

Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils



Competence Title: 3.4 Working with others




**Partner Responsible: MMC Mediterranean
Management Center Ltd.**




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1-3	Introductory slides (Title page, EU Statement, logos' presentation)
4	Competence definition
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7-16	<p>Conflict resolution theory (definition & conflict resolution techniques: forcing, win-win, compromising, withdrawing, smoothing, power struggles between teachers and pupils)</p> <p>Conflict resolution concerns the methods and processes involved in facilitating the peaceful ending of conflict and retribution. Dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed. Cognitive resolution is the way disputants understand and view the conflict with beliefs, perspectives, understandings and attitudes. Emotional resolution is the way disputants feel about a conflict, the emotional energy. Ultimately a wide range of methods and procedures for addressing conflict exist, including negotiation, mediation, mediation-arbitration, diplomacy, and creative peacebuilding.</p> <p>A conflict is a common phenomenon in many environments and relations and it can occur because of the most different grounds of diversity and under very different circumstances. Conflicts may involve team members, departments, projects, organization and clients, boss and subordinates, organization needs vs. personal needs, and they are usually immersed in complex relations of power that need to be understood and interpreted in order to define the more tailored way to manage the conflict. There are, nevertheless, some main approaches that may be applied when trying to solve a conflict that may lead to very different results:</p> <p>Forcing: When one of the conflict's parts firmly pursues his or her own concerns despite the resistance of the other(s). This may involve pushing one viewpoint at the expense of another or maintaining firm resistance to the counterpart's actions; it is also commonly known as "competing". Forcing may be appropriate when all other, less forceful methods, do not work or are ineffective. It may be also considered a suitable option when a quick resolution is required and using force is justified (e.g. in a life-threatening situation, to stop an aggression), and as a very last resort to resolve a long-lasting conflict.</p>





<p>However, forcing may also negatively affect the relationship with the opponent in the long run because it does not allow to take advantage of the other side's position in a productive way and, last but not least, taking this approach may require a lot of energy and be exhausting to some individuals.</p> <p>Win-Win / Collaborating: Collaboration involves an attempt to work with the other part involved in the conflict to find a win-win solution to the problem in hand, or at least to find a solution that most satisfies the concerns of both parties. It is the most desirable outcome when trying to solve a problem for all partners. Collaborating may be the best solution when consensus and commitment of other parties is important. Moreover, it is the most desirable outcome when a long-term relationship is important so that people can continue to collaborate in a productive way; collaborating is in few words, sharing responsibilities and mutual commitment.</p> <p>Compromising: Compromising may be an optimal solution when the goals are moderately important and not worth the use of more assertive or more involving approaches. It may be useful when reaching temporary settlement on complex issues and as a first step when the involved parties do not know each other well or have not yet developed a high level of mutual trust. Compromising may be a faster way to solve things when time is a factor. If this method is not well managed, and the factor time becomes the most important one, the situation may result in both parties being not satisfied with the outcome (i.e. a lose-lose situation). Moreover, it does not contribute to building trust and it may require a closer monitoring of the kind of partially satisfactory compromises acquired.</p> <p>Withdrawing: This technique consists of not addressing the conflict, postpone it or simply withdrawing; for that reason, it is also known as Avoiding. This outcome is suitable when the issue is trivial and not worth the effort or when more important issues are pressing, and one or both parties do not have time to deal with it. Withdrawing may also be a strategic response when it is not the right time or place to confront the issue, when more time is needed to think and collect information before acting or when not responding may still bring some winnings for at least some of the involved parties. Moreover, withdrawing may be also employed when someone knows that the other party is totally engaged in hostility and does not want to (or cannot) invest further unreasonable efforts.</p>

