

FACILITATORS' MANUAL

The Dialogic Method Level 1: **ENGAGE**

A Workshop By:

UNCOMMON GROUND

A Rohini Nilekani Philanthropies – Centre for Advanced Mediation
Practice Initiative







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2: Understand - II

01

Introductory Note

About Uncommon Ground

Uncommon Ground is a movement co-created by Rohini Nilekani Philanthropies and the CAMP Centre for Arbitration and Mediation practice, that is centred around the value that the balance between samaaj, sarkaar and bazaar (society, government and business) needs to be reestablished through processes of dialogue and exchange that are embedded as a way of working into the fabric of society itself. Such systemic changes require not only a different way of doing things, but also of thinking; they require a shift in shared abilities and beliefs and approach, to view disagreements as opportunities for engagement, and in seeing conflict as having the power to reiterate similarities rather than differences.

Uncommon Ground aims to build a societal muscle for transforming problems and dissonance into creative impetus for change, by serving as a conduit of shared know-how and competencies.

About the Dialogic Method

The Uncommon Ground Dialogic Method Workshop (Level 1: Engage) is aimed at enhancing individual and social capacity for engaging in dialogic solution finding and co-creation.

In this workshop, participants will be introduced to understanding the various aspects of a problematic situation; particularly, as something that holds opportunity for value creation.

We will also show how dialogic processes can help uncover underlying interests and arrive at collaborative outcomes.

We will also share some concepts and tools that are aimed to enhance skills towards engaging in meaningful dialogue towards reaching mutual goals.

During the workshop, participants will be invited to:

1. Familiarize themselves with the logic and possibilities of the dialogic process
2. Get an overview of the 3-stage process of the dialogic method
3. Reconsider perspectives of what a “problem” or “conflict” situation is
4. Build communication skills and learn about tools that can help them engage in meaningful and productive dialogues
5. Explore how to use the process of dialogue to generate options and move towards actionable solutions
6. Practice their skills through exercises and role plays

The broader aim of the Uncommon Ground initiative, and therefore also the curriculum is to take participants through a stage-wise journey which invites them to examine their attitudes, change their approach, and develop relevant skills; towards culmination in changed practice and behaviours.

Figure 1: Engagement Model



Typical delivery formats include a) six weekly sessions of two hours each, including reflective and participative activities and Q&A with the facilitator and b) a one-day intensive workshop session, the outlines for both of which are provided in Appendix 2.

However, the curriculum has been designed in a modular fashion to allow for facilitators to modify and adapt the delivery of the concepts and frameworks to suit their audience, time availability, as well as mode of delivery (online and offline).

Facilitators are encouraged to adapt the content as suits their needs.

To this end, while indicative role-plays, cases and examples are provided in the text, alternatives are available in the Uncommon Ground Role play database (Appendix 1) and can be used instead.

For further details, facilitators are requested to contact the Uncommon Ground team.

We wish you an enjoyable journey with The Dialogic Method!



Module 1

Introduction

Overview

The aim of this module is to introduce the Dialogic Method and emphasize the value it could bring to decision making and the way we interact with each other. Participants will examine their attitudes and approaches towards collaboration and their understandings of what it means to engage in dialogue.

Further, they will be introduced to the value creation potential and other benefits of the Dialogic Method.

Finally, participants will be introduced to the Dialogic Method Framework that will be elaborated upon through the rest of the workshop.

Structure

- | | |
|--|---------|
| 1. General Introduction and Icebreaker | 20 mins |
| 2. Introduction to the Dialogic Method and its logic | 20 mins |
| 3. Exploring “Dialogue” | 20 mins |
| 4. Fundamentals of the dialogic method | 25 mins |
| 5. The dialogic method framework | 15 mins |
| 6. Conclusion and Q&A | 10 mins |

1.1. General Introduction and Icebreaker

Objective

To assess participants' attitudes towards problem solving, conflict and the Dialogic Method while creating a setting for sharing, open conversation and learning.

Time: 20 minutes

Description

I. Ice-breaker Questions

Instructions

The facilitator requests participants to answer reflective questions and reflections (examples as below) as a warm-up activity:

1. "How confident are you as a problem solver?"
2. "In resolving a dispute, the best option is to compromise."
3. "When confronted with a problem, you react immediately."
4. "In a group setting, you tend to agree with the group, even though your personal opinions may differ."

Debrief

The facilitator asks the participants to explain some of their answers, to encourage sharing in the group and also to attune participants to examine and reflect on their own behaviors and thoughts.

II. Activity: Blindfold Obstacle Course

NOTE: In addition, or as an alternative to the ice-breaker questions, participants may be asked to engage in the Blindfold Obstacle course.

Instructions

Participants are divided into two teams. Each team nominates an "adventurer" who will be blindfolded. The adventurer's team then guides her through an "obstacle course" from point A to point B, by calling out instructions. The other team does the same with their adventurer at the same time.

Debrief

Emphasize the importance of dialogue and communication, as well as the potential for miscommunication. Ask participants to reflect on how important the quality and nature of communication was for the team to be able to "solve" the problem at hand – that is, traverse

the obstacle course. Point out that while none of the team members intended to misguide or miscommunicate, gaps in understanding occurred nevertheless.

It is also possible that some teams may communicate very efficiently with their “adventurer”. In such cases, point out the facilitator can point out the strengths of the team and ask them to reflect on the value-add that would result if such skills could be applied to more problem situations.

Key Takeaway

Dialogue and communication is an essential aspect of human interaction and significantly affects the nature and quality of problem-solving, conflict resolution and dealing with any situation.

1.2. Introduction to the Dialogic Method and its Logic

Objective

To introduce the neuroscience and rational approach behind the Dialogic Method. Depending on the time available and the audience, facilitators may choose to use the previous section to further emphasize the nature and value of dialogue and opt-out from using the current section.

Time: 20 minutes

Description

I. Experiential Example: A yummy meal

Instructions

The facilitator describes a particular meal experience, emphasizing the smells, sight, sound and taste, with emphasis on sour or tangy experience, like biting into a chili or a piece of lemon.

NOTE: Alternatively, facilitators can also use the following “food poll” activity:

IA. Food Poll

Instructions

The facilitator may ask participants to select one option as their preferred breakfast/ food out of a list of four or five varied items, for example:

- 1) Poha
- 2) Idly
- 3) Subway Sandwich
- 4) Aloo Paratha

The facilitator then uses this as an opening to share their favourite food item. They begin describing this item in a highly evocative manner for a minute or two as a part of a story or experience. At the same time, participants are encouraged to share their experiences with their chosen “favourite” item, while also noting their reactions.

Debrief

The facilitator asks participants to note their physical, mental and emotional responses.

How many of them felt their mouth water?

How many of them felt hunger or craving?

Any other reactions or emotions (allow for the possibility of negative reactions to a food)?

Explore statements participants may make about emotional connect to the food (memories, expectations). Emphasize statements that capture their mirrored experiences, such as “I could almost taste/see the food...”

Participants are likely to share a variety of physiological responses (mouth-watering, feeling hungry) as well as likely reasons for the same (reminded them of a particular meal or context, their current hunger/desire levels, emotional attachment to a food item etc.

After participants have shared how they were affected by the example, point out that all their reactions were to either a description, memory or imagined version of the food – in essence, they did not taste the food, it is not even present in front of them, but they are responding and exhibiting physical and mental reactions.

At this point, the facilitator asks participants to reflect on what triggered their responses, pointing out that a) there is no food present in the current situation (i.e. no physical stimuli) and b) the food experience shared was the facilitator’s personal experience and not a direct participant experience.

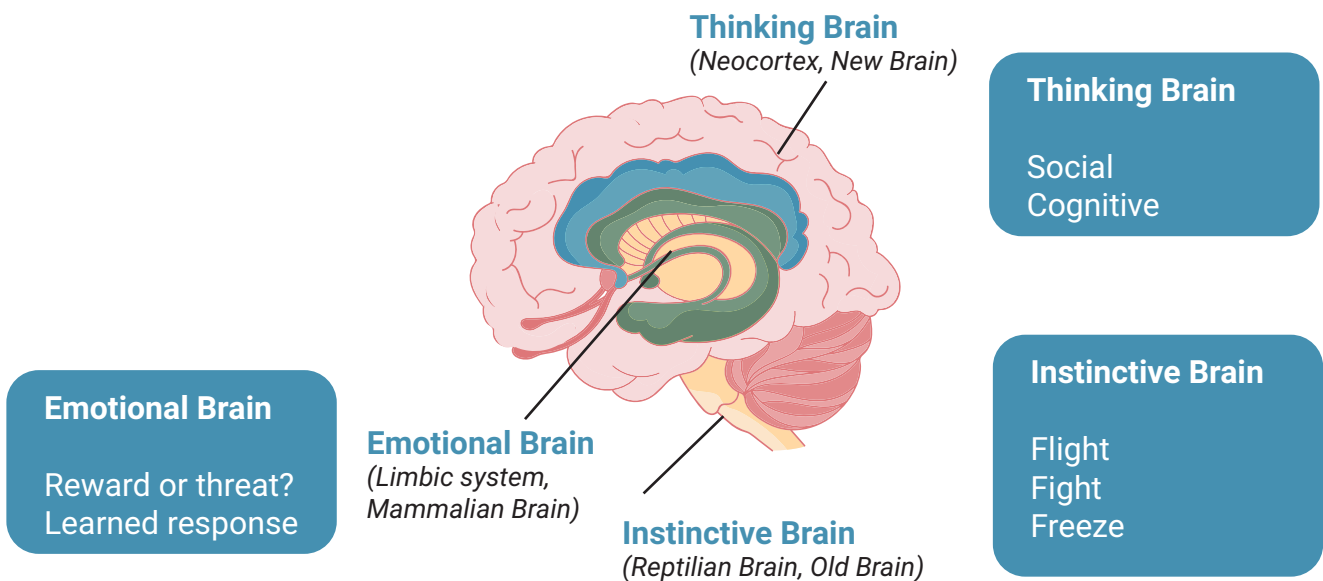
Ask the participants if their reaction was a) rational b) instinctive or c) emotional.

