderately escalated conflict it is better to initiate negotiation: mediation if quality results are desired. Finally, if the tension is very high, chances are to not to act temporarily or to concede to some extent in order to mitigate the intensity of conflict.
- Interdependency of positive goals vs no interdependency. Positive management of conflict requires shared aims on both sides (Deutsch, 1973). In case of positive interdependency of goals, each of the parts perceives that tasks to achieve the aims are not compatible, but that the

achievement of own and other people's goals are compatible: hence, parts survive or fail together. In order to do so, several activities may be undertaken unilaterally:

- Be reciprocal in each initiative;
 - Possible clear aims and easy to verify that imply a benefit for both;
 - Rewarding the other part if there is cooperation;
 - Etc.
- In case of negative interdependency of goals, parts perceive that the necessary activities to achieve the aims are incompatible, as so is the achievement of one's own goals and the goals of the enemy: if one 'swims', the other 'sinks'. Conflict, therefore, becomes destructive.

In our example, it seems that the recurrence of conflict situations has an impact on the two parties' view of each other: behaviors are no longer contextualized according to the missions, but according to people, or even justified by personalities. It would be interesting to highlight to the protagonists of the importance of the stakes according to their missions, in purpose to leave an interpersonal vision of the conflict.

The context will also depend on the degree of the tension's level; For example, if management emphasizes the need to "pull out" this worker in particular, there is a good chance that the level of tension will increase in view of the dependency that this would cause for the social worker. Taking distance, for example, by asking another person to take care of coaching could be an alternative (of course if it's feasible) - this is clearly a triangulation technique, using a third party to appease a conflict situation.

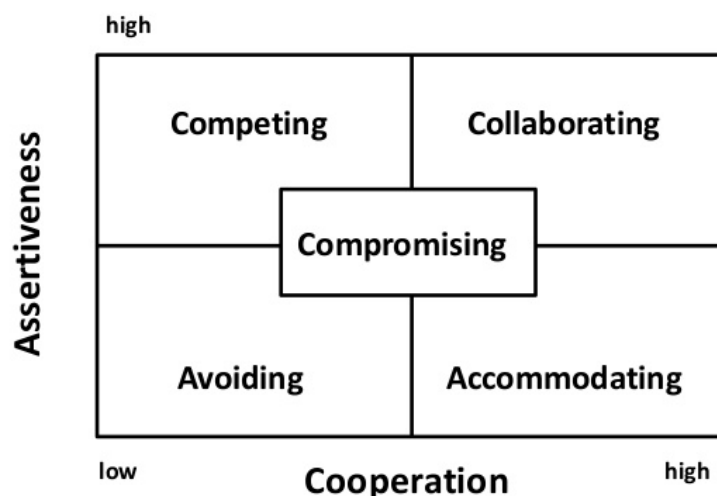
Another important element in this conflict situation is the lack of common goals, and even in this case the antagonistic goals (negative interdependence) of both parties: stay in the structure vs helping him to leave it. If the two protagonists find common(s) goal(s) which could satisfy both parts, it would help to calm the conflict by working at the same page (and thus survive together).

6. INTENTIONS AND BEHAVIORS TO MANAGE CONFLICT

One of the most relevant aspects about conflict management is the description of what people attempt to do and what they do to solve it. This introduces the difference between intentions and behaviors that is used in order to manage the conflict. One of the integrated models has been suggested by Thomas (1992). Thomas suggests there are two orientations that individuals have when facing a conflictive situation: the interest for one's own results and the interest for the others' results. Interests are conceived as the amount of motivation of a person in order to achieve one's and other people's goals and they are determined by personal or situational features. The combination of both will result in the following strategic intentions:

- competition: it is characterized by assertiveness and no cooperation.
- evitation: it is characterized by no assertiveness and no cooperation.
- cooperation: it is characterized by assertiveness and cooperation.
- servilism characterized by cooperation and no assertiveness.
- compromise: it is characterized by medium assertiveness and medium cooperation.

Conflict management styles



Based on Thomas-Kilmann Conflict Mode Instrument

Figure 3. Behavioral intentions in conflict management by Thomas (1992)

He also suggests that despite rationality in common sense indicates that some intentions are considered negative, all of them are appropriate according to the context in which they arise.