	<p>Withdrawing may give the possibility to see things from a different perspective while gaining time and collecting further information; in particular, it is a low stress approach.</p> <p>Smoothing: This kind of strategy may be applied when the issue of the conflict is much more important for the counterparts whereas for one's own concerns is not particularly relevant. It may also be applied when someone accepts that he/she is wrong and furthermore there are no other possible options than continuing an unworthy competing-pushing situation. Also, smoothing may be an option to find at least a temporal solution or obtain more time and information. Additionally, there is a high risk of being abused when choosing the smoothing option.</p> <p>You can find more information below :</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  CONFLICT RESOLUTION & PRAC </div> <div style="text-align: center;">  THE ROLE OF CONFLICT RESOLUTIK </div> <div style="text-align: center;">  Theory-to-practice-Pr eparating-students-for- </div> </div>
17-28	<p>Emotional Intelligence theory (definition, skills related to emotional intelligence, 5 key elements of emotional intelligence according to Goleman, emotional intelligence in the classroom)</p> <p>Emotional intelligence (EI), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide their thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).</p> <p>Goleman's model outlines five main EI constructs (for more details see "What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):</p> <p>Self-awareness: the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.</p> <p>Self-regulation: involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.</p> <p>Social skills: managing relationships to get along with others</p> <p>Empathy: considering other people's feelings especially when making decisions</p>





<p>Motivation: being aware of what motivates them.</p> <p>Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance.</p> <p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"><div style="text-align: center;"><p>Organizational-emotional-intelligence-Development</p></div><div style="text-align: center;"><p>emotional intelligent & technical education</p></div><div style="text-align: center;"><p>06_chapter 2. Emotional Intelligence</p></div></div>