Emphasize the social connection participants may have felt with the facilitator as they shared their experience. Use this to show how shared social experiences are important, and form the basis of the dialogic method.

II. The Logic of the Dialogic Method

The facilitator discusses the different parts of the brain – Thinking, Emotional and Instinctive, and asks the group to reflect on which part of the brain stimulated the response to the food being described.

Figure 1.1: Human Interactions



The facilitator explains that the neocortex, also known as the thinking brain or the ‘new brain’ was responsible for the reaction to the food description. Share with participants, that why this happens is because the thinking or rational part of the brain is also the social part of the brain.

What neurobiology tells us is that whenever we engage in any social interaction/process - it triggers the cognitive part of the brain as well, resulting in balance and understanding of the instinctive and emotional parts of the brain. This is the advantage of the Dialogic Method.

Since instinct, emotion and logic all begin in the brain, training ourselves to respond instead of react will transform how we deal with problems or difficult situations. The dialogic approach also helps us trigger such responses in others, leading to more logical engagements with a problem or conflict situation.

Key Takeaway

Social processes can be used to trigger rational processes in the brain, towards managing problem situations effectively. This is the basic scientific rationale for the dialogic process.

1.3. Exploring “Dialogue”

Objective

To help participants understand what dialogue is, beyond the common definitions of discussion, exchange of verbal communication or debate. Depending on time availability and audience needs, this section can be modified using different language examples.

Time: 20 minutes

Description

I. Discussion: What is Dialogue?

The facilitator will ask participants to attempt to define Dialogue. The facilitator could summarize participants’ responses, e.g. dialogue is an exchange of information, sometimes efficient and sometimes not, and could also be utilized to prove a point or make a statement.

The facilitator can draw on the previous blindfold obstacle course activity as a reference point for this discussion.

Alternatively, or in addition to the above, the facilitator invites participants to examine the roots of the word “Dialogue” in familiar languages.

For example, the English “Dialogue” comes from the Greek “dia” + “logos”, where ‘dia’ means ‘through’ and ‘logos’ means ‘speech, idea, or words’.

The idea behind the word is to use ‘speech’ for the creation of ideas. Therefore, dialogue is a way of creating multiple ideas in a collaborative manner.

The same can be noticed in Indian languages, e.g. Dialogue in Hindi is Samvaad, which also refers to community knowledge and collective generation of ideas.

II. Definition of “Dialogue”

Dialogue can be defined as a process, in which the following elements play a key role:

Dialogue

- provides a space
- in which we can look at a situation in multiple ways
- to vocalise different perspectives

In order to...

- generate new possibilities and
- create different alternatives that are
- actionable and sustainable

Key Takeaway

“Dialogue” is a process by which ideas and solutions are created in a collaborative manner.

1.4. The Fundamentals of the Dialogic Method

Objective

To help participants understand the advantages and the core principles of the Dialogic Method.

Time: 25 minutes

Description

I. Activity: Meeting Room Game/Thought Experiment

NOTE: Based on mode of delivery, this activity can be conducted as a physical activity or a thought experiment.

Instructions

Imagine you are seated in a chair in a large office meeting room, all the chairs are occupied.

Somebody walks into the room and states that all the members in the room have to play a game. There will be 2 winners, and both will get 1 lakh rupees each. The goal of the game is to convince the person sitting opposite you to come and stand behind your chair. The first two people to do this will win 1 lakh rupees each.

What will you do?

Debrief

Invite participants' responses to the above situation/identify their responses in a physical setting.

Highlight the following options that were available to the participants:

Option 1: To strike a deal to split the money in half

Option 2: To promise a deal to split the money but later refuse to give the money

Option 3: Go and stand behind someone else and hope to get some money

Option 4: Do something else

Option 5: Do nothing

Discuss whether two participants opposite to each other can both stand behind each other's seats to create a new, win-win solution. Reflect upon the importance of working together to create value by considering options which may not be immediately available or obvious.

Use the activity to discuss the various approaches to a problem or conflict situation and introduce the key elements or values underlying the Dialogic Method:

- The concept of value-creation (as distinct from value-distribution)
- The non-binary approach
- The importance of self-determination to arrive at sustainable solutions

II. The Fundamentals of the Dialogic Method

Value-creation

While most approaches towards solution-finding look at distributing the value available “on the table”, the Dialogic Method focuses on creating additional value before apportioning it. This may be of particular importance in situations, in which broader communities and their interests are key concerns. When the problem extends beyond the parties “at the table”, it is important to go beyond “win-win” solutions to create “win-win-win” solutions. Value creation is essential to be able to find or access this extra value so that it can then be distributed.

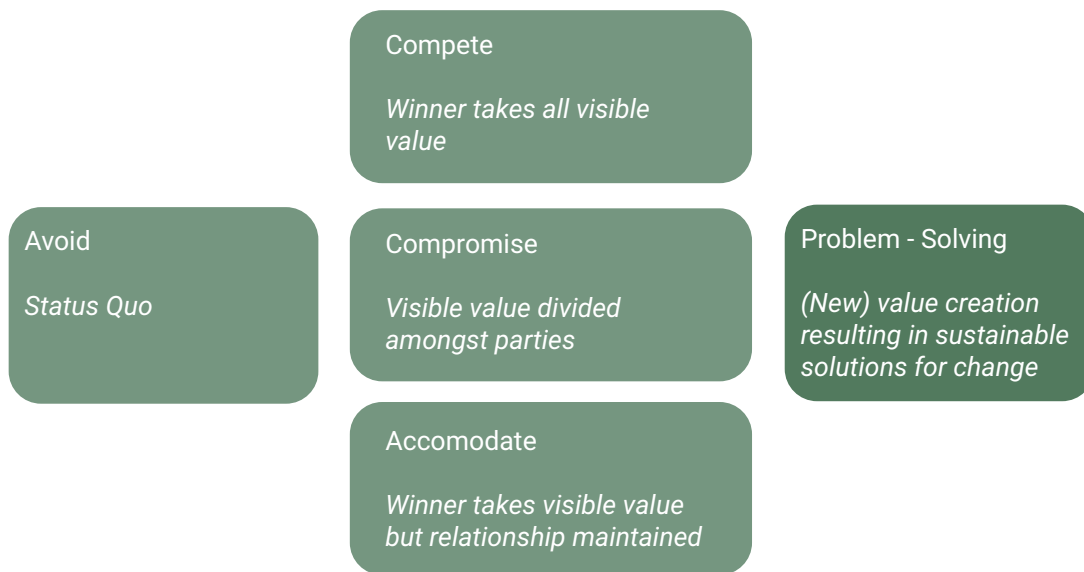
Non-binary approach

However, to be able create value instead of merely discovering it, we need to expand the possible range of solutions that may exist or craft new solutions entirely – this requires a non-binary approach.

Self-determination

Finally, to ensure that the solutions crafted are actionable and sustainable in the long run, the element of self-determination comes into play. When parties design options and solutions out of their own choice, there is higher likeliness of commitment and follow-through action.

Figure 1.2: Approaches to a Situation



The facilitator can emphasize the extent to which each of the possible approaches above allows for the three principles to come into play.

Key Takeaway

The Dialogic Method allows for creating value instead of only distributing it. To create such value, we have to be open to non-binary approaches. Self-determination allows us to use such value created to craft solutions that are sustainable.

1.5. The Dialogic Method Framework

Objective

To introduce participants to the three-stage approach to the Dialogic Method, and emphasise that details as well as skills and methods to navigate the stages effectively will be covered over the following modules.

Time: 15 minutes

Description

To address a situation using the Dialogic Method, we go through three stages, which are linked to the fundamental principles of value-creation, non-binary approach and self-determination:

1. Define the Problem
2. Understand the Problem
3. Solve the Problem

Figure 1.3: The Dialogic Method

Principles	Framework		Method
Value creation	Define	Reconstructing the problem from a dialogic perspective	What
			Why
			Who
Non-binary	Understand	Building skillsets essential to engage in effective dialogue	Information
			Perspective
			Emotion
Self-determination	Solve	Sharpening the ability to generate sustainable solutions	Generate Options
			Analyze Options
			Evaluate Solutions

Key Takeaway

The Dialogic Method is a three-stage approach comprising; Define, Understand and Solve.

1.6. Conclusion

Objective

Conclude the session with a spirit of inquiry and anticipation of discovery in a “safe space”.

Time: 10 minutes

Description

Emphasise the “journey” nature of the workshop. Highlight that feeling unsettled or “full of questions” is welcome.

Where applicable, ask participants to fill in the pre-workshop survey online.

Invite questions and clarifications.

Module 2

**Dialogic
Method**

Stage 1: Define

Stage 1: Define

Overview

The aim of this module is to introduce the Dialogic Method framework in greater detail and explore the components of step one of the framework (Define).

Participants will be introduced to the “Dialogue Tree” Model, which will underlie the importance of going beyond the apparent positional element of a situation (WHAT) and into the underlying interests and motivations (WHY).

Finally, participants will be given an overview of the various kinds of stakeholders involved in any situation (WHO) and introduced to the concept of “strategic trust”.

Structure

(Optional)	Recap	
1.	Introduction: What is a problem?	15 mins
2.	Activity: The Orange Story	25 mins
3.	The Dialogue Tree	30 mins
4.	The “Who” element: Stakeholders	10 mins
5.	Strategic Trust	15 mins
6.	Conclusion	10 mins

2.1. Introduction: What is a Problem?

Objective

To help participants better see and understand the root of a situation, problem or conflict as a gap.

Time: 15 minutes

Description

I. Activity: Metaphors for a Problem Situation

NOTE: This activity is optional, and most useful when running Module 2 after a time gap, and can serve as a warm-up activity.

Instructions

Invite reflective thinking from participants by asking them to choose from a list of possible metaphors for a problem or conflict or to come up with their own metaphor.

For example:

Complete the following sentence with the phrase that you think fits best: A problem is like_____

- a. An illness**
- b. A competition**
- c. The Human Body**
- d. Dancing**
- e. A car**

Debrief

The facilitator can then engage participants in a discussion on why they described a problem situation in a certain way. Most people typically describe a problem by the way it makes them feel or by what they want to achieve as a result of solving it.