Table 2. Contingent perspective by Thomas (1992)

Intention	Adequate use ...	Unappropriate use ...
- Collaboration	<ul style="list-style-type: none"> - The issue is complex - Availability of resources (time) - It demands participation of both parts 	<ul style="list-style-type: none"> - Not when there are time constraints - Simple issue - The other part is not capable
- Competition	<ul style="list-style-type: none"> - It demands quick and urgent decision - The other part cannot take decisions - There is power to impose one's will and to control its application - Long term relation is not important 	<ul style="list-style-type: none"> - Possibility of integrated agreements - Relations are important in the agreement
- Compromise	<ul style="list-style-type: none"> - Equal power on both sides - Mutual goals are incompatible - Time and limited resources (quantitative conflict) - Provisional solutions to complex situations 	<ul style="list-style-type: none"> - If one of the parts is more powerful - If the issue is complex - If there are chances of integration
- Accommodating	<ul style="list-style-type: none"> - Mistakes have happened - Learning situations - Will to preserve social harmony - Competition spoils one's own goal - It is fair of one to concede 	<ul style="list-style-type: none"> - When we believe we are right
- Avoiding	<ul style="list-style-type: none"> - Need of time to reflect - No chance to achieve one's own goals - Relational conflict among parts: to reduce tensions - The issue is either trivial or momentary 	<ul style="list-style-type: none"> - The issue is important or urgent - One has the responsibility to face the situation

This behavioral intentions correspond to behaviors in conflict management. However, individual behavior generally corresponds to certain features of the person other than rationality as mentioned above. Among the features of the negotiator mediating in behavioral intentions and behavior, we point to the following:

- Biographical features. Age, sex, civil status, persons depending of position and seniority in the company
- Skills developed. There are two groups of factors with an impact upon the development of job skills: intellectual and physical skills.
- Worker's personality. The model 'Big Five' suggests five personality types: extroversion, agreeableness, conscientiousness, neuroticism and openness to experience.
- Personality of type X (this kind of people do not like working and they require control to achieve labor aims) and Y (they perform company's aims by extrinsic motivation associated to economic rewards).
- Learning style. It is necessary to consider attention processes, retention, motoric production and reinforcement.
- Organizational culture. Culture refers to a system of meanings shared by the members of a company. Certain aspects outstand, like the action procedure, the way to perceive the company, the affective reaction to it, etc. Most authors point to the relevance of:
 - Fostering innovation
 - Demand to be exact, analytic and precise
 - Orientation towards results vs people
 - Producing working groups/teams
 - Development of competitiveness and aggressivity
 - Stability vs. eagerness to grow

7. RESULTS OF CONFLICT MANAGEMENT

Once conflict has been managed, results may be: win/win (all parts get benefits), win/lose (a part is benefited and the other is harmed) and lose/lose (both parts are harmed). When both parts are benefited, this results in functional effects for workers and/or the company:

- It promotes divergent thinking and innovation due to the diversity of viewpoints produced;
- More coordination and cohesion is produced;
- Quality improvement in decision making;
- Increase in the benefit;
- Etc.

Together with functional aspects, there are others that are disfunctional and that are mainly related to the negative result in one or both parts. These make reference to the potential to desintegrate groups, the personal, group and social costs involved, the alteration of the established aims, the inappropriate distribution of resources, etc (Fernández, 1999):

- It causes hostility that increases differences;
- Mistaken judgements are taken around both the opponent and oneself;
- It does not foster tolerance;
- It reduces participation;
- Etc.

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Activities



Activity 1

GET THE MOST OUT OF IT

SOURCE: www.miscelaneaeducativa.com/Archivos/dinamica_gane_cuanto_pueda.pdf

DURATION: 30 minutes

RESOURCES: Blackboard, chalk, a pape per group and a pencil per group

PROCESS:

1. We divide the group in 4 subgroups of approximately five people. Each subgroup cuts its page in two, they must write on them "X" and "Y".
2. Instructions for this case are explained:
 - All groups must attempt to gain the maximum possible.
 - In each round they must put up an X or a Y and poins will result upon what the rest of groups have appointed. The following table indicates the combinations of X and Y in each of the rounds.

