

THE CONFLICT TRANSFORMATION PROCESS

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Abstract: The conflict has a strong negative connotation, evoking the words of opposition or aggression, though not necessarily be a negative experience. There are some attitudes, skills and abilities that are essential in conflict resolution. This, however, are not enough unless they are transformed into behavior in fundamental skills essential to promote compliance with the four principles of conflict resolution: separating people problem, focusing on interests, creating options to gain mutual use of objective criteria as a basis for decision making.

Research is moving towards studying the problem solving skills training to pupils constructive conflict.

Keywords: conflict, training, transformation, skills, solving

The conflict involves a tension created in a form of interrelations in the confrontation of different opinions or individual or group, causing tensions and dishonorable accusations. These conflicts are rather conflicting psychiatric carried on more complicated than externally interior plan. Mental conflicts were called N.E. Miller intrapsychic. S. Freud held that all life is under strong psychological desires and trends to meet them. His life creates tensions and frustrations related trends and fundamental desires. In this context it is means of self defense as repression, sublimation, moving or can form mental disorder of which the most common mental disorder is minor neurosis (Schiopu U.).

Starting from the definition of the conflict as a process of social transformation, as a challenge to creativity and change, then it means that we could look at conflict as a feedback for each party.

After the occurrence, we mention individual interior conflict, which occurs when the individual it is not clear where we need to head, receives conflicting tasks or when, what to do, contrary possibilities, interests or values. Generally such a inner conflicted intensifies with time all other types of conflict. The conflict between individuals (the same group, different

groups or different organizations) occurs most often because of differences of personality. Inter-group conflict is the main type of conflict included in the category of organizational conflicts.

In terms of the effects they generate, we talk of destructive conflict where the personal and organizational resources are consumed in hostile conditions without great benefits, existing a constant state of dissatisfaction. Instead, the benefit can produce creativity and efficiency can bring change and solution acceptable to both parties and are able to communicate effectively and take place at the negotiating table.

Conflicts caused by the existence of different objectives can be: emotional and handling generated by duplicitous behavior and lack of communication and transparency. Intensity conflict can generate: discomfort, misunderstanding, inner tension and crisis, there is generally more violent reactions.

Conflicts can be triggered at certain levels, namely: the informational level, at the level of strategies, from the goals, the rules at the level of values, this type of conflict, making it difficult to address because humans are usually violent when they are "trampled" values. The issue that justice is increasingly common due to problems of resource distribution, remuneration, rewards. The principles underlying this distribution are: the principle of equity (according to which the most skilled and productive receive more), equality (whereby everyone gets the same) principle needs (according to which those with greater needs receive more). Deutsch's research, Kabanoff and James concludes that people exhibit favorable to above distribution based on equity, merit, the other two being less agreed principles (Zlate M., R. Zacharias, G., p.12).

The growing number of injustices that occur in school environments, academic, vocational skills makes studying the problem-solving constructively conflicts be of great interest.

A conflict can be competitive or cooperative. Competitive conflict, opposing parties pursue goals. Each is distrustful of the intentions of others and discredit their words. Both sides deliberately avoids constructive dialogue and have a win-lose attitude. Inevitably, disagreement persists and each is separate ways. It is as dysfunctional and destructive conflict. Conflict of cooperation is an experience that best serves the interests of both parties who support each other.

Between students, the conflict may be when the issue of decision-choice concern pupils in problem situations and interindividually, when each member has an acceptable alternative and different members prefer different choices (Smith, D. I., p. 48). So, the conflict has many positive sides, is a coin with two sides. If the parties can look on the positive side, the conflict can lead to important changes can cause a person to discover solutions to problems, problem solving is the performance of thinking. Specialists try to warn to understand conflict not as a disaster, we must guard against this error, pointing out that they can be constructive if they are approached with trust. They promote recent intentional introduction conflict in the decision-making process.

The techniques, strategies to prevent and reduce conflict between students rely mainly on developing cooperative relations, on increasing confidence among members of groups of students, the establishment of important goals for both sides, the use of resources each on ignoring the conflict on compromise. However, with certain attitudes, skills and abilities that are essential in conflict resolution, this becomes insufficient, if not converted behaviors in fundamental skills essential to promote compliance with the four principles of conflict resolution: separating people problem, focusing on interests creating options for mutual gain, using objective criteria as a basis for decision making.