II. Seeing a problem

Using the participant examples, the facilitator introduces the basic notion of a problem, as a gap: something that is ('the actual') and something that one wants ('the outcome') – the gap between these two is typically why one perceives a problem or a conflict.

Some indicative examples are:

- a) Some team members want to go ahead with the launch of a new product, others think it needs more testing
- b) Your friend wants to have Indian food for lunch, you want to go to an Italian restaurant
- c) You have other urgent work to attend to, but it is time for the Dialogic Methods workshop
- d) You want to sleep late but you also want to go the gym to exercise because it makes you healthier

NOTE: Facilitators can use examples more suited to context and audience.

Key Takeaway

Understanding WHAT the gap between the **actual** and the **desired** outcome is the first step to defining the problem/situation at hand.

2.2. Activity: The Orange Story

Objective

To help participants recognize that any situation comprises obvious and hidden elements (What and Why).

Time: 15 minutes

Description

NOTE: Facilitators may conduct this as a role play (with participants playing the roles of the two chefs), thought experiment (with participants imagining themselves as customers, or as an interactive example, depending on delivery mode.

Instructions

Ask participants to imagine themselves in the following situation:

You visit your regular restaurant, and order one of your favorite dishes. A long time passes, and your food doesn't arrive. You hear a commotion from the kitchen and go to see what the issue is. The two senior chefs are in a heated argument in the kitchen, over who gets to use the last orange for two separate dishes which have been ordered.

Chef 1 claims that his order came in first, and so he must get the orange. Chef 2 claims that she is the senior chef, and the entire kitchen runs on her instructions.

What is an effective solution to this problem (Assuming that no extra oranges are available)?

Option 1. Split the orange and give half to each chef

Option 2. Don't give the orange to either of them

Option 3. I have another idea

Debrief

Discuss the reasons for the choices offered by the participants. Many responses would be based on an assessment of either the need of the chef (and other stakeholders, e.g. the customer who had ordered the dish). Suggestions to look for a substitute to the orange may also be offered. Some participants are also likely to suggest a 50-50 split as a fair and just resolution.

The facilitator then presents the question: what if one chef needed the pulp of the orange for a curry, and one only needed the peel for icing a dessert? Participants are encouraged to think through the net outcome of a "fair split" – One chef may have used his half of the shared orange and thrown away the peel, the other chef may have used her half of the peel and thrown away the flesh – either way, some part of the orange remains unused.

In addition, neither chef (and possibly the diners) are satisfied with the final taste of the respective dishes.

Facilitators can use this instance to emphasize:

- a) the focus on value-creation in the dialogic method and
- b) value may be left on the table if further questions (beyond the 'what' of the situation) such as the 'why' of the situation, or 'who' are involved, are not explored.

Not asking 'why' could lead to assumptions that the solution on the table is the only available option. Facilitators may re-emphasize here that the idea here is not only to distribute available value but also to create value-added solutions.

Key Takeaway

Underlying the visible "WHAT" or position taken in any situation are hidden "WHY"s based on motivations, needs and interests. The 'Why' element is essential to designing solutions that can add value and address the needs and concerns of all parties in a situation – those forming the "WHO" of the situation.

2.3. Describing a Situation: The Dialogue Tree

Objective

To introduce the model of “The Dialogue Tree” to perceive a situation in terms of its multiple elements.

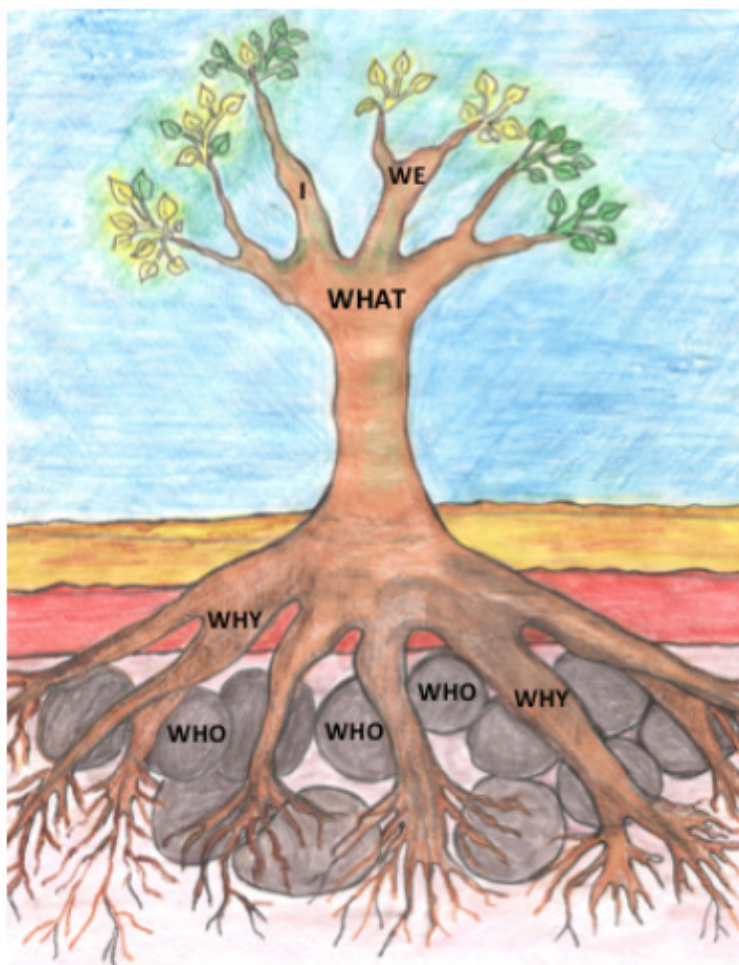
Time: 30 minutes

Description

I. The Dialogue Tree

The Dialogue Tree is a model that allows us to explore multiple facets of a situation – the What, Why and Who (and help engage with these elements).

Figure 2.1: The Dialogue Tree



Facilitators can engage participants by showing them the image of a tree and asking how they would decide whether it was healthy or unhealthy.

An unhealthy tree (dry leaves, rotting branches) indicates a situation that holds an underlying problem or conflict.

Facilitators can use the Orange Problem to reconstruct and explain the dialogue tree in terms of its components.

The Branches

Statements of “what” come from either a coercive (power) position or a normative (rights) position.

Coercive or power positions tend to focus on the person taking the position – e.g. “I am your boss.”

Normative positions emerge from legal or social norms that place an expectation on the other person in the situation – e.g. “You have to do this because the rules say so.”

However, in any such situation, it is also possible to make statements that advances reasons and motivations - e.g. “This benefits us both.” – Statements that are the equivalent of the trunk of the tree.

The Roots

Most of the time, however, only the “what” is visible or obvious in a situation and the “why” remains hidden or unarticulated, like roots hidden under the soil. Ensuring the health and strength of the roots (addressing the why element) is essential to the strength of the tree as a whole.

The Soil

While understanding the “WHAT” and the “WHY” takes us closer to creating value- added solution to a situation, in order to ensure that the solutions designed are sustainable, it is important to uncover a further element: “WHO” – the stakeholders involved in the situation.

II. ACTIVITY: “What” or “Why”

Note: Optional exercise based on time availability and mode of delivery. This may also be used as an asynchronous learning element in the form of a reflective quiz.

Instructions

Ask participants whether the following statements are ‘what’ or ‘why’, i.e. whether they are expressing positions or interests.

Option 1. “I don’t want a mobile tower in my apartment”

Option 2. “We need to improve the mobile connectivity in this apartment”

Option 3. “Having a factory in this village is good for us!”

Option 4. “Having a factory in the village is a bad idea because it will deplete ground water levels.”

Debrief

Discuss how ‘why’ statements provide more information and rationality in the discussion towards a solution. Show how understanding the “WHY” or interests underlying any situation is essential to address various stakeholder needs during co-creating and designing the solution.

Often, the position initially held by a person may not be related to the needs they ultimately have to satisfy. Asking ‘why’ brings to surface the real need or perception held by a party. People should also ask themselves why they hold a particular position or desire a particular outcome, to be more aware of their own needs as well.

Figure 2.2: What and Why

Positions	Interests
What they say they want	Why they want it
Surface statements of where a person or organization stands Rarely provide insight into underlying motivations, values or incentives	Underlying reasons, values or motivations Explain why someone takes a certain position
Demands/Statements	Concerns/Needs/Fears/Motivations/Goals
One solution	Multiple solutions

Key Takeaway

To design solutions that can add value and address the needs and concerns of all parties in a situation, we need to dig below the surface to understand the “WHY” and “WHO” elements of a situation.

2.4. The “Who” element: Stakeholders

Objective

To understand the role of stakeholders and participants.

Time: 10 minutes

Description

In the context of the Dialogue Tree, stakeholders are the different types of soil that hold the tree.

3 types of participants need to be considered in the ‘Who’ element of defining the problem:

1. Active and Passive stakeholders

Those who are directly or indirectly affected by the conflict or situation, and whose well-being might be affected by the outcomes created or decisions made.

2. Influencers

Those who have an influence on the decision-making process, although the degrees of influence vary.

3. Implementers

Those who must act/carry out the decisions made.

For example, consider a manager discussing with a client about the timelines for carrying out a task. The manager promises the client that the task will be completed in one week’s time. She may have committed to the delivering the solution in one week, but may not have adequately considered the needs of team who will actually work on the project – that is the implementers needs - and if they can complete the task within a week.

If such stakeholders’ interests are not taken into account, the solution proposed may not a sustainable one.

The interests of absent/not identified parties may be contributing to a position, that is, it influences the “WHAT” and the “WHY”. Therefore, identifying “WHO” is an important aspect of defining the problem.

2.5. Strategic Trust

Objective

To understand the concept and importance of strategic trust.

Time: 15 minutes

Description

In the context of the Dialogue Tree, Strategic Trust can be thought of as the “root network” that holds clusters of different types of soil together, that is, shared interest

I. Activity: What is Trust

Instructions

Ask participants to explain what trust means to them. When participants give their definitions of trust, push them to explain why they define it that way.