4x	All lose 1000
3x,1y	Each 'x' wins 1000 Each 'y' loses 3000
2x,2y	Each 'x' wins 2000 Each 'y' loses 2000
1x, 3y	Each 'x' wins 3000 Each 'y' loses 1000
4y	All win 1000

- No comments are allowed neither with other participants nor with the moderator, nor it is allowed to show one's cards.

- There can only be one choice of vote: Either an X or a Y must be chosen.
 - Each vote has up to 30 seconds to be made. After that time, every player shows the card chosen.
 - Some round will be special (3, 5 and 10) where wins or loses multiply by 3, 5, 10. Before starting the special vote, delegates of each group gather to decide upon a joint strategy; the procedure is exactly the same in the other rounds previously mentioned.
3. Groups proceed to vote. In each vote they have up to 30 seconds to decide. At the end of the votes, the points for each group are calculated and we move onto the phase to analyze and conclude..

COORDINATOR ROLE: To assist the final reflection upon the choice to cooperate as an appropriate intention and behavior.



Activity 2.

CONFLICT STYLES ACCORDING TO THOMAS

SOURCE: www.rareplanet.org/sites/rareplanet.org/files/thomas_kilman__student_guide_lesson.pdf

DURATION: 120 minutes

RESOURCES: Copies of the questionnaires and pencils.

PROCESS:

1. Complete the questionnaire on Conflict Types by Thomas-Kilman

Tool of Conflict Type by Thomas-Kilman		
Indicate, please, how you would act in a labor dispute. There are no good or bad statements, you must answer as honestly as possible.		
1.	A	There are times when I let others take responsibility for solving the problem.
	B	Rather than negotiate the things on which we disagree, I try to stress those things upon
2.	A	I try to find a compromise solution.
	B	I attempt to deal with all of his/her and my concerns.
3.	A	I am usually firm in pursuing my goals.
	B	I might try to soothe the other's feelings and preserve our relationship.
4.	A	I try to find a compromise solution.
	B	I sometimes sacrifice my own wishes for the wishes of the other person.
5.	A	I consistently seek the other's help in working out a solution.
	B	I try to do what is necessary to avoid useless tensions.
6.	A	I try to avoid creating unpleasantness for myself.
	B	I try to win my position.
7.	A	I try to postpone the issue until I have had some time to think it over.
	B	I give up some points in exchange for others.
8.	A	I am usually firm in pursuing my goals.
	B	I attempt to get all concerns and issues immediately out in the open.
9.	A	I feel that differences are not always worth worrying about.
	B	I make some effort to get my way.
10.	A	I am firm in pursuing my goals.
	B	I try to find a compromise solution.
11.	A	I attempt to get all concerns and issues immediately out in the open.
	B	I might try to soothe the other's feelings and preserve our relationship.
12.	A	I sometimes avoid taking positions which would create controversy.
	B	I will let the other person have some of his/her positions if he/she lets me have

		some of
13.	A	I propose a middle ground.
	B	I press to get my points made.
14.	A	I tell the other person my ideas and ask for his/hers.
	B	I try to show the other person the logic and benefits of my position.
15.	A	I might try to soothe the other's feelings and preserve our relationship.
	B	I try to do what is necessary to avoid tensions.
16.	A	I try not to hurt the other's feelings.
	B	I try to convince the other person of the merits of my position.
17.	A	I am usually firm in pursuing my goals.
	B	I try to do what is necessary to avoid useless tensions.
18.	A	If it makes other people happy, I might let them maintain their views.
	B	I will let other people have some of their positions if they let me have some of mine.
19.	A	I attempt to get all concerns and issues immediately out in the open.
	B	I try to postpone the issue until I have had some time to think it over.
20.	A	I attempt to immediately work through our differences.
	B	I try to find a fair combination of gains and losses for both of us.
21.	A	In negotiations, I try to be considerate of the other person's wishes.
	B	I always lean toward a direct discussion of the problem.
22.	A	I try to find a position that is intermediate between his/hers and mine.
	B	I assert my wishes.
23.	A	I am very often concerned with satisfying all our wishes.
	B	B. There are times when I let others take responsibility for solving the problem.
24.	A	I try meet to meet the wishes of others when it's important to them.
	B	I try to get the other person to settle for a compromise.
25.	A	I try to show the other person the logic and benefits of my position.
	B	In negotiations, I try to be considerate of the other person's wishes.
26.	A	I propose a middle ground.
	B	I am nearly always concerned with satisfying all our wishes.
27.	A	I sometimes avoid taking positions that would create controversy.
	B	If it makes other people happy, I might let them maintain their views.
28.	A	I am usually firm in pursuing my goals.
	B	I usually seek the other's help in working out a solution.
29.	A	I propose a middle ground.
	B	I feel that differences are not always worth worrying about.
30.	A	I try not to hurt the other's feelings.
	B	I always share a problem with the other person so that we can work it out.
<i>(Thomas-Kilmann Conflict Mode Instrument, by Kenneth L. Thomas and Ralph H. Kilmann)</i>		