Research is moving towards the formation of constructive conflict resolution skills to students aiming types and levels of conflict.

The two hypotheses of the research were:

H1. Reduced performance of the student group, generate student-student conflicts.

H2. Increased performance of the student group, generate student-teacher conflicts.

Starting from the types of conflicts encountered in schools we conducted a questionnaire asking students in two classes VIII, different in terms of learning outcomes of a theoretical high top, which are the most common types of conflicts encountered them class: 1. conflicts between students; 2. teacher-student conflicts; 3. conflicts teachers-parents; 4. conflicts between teachers, using a bipolar scale with 5 values, from never to always. The results were as follows: Class A, with better school results most frequent conflicts occur between teachers and students, the second are conflicts between students and students, followed by conflict teachers parents and very rarely and never conflicts between teachers and teachers. For each item there was a auxiliary - item (why?) to discover the reasons for the

choice. We found that even the students consider student-teacher conflict most often conflict (21 responses out of 27), it is never said to the teacher so, no one knows of its existence. The student teacher does not speak about injustice which supposed is doing, because it is scared that he will be punished to the note.

For the second class B, the class with less results compared to class A, the results were as follows: the most common conflicts occur between students - students (16 responses out of 29), and between teachers and students (8), followed the teacher-parent (4) and conflict between teachers (1). School results better and orientation tasks and higher performance of students leads to conflicts frequently between pupils and teachers than of students and pupils, the biggest complaint of students is the on non-equity (whereby the best educated do not get the highest grade or receive different punishments for the same blunder), then the one concerning (according to which all students receive the same punishment if only one student commits a "damage"). And in the second class, we discovered that these misunderstandings are not declared, being masked, repressed, both at student-student and also at student-teacher level.

Thus, in these two classes we are talking about frustrations of negative affective feelings of inequity caused primarily by the fact that the student does not achieve the desired note desired promotion, evaluation desired. For inequity of this kind, the student does not mind his colleague never possibly receiving a higher mark but on the professor. There is key to the solution.

Based on these results, we achieved in the second class B class, together with the teacher a technique borrowed from Neuro Linguistic Programming called "The 3 + 1 Positions". This technique covers different perceptual positioning looking the problem from the 3 + 1 positions.

Position 1 "Myself" with my wishes and expectations. I do what I want and when I want without to disturb the other _ Being in this position a person appreciate what is really essential to it, understanding their perspective on the situation.

Position 2 "are in the other skin." The second position allows the other person's place and understand what is important to her. When you are in the place of the other person understand her vision of the situation. This positioning allows an insight into what is really

happening to that person in that situation. Example mothers living for their child, always attentive to what they want them, forgetting that they have desires and dreams.

Position 3 "Observer" a position detached from others, a place of learning with a vision analysis and action on the system. As a position where the distance is maintained, it can realize the dynamic between the first and the second position. From this position it can identify how we can make the change, the change that can produce the difference (S. Knight p.387).

Position 4 "Source position when the person is "source", namely with own resources and abilities.

The first position is safe the two produces a ratio between one and another even if the positions do not agree "observatory" working advantages and disadvantages, and "Source", fill the gaps. When we unbalanced placements used, there is an implication of the individual ability progress. The ability to use all the positions in a balanced manner leads to cooperative behavior, positive and increase choice and understanding (S. Knight, p. 393). The technique has been enthusiastically received by both students and the tutor was present throughout the deployment technique. Education for conflict resolution addresses both teachers and pupils. Learning techniques for resolving conflicts constructively is an important component of capacity building schools to fulfill their social mandate. Institutional changes required are those that encourage individual changes and allow pupils to develop at bio-psycho-socio-cultural, living in an environment balanced, respectful and safe.

The data of the investigation can not be generalized because of the small number of subjects and the tools we used and it is also possible that some of the answers of the students surveyed do not reflect reality only partially. In class where there were frequent conflicts between teachers and students we not found a moment of entry to class.

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