Debrief

Trust is “willingness to accept risk” – in personal terms – show vulnerability. But often, we don’t go into the components that support our “risk evaluation” – if we did, we might see that there are complementary or aligned interests that mitigate risk.

Introduce the difference between moral trust and strategic trust:

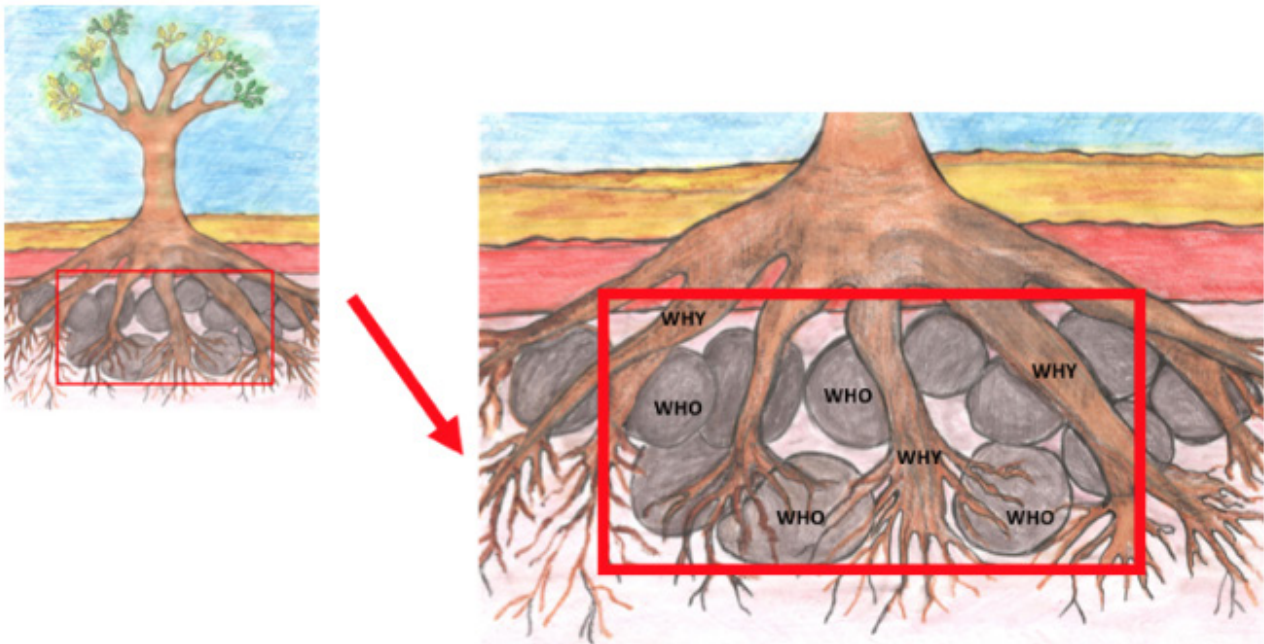
Moral trust is based on an assessment of the person/people involved.

Strategic trust is formed:

- when there is an alignment of interests
- is contextual
- is social in nature (as opposed to rational/economic trust or moral trust) e.g. “trust economy”
- Can be defined as confident expectations regarding another person’s actions.

Highlight that shared interests ≠ same interests – which is why, **connections** are important.

Figure 2.3: Strategic Trust



II. Connections

Uncovering interests can help generate multiple solutions. But to lead to sustainable solutions we need to form connections that are based on strategic trust.

What is a connection?

Connections between parties can be current and future. In other words, looking at interests and needs from:

- Relationship point of view
- Long-term point of view

Putting it another way, HOW you get to your solution can be as important as getting there.

Key Takeaway

Strategic Trust is an important element of the dialogic process. It allows for short to medium term actionable solutions while also building and/or preserving relationships and connections for future engagements on the basis of rationality and mutual interdependence.

2.6. Conclusion

Objective

Conclude by reemphasizing the Dialogue Tree model.

Time: 10 minutes

Description

Conclude the session by emphasizing the potential and diverse uses of “The Dialogue Tree”. Encourage participants to attempt applying the Dialogue Tree method to situations they may be currently facing and reflect on the same.

Invite questions and clarifications.

Module 3

**Dialogic
Method Stage 2:
Understand**

Stage 2: Understand

Overview

The aim of this module is to explore the components of step two of the Dialogic Method Framework (Understand). Using the Dialogue Tree, participants will be introduced to 3 core elements (Information, Perspective and Emotion) for understanding a problem or conflict situation.

Further, they will explore the role of empathy in engaging with emotions to decrease information asymmetries and build trust to reach creative solutions.

Structure

(Optional) Recap

1.	The Dialogic Method Framework	10 mins
2.	The “Understand” Toolkit	15 mins
3.	Emotions and Empathy	25 mins
4.	Empathize to Engage	20 mins
5.	“Secret Task” Activity	40 mins
6.	Conclusion	10 mins

3.1. The Dialogic Method Framework

Objective

To refresh main concepts of the Dialogic Method Framework and present the second step of the framework: Understand

Time: 10 minutes

Description

Figure 3.1: The Dialogic Method Framework

Principles	Framework		Method
Value creation	Define	Reconstructing the problem from a dialogic perspective	What
			Why
			Who
Non-binary	Understand	Building skillsets essential to engage in effective dialogue	Information
			Perspective
			Emotion
Self-determination	Solve	Sharpening the ability to generate sustainable solutions	Generate Options
			Analyze Options
			Evaluate Solutions

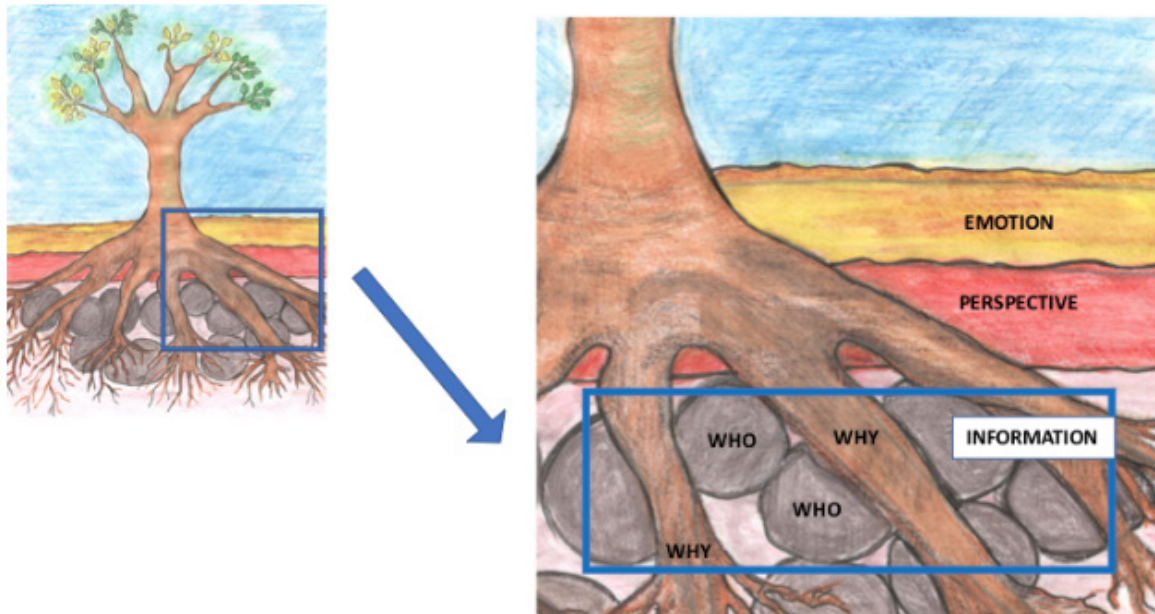
The second step to solving a problem involves moving from defining the problem to understanding it.

The Dialogue Tree model shows us that solving a problem through dialogue – that is, nurturing a healthy tree requires us to go beyond branches (what) to the roots (why) and the soil (who).

Understanding is about digging through the various layers of the ground to uncover what is hidden: information about the why and the who.

However, information, or facts are layered over by emotion and perception.

Figure 3.2: The Dialogue Tree – Digging for Information



Stage 2 of the dialogic process deals with uncovering these layers of emotion and perception to access the facts/information essential to creating sustainable solutions through dialogue.

This involves working towards building skillsets which are essential to engage in effective dialogue.

Key Takeaway

To access the roots or information essential to crafting sustainable solutions, we need to dig through the layers of “emotion” and “perception”.

3.2. The Understand Toolkit

Objective

To discuss the role of information, perspective and emotion in allowing parties gain a deeper understanding of a situation.

Time: 15 minutes

Description

I. Activity: Biggy Food Delivery Role Play

Instructions

The facilitator may call upon two volunteers to act out the script as below. If possible, each volunteer may be given only their dialogues, so as to ensure more engagement and spontaneity.

RAMESH (Biggy delivery agent):

'Ma'am, calling from Biggy food delivery. You ordered one pizza.'

JYOTI (Hungry and waiting for food)''

'Where are you? I've been waiting for so long?'

RAMESH:

'Ma'am, I'm at the location shown on the map but there is no Rosewood Flats here.'

JYOTI:

'Arre! I put the location. I'm telling you it's there only. How can you not find it? Look at the map.'

RAMESH:

'Ma'am, I am at the location shown on the map. Only houses here. No flats.'

JYOTI:

'No! Not a house! A flat. You have to come to Rosewood flats.'

RAMESH:

'Ma'am no apartment here.'

(Jyothi smacks her head in frustration. Ramesh looks around feeling stressed and lost.)

Debrief

Emphasize how the root of the problem was an information asymmetry. But neither party was able to alleviate the asymmetry because the need for information (or its availability) was obscured by emotion and perspective.

What do these terms mean? Perspective is how we respond to the same piece of information. Emotion is the result that interpretation then has on us. Unless we are able to deal with these layers, that is “dig into” them, we cannot effectively access the information below. As a result, we can end up with a) information asymmetries and b) trust issues, which escalate problem situations.