2. Analyze your responses

Marking Conflict Mode Instrument by Thomas-Kilmann

Rubric	Competence (Forced)	Cooperation (Problem solving)	Compromise (Sharing)	Avoidance (Retreating)	Accommodation (Relief)
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1.	-	-	-	A	B
2.	-	B	A	-	-
3.	A	-	-	-	B
4.	-	-	A	-	B
5.	-	A	-	B	-
6.	B	-	-	A	-
7.	-	-	B	A	-
8.	A	B	-	-	-
9.	B	-	-	A	-
10.	A	-	B	-	-
11.	-	A	-	-	B
12.	-	-	B	A	-
13.	B	-	A	-	-
14.	B	A	-	-	-
15.	-	-	-	B	A
16.	B	-	-	-	A
17.	A	-	-	B	-
18.	-	-	B	-	A
19.	-	A	-	B	-
20.	-	A	B	-	-
21.	-	B	-	-	A
22.	B	-	A	B	-
23.	-	A	-	B	-
24.	-	-	B	-	A
25.	A	-	-	-	B
26.	-	B	A	-	-
27.	-	-	-	A	B
28.	A	B	-	-	-
29.	-	-	A	B	-
30.	-	B	-	-	A

3. Analyze individual intention and behavior for conflict management in this figure





Activity 3.

CONTINGENCY MODEL BY THOMAS (1992)

SOURCE:

DURATION: 15 minutes

RESOURCES: Computer and OHP

PROCESS:

1. Remember the model of intentions and behavior to manage conflict by Thomas
2. Show all situations and individually indicate which intention and/or behavior performed and whether it is or not appropriate
3. Share reflections in group

Situations
Your partner and you are friends; nevertheless, one day you find him nervous and speaks to you in an unusual tone; instead of discussing it right away, you decide to get away and you suggest to talk afterwards.
Where you work there is a colleague with whom you usually discuss; your boss orders you to perform a really important and urgent task together with your colleague; instead of taking the order, you suggest your boss to consider a different person, as your relation is not a positive one.
Your boss orders you to fire a person; considering that it is not enough fair, even though you follow your order, as opposing it could harm you in direct or indirect ways.
In the cafeteria of the company where you work there is a large queue every day to get the main dish; a colleague asks if he can go ahead of you, without any explanation; you do not like the idea (it is not fair) but concede in order not to discuss.
You are member of a work team in which you have to take a decision; nobody agrees with anyone else's opinions; as the team leader, you decide what you consider right even without the agreement of the rest.
You are member of a work team that must meet long hours; an initial decision must be taken to shape the conditions of the work to follow; instead of taking an integrated decision, the leader finally imposes his own, causing the irritation of the rest.
A department of the company has suggested to change the chairs, given that current ones are very old; there is the chance to choose the color; in the two coming weeks a questionnaire is submitted to all employees solely asking on that aspect.

COORDINATOR ROLE: To assist with the reflection



Activity 4.

CONFLICT MANAGEMENT

SOURCE: <http://ocw.uc3m.es/economia-financiera-y-contabilidad/comportamiento-organizativo>

DURATION: 30 minutes

RESOURCES: Case, paper and pencils

PROCESS:

1. Read a case: (To describe a conflict in the insertion company)
2. The class is divided in 2 groups, and these must analyze one of the conflicts portrayed in the case and discuss how to address it.

COORDINATOR ROLE: To assist with the reflection, like for instance:

- To analyze conflict
- How should we address the conflict and the situation?