29-44	<p>Team Development and Team Roles (Tuckman's 5 stages of team development, team roles, procedure for defining team roles, presentation of team roles)</p> <p>According to the model proposed by educational psychologist Bruce Tuckman, teams go through five stages on their way to high performance: forming, storming, norming, performing, adjourning. Many long-standing teams go through these cycles many times as they react to changing circumstances. For example, a change in leadership may cause the team to revert to storming as the new people challenge the existing norms and dynamics of the team.</p> <p>Further reading: Tuckman, Bruce W. (1965). "Developmental sequence in small groups". Psychological Bulletin 63 (6), 384–399.</p> <p>AND</p> <p>https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-the-five-stages-of-team-development/#:~:text=Bruce%20Tuckman%2C%20an%20educational%20psychologist,shown%20in%20the%20following%20diagram</p> <p>The concept of Team Roles is something that we consider as integral to getting the team building process right. Observed behaviour within a team tends to fall into clear and discernible patterns that reflect both the contributions made by an individual as well as the weaknesses that often appear under pressure.</p> <p>Dr Meredith Belbin's research and particularly her successful 'Team Role Model' is universally regarded as the benchmark for measuring and describing the 9 major clusters of behaviour that characterize individual and collective teamwork. The Belbin Model is a useful tool for higher level team building processes as it can help an experienced facilitator identify the patterns that exist within any team and thus underpin their strengths and weaknesses. Once clearly understood, these patterns enable a team to manage its weaknesses and to better leverage its strengths, particularly when existing biases creep in under real world pressure.</p> <p>Here are in brief some of the pupils roles in a team:</p> <p>Facilitator: Keeps group on task and verifies that all contribute.</p> <p>Recorder: Takes notes on important thoughts expressed in the group. Writes final summary.</p>
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	<p>Reporter/Presenter: Shares summary of group with large group. Speaks for the group, not just personal view.</p> <p>Questioner: Asks at least one interesting and challenging question. Checks over work in problem-solving contexts before the group members finalize their answers</p> <p>Encourager: Gets discussion moving. Sometimes rephrases or paraphrases what has just been said, summarizing the content.</p> <p>Checker: Checks for accuracy and clarity of thinking during discussions. Checks written work and tracks points.</p> <p>You can find more information below :</p> <div data-bbox="351 772 1013 851" style="display: flex; justify-content: space-around; align-items: center;"></div> <p>Belbins-Team-Role- Model-Development- Team-Roles-psycho- metric-evidence-consm- Team-roles-and-tea performance-CS-1. TestingBelbinsteamro letheoryofeffectivegrc</p>
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45-52	<p>Fostering Cooperation theory (cooperative learning in school, Criteria for cooperative learning experience, competitive learning, cooperating learning, Introducing learning teams into the classroom, Groups members' responsibilities)</p> <p>Cooperation is defined as any adaptation that has evolved, at least in part, to increase the reproductive success of the actor's social partners. Inclusive theory reveals that cooperation can be favoured by natural selection owing to either direct benefits (mutually beneficial cooperation) or indirect benefits (altruistic cooperation). Additionally, cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging pupils into groups, and it has been described as "structuring positive interdependence". Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Cooperative learning tasks are intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Cooperative learning has also been linked to increased levels of student satisfaction.</p> <p>Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:</p> <ul style="list-style-type: none">• positive interdependence• individual and group accountability• promotive interaction (face to face)• teaching pupils the required interpersonal and small group skills• group processing. <p>You can find more information below:</p> <div data-bbox="300 1756 1078 1877"> a game theory & cooperation.pdf  cooperation and game theory.pdf  Cooperative learning techniques.pdf  Cooperative-Learning.pdf</div>
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53-59	<p>Active listening (active listening in the classroom, steps for performing active listening, Verbal & non-verbal signals of active listening)</p> <p>Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.</p> <p>Listening is very important in everyday life:</p> <ul style="list-style-type: none">to obtain information.to understand.for enjoyment.to learn. <p>Given all the listening that we do, you would think we'd be good at it! In fact, most of us are not, and research suggests that we only remember between 25 percent and 50 percent of what we hear. That means that when you talk to your students, boss, colleagues, customers, or spouse for 10 minutes, you pay attention to less than half of the conversation. In order to enhance active learning abilities there are some principles:</p> <ul style="list-style-type: none">• Focus on what is being said. Give the speaker your undivided attention. Clear your mind of anything else.• Don't prejudge or assume you already know the material• Repeat what you just heard.• Ask the speaker to expand or clarify.• Listen for verbal cues and watch for nonverbal cues. Verbal cues are things your interlocutor says that communicate the important points.• Listen for requests. <p>Listening in a classroom or lecture hall to learn can be challenging because you are limited by how, and how much, you can interact with an instructor during the class. The following strategies help make listening at lectures more effective and learning more fun.</p> <ul style="list-style-type: none">• Get your mind in the right space• Get yourself in the right space• Eliminate distractions• Look for signals• Listen for what is not being said• Sort the information
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	<ul style="list-style-type: none"> • Take notes • Ask questions <p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  active listening to improve parent-teach </div> <div style="text-align: center;">  Teaching an Active Listening Strategy to </div> <div style="text-align: center;">  improving active listening in class.pdf </div> <div style="text-align: center;">  Active listening in education.pdf </div> </div>
60-66	<p>Building trusting relationships (ways of building trusting relationships in the classroom: talk about trust, give pupils responsibilities, be tolerant, provide structure, teach with enthusiasm & passion, incorporate humor into lessons)</p> <p>According to Rousseau: "Trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another". Similarly, Lewicki and his colleagues describe trust as "an individual's belief in, and willingness to act on the basis of, the words, actions, and decisions of another."</p> <p>Additionally, trust has been identified as a key element of successful conflict resolution (including negotiation and mediation). This is not surprising insofar as trust is associated with enhanced cooperation, information sharing, and problem solving.</p> <p>Trust is the foundation of any relationship, and it's one of the most important things for a teacher to develop with his/her pupils. Here's how to build trust with pupils and create a healthy classroom environment for learning.</p> <ol style="list-style-type: none"> 1. Talk about Trust Establishing trust should start the moment your pupils enter the classroom. Lead a conversation with your class about how trust is important in all relationships as well as in learning. 2. Give Pupils Responsibilities Give your pupils responsibilities and trust that they will complete the tasks you set for them. 3. Be Tolerant Be considerate of the negative experiences that may have affected a pupil's ability to trust you. You may encounter pupils who haven't experienced trust in their own lives.

	<p>4. Provide structure</p> <p>5. Teach with enthusiasm and passion</p> <p>6. Incorporate humour into lessons.</p> <p>Building trust within the classroom is essential for your students' success. Once you learn how to build trust with students, you'll find that your classroom is a happier, more productive place.</p> <p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [Carollee_Howes,_Sh Constructing-Trust-B </div> <div style="text-align: center;">  aron_Ritchie]_A_Matt&twen-Teacher-and-! Satisfaction, Trust, anc </div> <div style="text-align: center;">  The Impact of </div> </div>
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