Re-emphasize that the information is essential to understanding “why and who” – what lies below the surface of the problem.

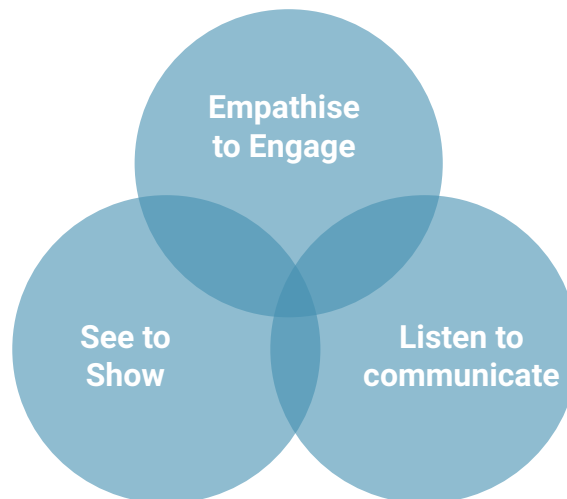
To deal with the layers, we use the Understand Toolkit:

Empathize to Engage – which helps us work through the emotion layer

See to Show – which helps us work through the perspective layer

Listen to Communicate – which helps access information clearly and effectively

Figure 3.3: The Understand Toolkit



Key Takeaway

Information is at the heart of understanding a situation. But we process information through the lenses of perspective and emotion. To reduce information asymmetries and access what we need, we have to work through the layers of emotion and perspective that are involved.

3.3. Emotions and Empathy

Objective

To understand how emotion influences the way people perceive information and introduce the “empathize to engage” tool.

Time: 25 minutes

Description

I. The Role of Emotion

Whether we notice or not, emotions are always involved in any given situation. Emotion is a part of human nature. While commonly considered irrational and therefore less relevant to dealing with a situation, emotions, in fact, can be seen as *“rational, but not linearly logical.”* (Ken Cloke, Training Session no.2, Mediation Certification Training 2020).

What this means is that like all actions and reactions, emotions are a response to a stimulus – In this case of the Dialogic Method, it is most often the information that is being presented (as well as how and when). Emotions are reactions associated to situations based on perceptions formed from past experiences and biases.

Addressing and utilizing emotions is important in the Dialogic Method. In order to ensure effective utilization of emotions, they first must be uncovered and understood. Practicing empathy will help further this goal.

II. Activity: What is Empathy?

Instructions

Participants are asked when they are MOST likely to experience or show empathy. Provide participants with the following options. Only one option should be selected.

- Option A: Watching the news
- Option B: Caring for a sick family member
- Option C: Playing with a child
- Option D: Reading a book
- Option E: Attending a work meeting

Debrief

Ask participants why one situation makes them feel more empathetic than the others listed. Explain using the participants' responses that empathy is linked to the brain's mirror neurons and helps us to view a situation in the way it is being perceived by someone else. Essentially, empathy creates a shared experience.

Emphasize the difference between sympathy and empathy: Sympathy is a self-centric concept, and is positioned on how one's own response will be towards a situation, whereas empathy is focused on how the other person is feeling, viewing and reacting in a situation.

III. Why is Empathy Important? Activity: Renuka and Reena

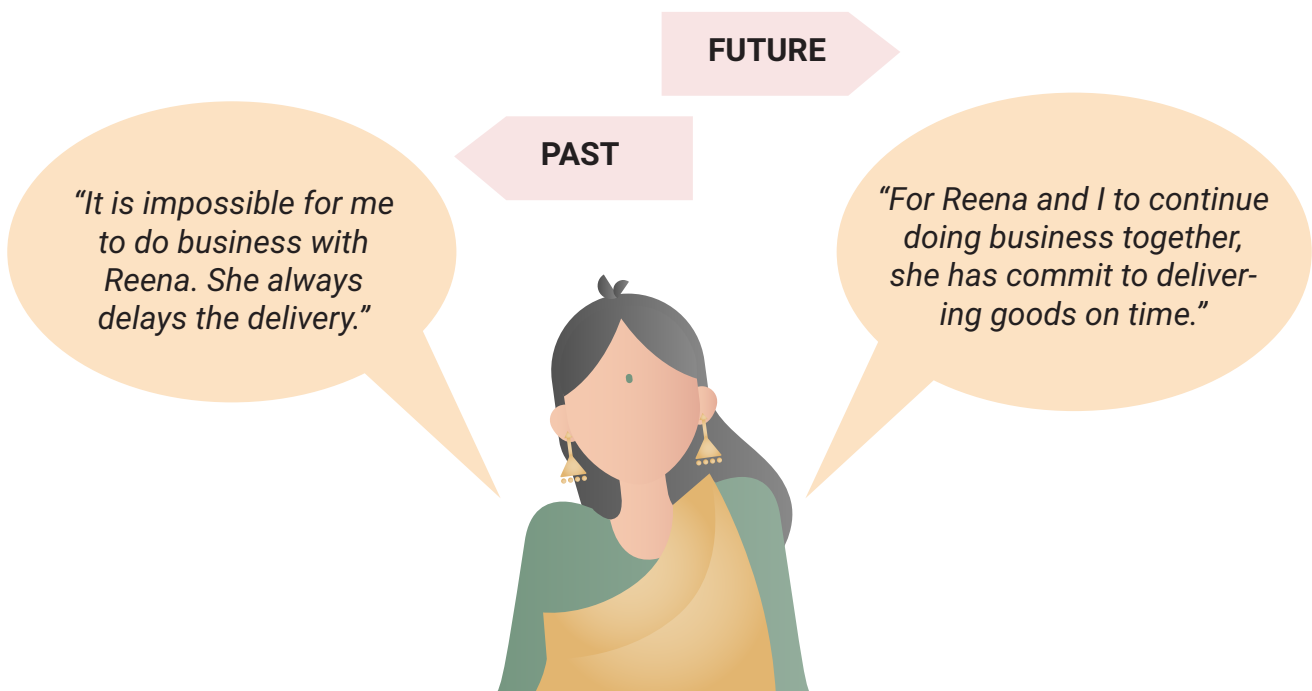
Instructions

Ask participants to consider the following situation:

Ms. Renuka and Ms. Reena are business contacts. Ms. Renuka has been taking deliveries from Ms. Reena for quite some time and does not want to continue anymore because Ms. Reena is always delaying the delivery.

Share the following two variations of Ms. Renuka's response when asked about her business troubles with Ms. Reena.

Figure 3.4: Renuka and Reena



Debrief

Ask participants which of Ms. Renuka’s two responses they prefer. Discuss the importance of a shift from a past or problem-orientation to a future or solution orientation in mindset.

Facilitators may then ask participants which response the participants see as more “empathetic”?

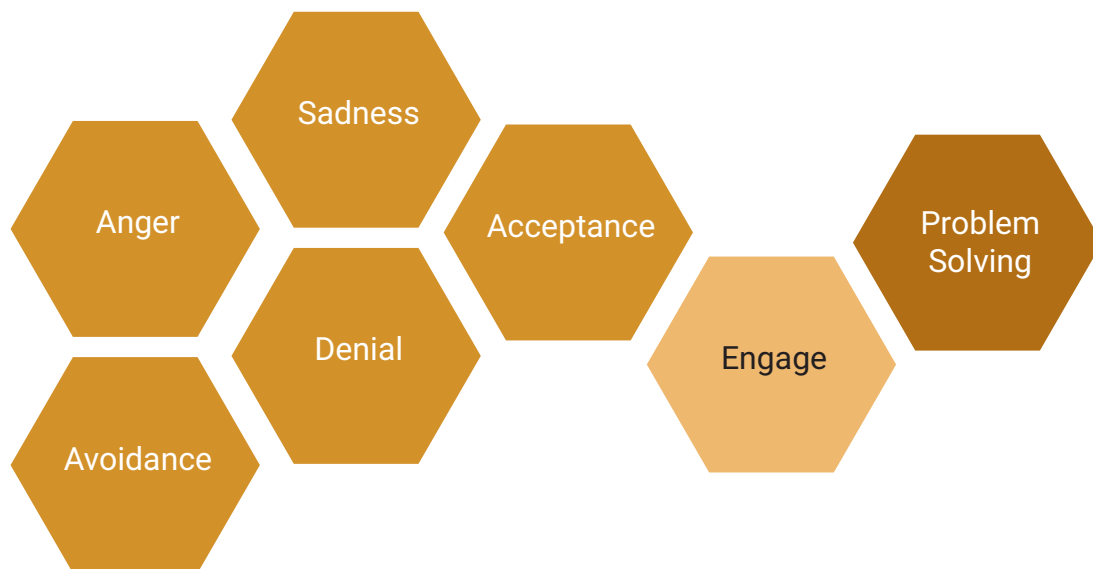
Using this, facilitators can introduce the idea that applying empathy to any situation will allow the involved parties to shift their mindset from a past or a problem orientation, towards a future or solution orientation.

IV. Why is Empathy Important

When confronted with an emotional conflict, humans tend to go through stages of emotion – not unlike the stages of grief that we hear more commonly about.

The practice of empathy allows us to progress through these emotional stages and reach the “engage” stage, which then allows us to move to a solution-oriented mindset.

Figure 3.5: Stages of Emotion



Key Takeaway

Empathy allows for parties to reach a solution-oriented mindset while allowing for clearer and better exchange of information towards creating solutions.

3.4. Empathize to Engage: How to practice Empathy

Objective

Introduce the elements of empathy and see how to use empathy to engage with the situation and those in it.

Time: 20 minutes

Description

Empathy works to get people to the “engage” stage and “solution-oriented” mindsets.

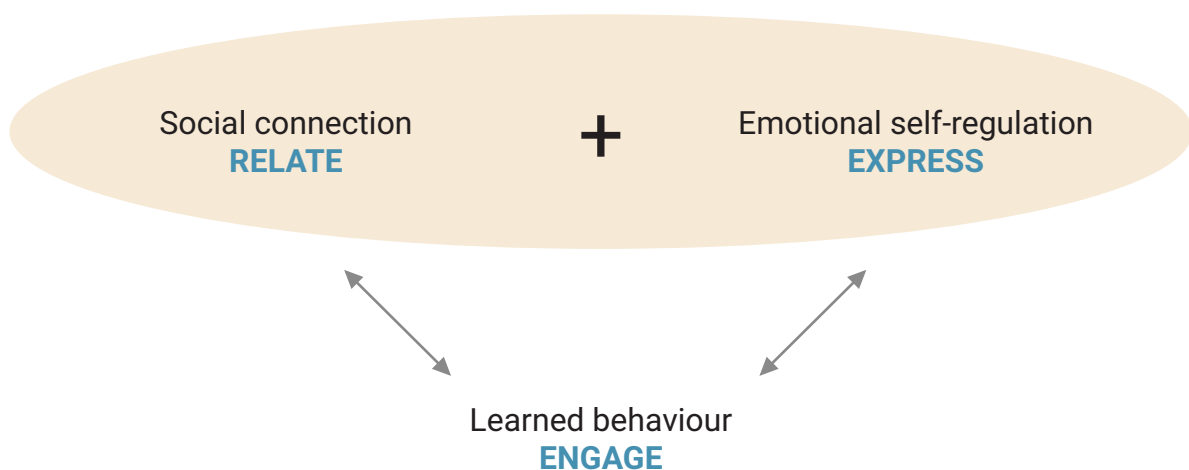
The practice of empathy draws on both these outcomes to create “learned behavior.” – The near instinctive reaction to situations that draws from past experiences as well as rational processing.

For example, a small child sees a candle, and proceeds to touch the flame. She burns her hand and the pain makes her cry. The next time she sees a flame, or something that looks like a flame, she may not to touch it. The child’s learned behaviour is that fire will hurt her if she touches it, and so it is not to be touched.

I. The Elements of Empathy

Empathy develops a social connection through relatability. This allows parties to work on self-regulation of their emotional expressions depending on the situation. This combination further creates learned behavior and allows for active, creative and rational engagement towards solutions.

Figure 3.6: Elements of Empathy



However, the very first step in this process involves being able to identify one's own emotions, as a precursor to identify and relate to the emotions of another.

II. Activity: Practicing Empathy

Part 1: Emotional Self-Awareness

Instructions

Ask participants to reflect upon the following situation:

Imagine you have made an excellent, effort-intensive presentation to a partner organization.

The partner says: *"This is a great idea, high-tech and impressive. But it simply won't work on the ground". Upon trying to dig deeper and asking "why" you elicit another response from the partner, "This is going to be like the time we worked with those Harvard researchers – They wasted our time, efforts and then blamed the failure all on us".*

What would your reaction be?

Ask participants to select one option out of the ones mentioned below:

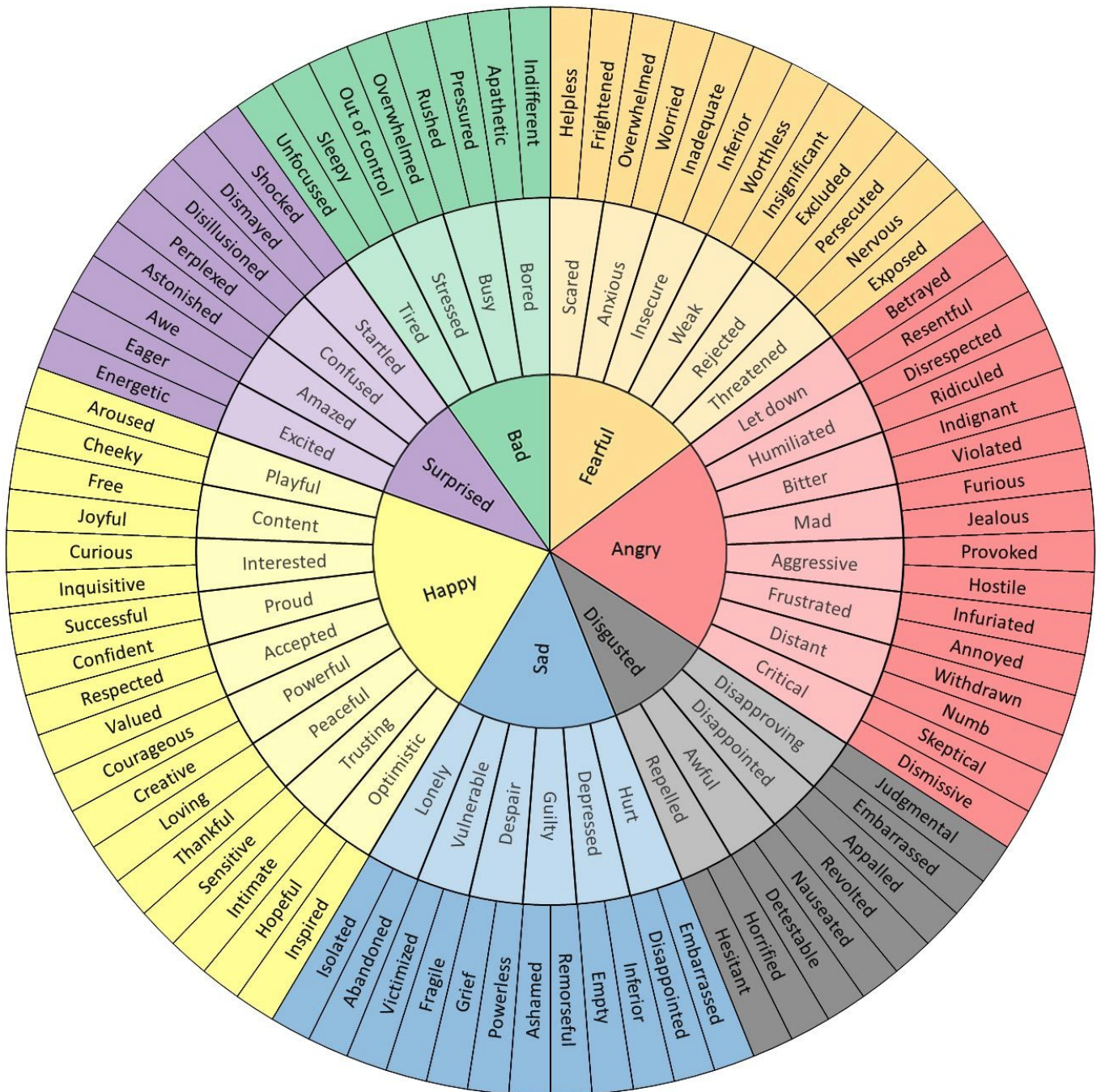
Option A: How can this person be so silly?

Option B: I don't want to work with these people/it's useless trying to work with them

Option C: It's not fair! I've worked so hard on this proposal and they rejected it with one line!

Option D: This person clearly doesn't understand the idea. I must try harder to explain

Figure 3.7: Emotions Wheel



Debrief

Based on participant responses, the facilitator may ask participants to select from the wheel above, the emotion on the outermost circle, which, most accurately describes what they would feel in such a situation. Participants are then further asked to choose a corresponding emotion from the middle, and then from the inner circles.

Urge participants to reflect on the difference between how they described their emotions in general terms, and how the identification may have changed as they used the wheel to identify and name their emotions more accurately.

Part 2: Social Connection

Instructions

Using the same example, the facilitator asks participants to reflect upon what could be the emotion of the other person who elicited the participants' emotional response in the situation discussed.

Facilitators may also encourage participants to use of the earlier spectrum of emotions as well as the wheel of emotions to help identify the other parties' emotions.

Debrief

Ask participants to reflect on how acknowledging their as well as the other party's emotions might lead to changes in their reactions. How might they now proceed to do things differently/deal with the situation, given their **self-awareness** and their **social connection**?

Facilitators may also share the following quotes to emphasize the nature of empathy, as part of the debrief:

"Empathy is not endorsement. Empathizing with someone you profoundly disagree with does not compromise your own deeply held beliefs and endorse theirs. It just means acknowledging the humanity of someone who was raised to think differently." - Dylan Marron

"Empathy is simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of you're not alone." - Brene Brown

Key Takeaway

Empathy requires emotional self-awareness, coupled with relatability, to result in learned behaviour.

3.5. Activity: “Secret Task”

Objective

To give participants the chance to experience showing and receiving empathy during a process of dialogue, and to reflect on learnings from the same.

Time: 40 minutes

Description

Instructions

Prior to the activity, provide one of the following prompts for participants to reflect upon:

- 1) What is a situation that has made or makes you cry (even as an adult)?
- 2) What is your biggest fear?
- 3) What have you said to a near and dear one that you regret/wish you could take back?
- 4) In what situations do you feel the most helpless?

Participants are requested to keep their prompts confidential.

After participants are provided some time to think of their responses for their respective prompts, pair-up participants who have received different prompts with the following confidential instructions:

From your partner, elicit a response to the prompt you were asked to reflect upon earlier.

For Example: In a pairing of Participant A and Participant B; If Participant A was given option 2) What is your biggest fear, she should find out what Participant B's biggest fear is. Similarly, Participant B if given option 4), should find out what situation makes Participant A feel most helpless.

The exercise has to be carried out by the participants **without asking any direct questions** during the conversation (such as “what is your biggest fear”).

Debrief

Discuss whether participants' personal reflections on the prompt prior to the activity aided them in being more understanding towards their partners.

Further discuss whether there was something said by their partners which helped them feel comfortable enough to share their thoughts.

Emphasize the importance of empathy in communicating effectively and expressing emotions, to encourage more information and discussion.

Check in on how participants view empathy – encourage them to give it a form of expression or behaviour that they can replicate in other situations (e.g. “I tried to think about how I might feel if this were happening to me” etc.)

Prompts could include:

- How did each partner feel?
- What made it feel like a friendly conversation?
- Were you surprised that you were able to open up easily?

Key Takeaway

Consciously practicing empathy allows better flow of information and aids understanding of the people and elements involved in a situation, which helps parties to move towards a solution mindset.

3.6. Conclusion

Objective

To summarize the key learnings on the “empathize to engage” tool as part of understanding the problem situation.

Time: 10 minutes

Description

Conclude the session by emphasizing the utility of engaging with emotions. Also emphasize that empathy is a practice that requires a combination of self-awareness and relating to the other.

Also, invite participants to reflect on HOW they showed (and received) empathy during the session’s activities, and consider what practices/behaviours they might be able to replicate in the future.

Invite questions and clarifications.

Module 4

**Dialogic
Method Stage 2:
Understand- II**

Overview

The aim of this module is to explore the two remaining tools in the Understanding toolkit – See to Show and Listen to Communicate.

Participants will be introduced to the concept of perspective and differences in perspectives.

Further, they will explore how perspective can be gained through asking questions and summarizing what has been understood as a part of interactive listening to seek out as much information as possible.

Structure

(Optional) Recap

1.	What is Perspective (And Why is it important)	20 mins
2.	Gaining Perspective	15 mins
3.	Listen to communicate- Active and Interactive Listening	15 mins
4.	Listening Activity	50 mins
5.	Conclusion	10 mins

4.1. What is Perspective? (And why is it important)?

Objective

To define and understand the role of perspective and explore the impact differences in perspective can have on processing information related to a situation.

Time: 20 minutes

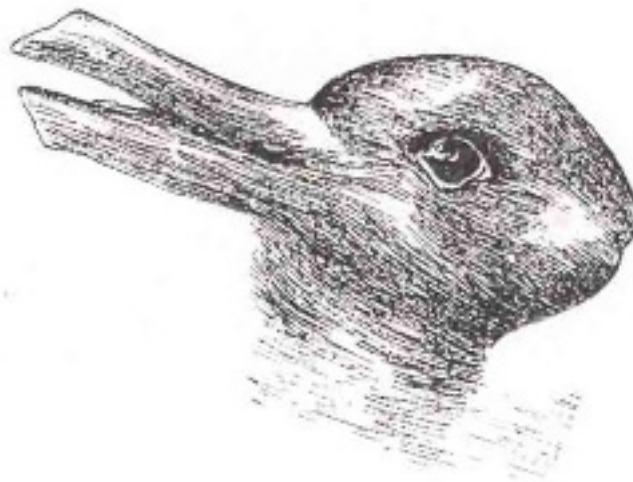
Description

I. What is Perspective: Activity - Duck or Rabbit?

Instructions

The facilitator shows the below image (other images may also be used) to the participants and asks them what they see. Participants are likely to share that they saw a duck, a rabbit, or both. In case participants say that they see both a duck and rabbit, the facilitator may ask them what they saw first.

Figure 4.1: Duck or Rabbit?



Debrief

After eliciting responses from the participants, the facilitator proceeds to initiate debate on what is the correct representation? Participants may say both.

The facilitator then posits the usual assumption that the truth or “fact” is unitary, and pushes participants to consider that in many situations, there may be more than one “truth”.

The facilitator then uses this to introduce the concept of perspective.

Perspective refers to the differences in how different people view the same piece of information. When the same situation is viewed differently by different persons, each point of view is known as a perspective. A person's perspective may be dependent on various factors like background, history, culture, their past experiences and other factors.

II. Activity/Example: Homeowner and Tenant

Instructions

The facilitator shares the following illustrations of a homeowner and a tenant responding to the same information:

Figure 4.2: Homeowner and Tenant - I

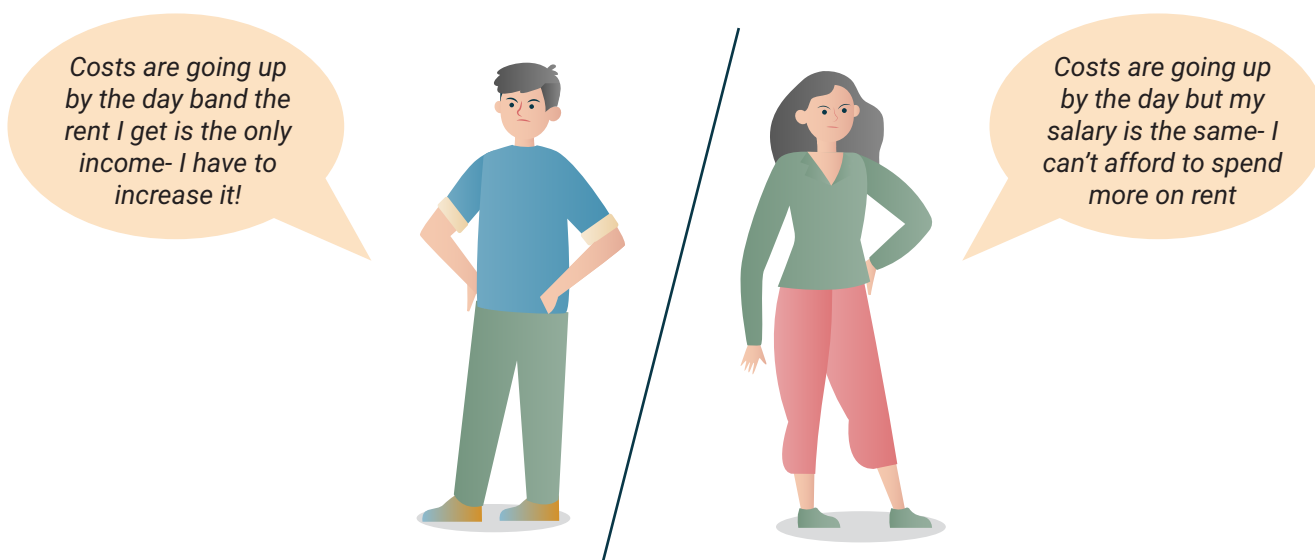


Figure 4.3: Homeowner and Tenant - II

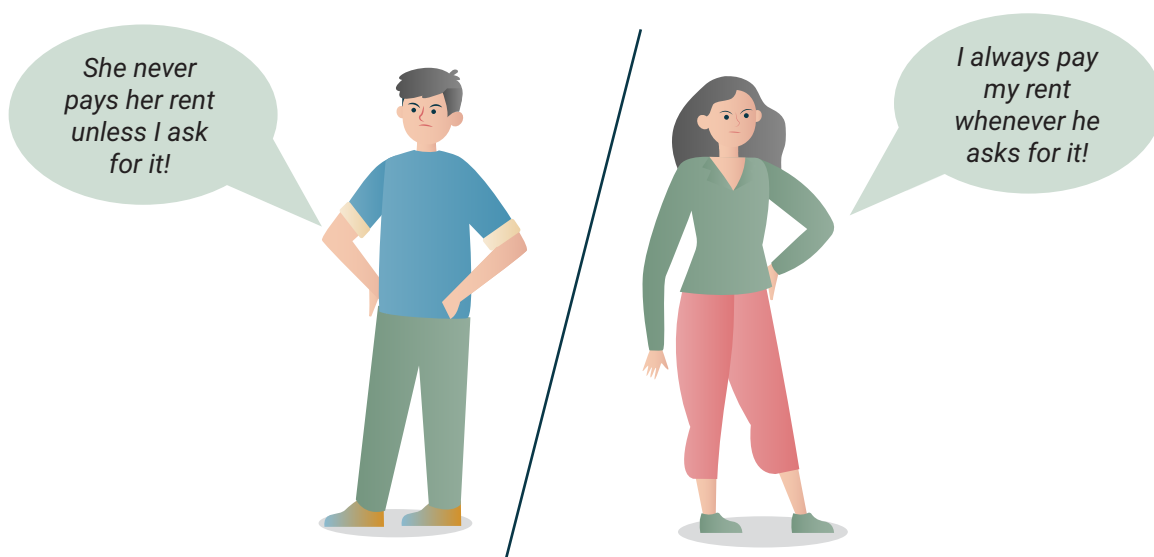
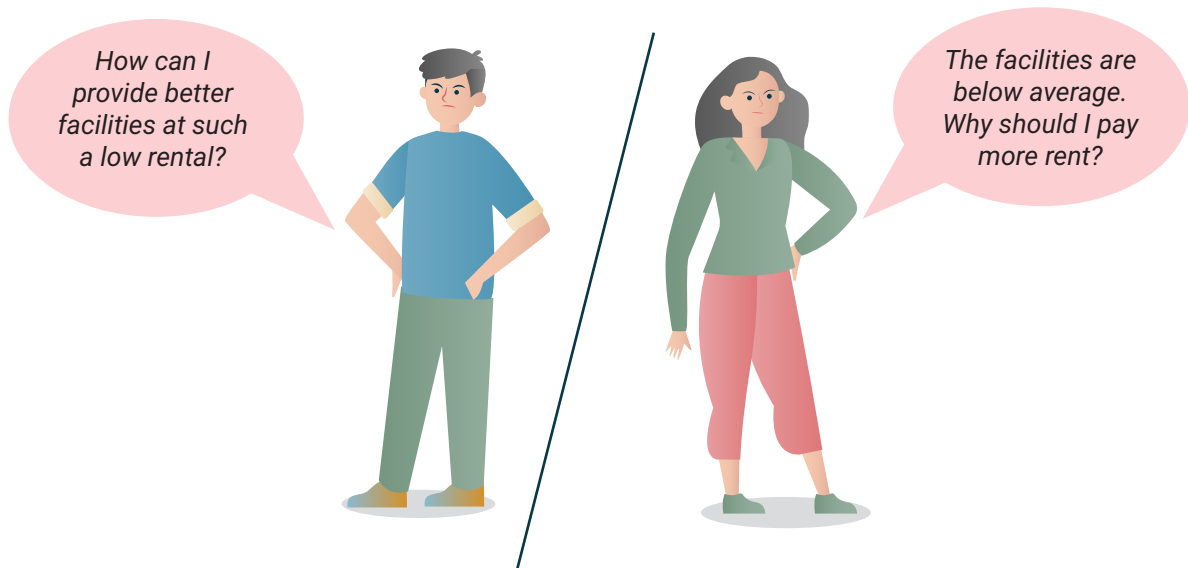


Figure 4.4: Homeowner and Tenant - III



Debrief

The facilitator can then invite responses from the participants by asking who is “right” – the homeowner or the tenant?

Emphasize the importance of acknowledging that multiple truths may coexist even if they have been derived from the same set of facts. Two people may see the same set of facts differently and it is not necessary that one of the points of view is wrong and one is right.

Emphasize also that the value of perspective lies in communicating and sharing it with others involved in a situation in order to be able to generate more options than what were earlier thought to be available.

That is, perspective aids in creating value, rather than simply distributing it.

Key Takeaway

Being open to perspective implies recognizing that the same fact or information can be interpreted differently by different people. This can be very useful to crafting new, value-adding solutions to a situation.

4.2. Gaining Perspective

Objective

To introduce methods which can be applied to gain multiple perspectives of a given situation.

Time: 15 minutes

Description

I. Gaining perspective involves the following steps:

1. The Art of Asking Questions

Questions are mainly of two types –

- a) open ended questions and
- b) closed questions.

2. Summarizing to See

By summarizing and communicating an understanding to those involved in the situation, everyone will be able to clarify or reiterate the following essentials –

- a) Essential facts
- b) Essential emotions/context

II. Activity: Effective Statements/Questions

Instructions (Part 1)

In order to encourage participants to reflect on the value of open-ended questions, the facilitator may provide them with the following options and discuss which might be most effective:

Option 1: I need this presentation next week

Option 2: Can you finish this presentation by next week?

Option 3: How long do you think you need to prepare this presentation?

Debrief

Option 3 is an open-ended question and may elicit a more accurate response while providing more information than the other questions would encourage. Discuss how open-ended questions encourage more information. Emphasize how asking questions instead of making statements; made a difference to the effectiveness of the communication that took place between the participants. What was the kind (extent, quality) of information received?

Instructions (Part 2)

Instructors may ask participants to discuss which of the following statements seems the most effective?

Option 1: So you're saying you can't finish this presentation in one week?

Option 2: So, the presentation involves at least ten days' work, and it would be very stressful on you to do it sooner because of the other report you're currently working on?

Option 3: I know you're busy, but find a way to rush this. It's important.

Debrief

Option 1 is essentially an "yes/no" answer but it also summarizes facts. Option 2 reflects both fact and emotion/context and is likely the best response of the three. Option 3 is just re-imposing the boss's approach in a different language and involves no perspective taking at all. Ask participants to reflect on how the less-than-optimal approaches can be reframed.

Key Takeaway

Asking open-ended questions and summarizing one's understanding allows for a greater flow of information, thereby allowing scope for more options to address a situation.

4.3. Listen to Communicate – Active & Interactive Listening

Objective

To understand the importance of listening in order to receive the intended message/information and using reflective techniques to communicate one's understanding of the message

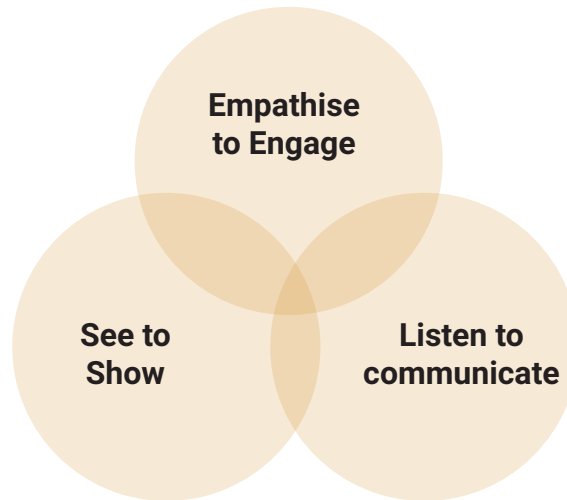
Time: 15 minutes

Description

The facilitator can reemphasize that perspective refers to different ways of viewing the same facts. However, when one seeks out facts, they are filtered through perspectives and emotions of the persons attempting express those facts.

Therefore, one must employ active and interactive listening in order to understand the filters while sieving through them to receive the intended facts. One must listen to communicate.

Figure 4.5: The “Understand” Toolkit



Communication is almost ineffective if what is being said is not listened to. Listening is often considered the single most important skill in managing conflict and resolving problem situations.

The facilitator may then highlight the importance of listening and introduce the concept of Active Listening.

Active Listening places the focus on the speaker, not the listener. This involves the following elements:

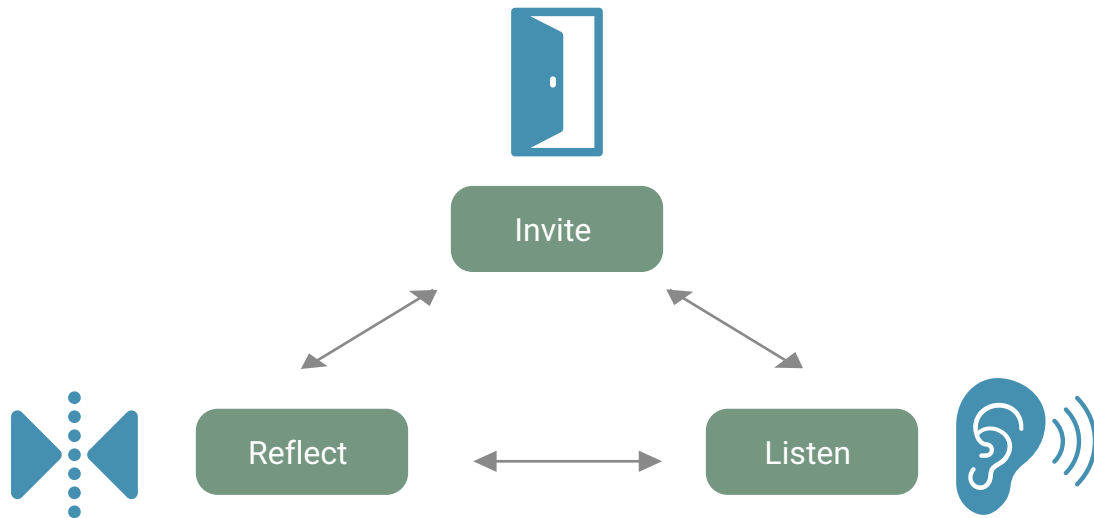
- Listening for the intended message, i.e. the facts, interests and emotions
- Listening non-critically and without judgment
- Listen without interrupting (let go of your desire to talk)
- Listen for what is said and not said, one way to do this is by being mindful of body language and demeanor
- Manage your internal dialogue so that it does not overwhelm or taint what is being said by the speaker

However, Active Listening is only part of the puzzle. It is also important that the speaker feels that they are being heard and understood. Efficient transmission of information will occur when the communication loop has been closed, i.e. when the listener reflects to the speaker their understanding of the facts and emotions expressed by the speaker.

The Interactive Listening Triangle (*Moshe Cohen*) highlights three essential steps for efficient transmission of information:

1. **Invite:** Creating a safe space for the speaker to communicate by asking different kinds of questions
2. **Listen:** By practicing active listening with the previously mentioned techniques, the listener may develop an understanding of what is being communicated by the speaker
3. **Reflect:** Listener to mirror back their understanding to the speaker to confirm whether they understood in accordance with the intended message.

Figure 4.6: The Interactive Listening Triangle



4.3 Listening Activity

Objective

To help participants practice (active) listening.

Time: 50 minutes

Description

Instructions

The facilitator requests participants to think about a situation or topic that they feel strongly about. Some options are:

- A statement that riles people in your family
- A work-related opinion that has been/is often disregarded
- A point-of-view that always leads to heated responses on social media/amongst friends
- Anything, where people respond to you with “Why do you always make everything about ...?”

Participants are then teamed up in pairs and carry out the activity as follows:

- Participant 1 should speak about the situation (which they feel strongly about)
- Participant 2 should listen and only ask questions without responding or offering their opinion

After 15 minutes, the facilitator requests the participants to switch roles, i.e. Participant 2 will speak on the topic of their choice and Participant 1 should listen and only ask questions.

Debrief

Emphasize the value participants derived, their feels on being heard without interruption. Ask them to identify the value that interactive listening holds in communication and reflect on its use in the resolution of a problem situation.

Some questions that may be used for the debrief include:

- What did the other person do to make you feel heard?
- What could the other person have done better?
- How did you feel as a listener? Do you think you were listening actively?
- How did it make you feel when you were able to speak without interruption or response?
- Did you feel heard? (To other: What do you think you did to make her feel that way)?
- What do you (both) think you could have done better?

Key Takeaway

Interactive listening by inviting, listening and reflecting furthers the effective transmission of information; which can be utilized by participants to create solutions.

4.4. Conclusion

Objective

To summarize the key elements of the Understand Toolkit.

Time: 10 minutes

Description

Using the image of the Dialogue Tree, emphasize the need to “dig through” emotion and perspective to access information. Highlight the three elements of the Understand Toolkit.

Invite questions and clarifications.

Module 5

**Dialogic
Method Stage 3:
Solve**

Stage 3: SOLVE

Overview

The aim of this module is to share thought and techniques for creating valuable, actionable and sustainable solutions by building on the Define and Understand stages through to the “Solve” stage.

Structure

(Optional)	Recap	
1.	Introduction	10 mins
2.	Generate Options	10 mins
3.	Analyze Options	10 mins
4.	Evaluate Options	10 mins
5.	Options Role Play Activity and Debrief	60 mins
6.	Conclusion	10 mins

5.1. Introduction

Objective

To introduce the 'Solve' element of Define-Understand-Solve in the Dialogic Method Framework.

Time: 10 minutes

Description

The facilitator introduces the 'Solve' portion of the framework, which is strongly connected to the principle of self-determination. The aim is to sharpen participants' ability to generate sustainable solutions through the following steps:

1. Generate options
2. Analyze options to find possible 'solutions' and
3. Evaluate potential 'solutions'

Figure 5.1: The Dialogic Method Framework

Principles	Framework		Method
Value creation	Define	Reconstructing the problem from a dialogic perspective	What
			Why
			Who
Non-binary	Understand	Building skillsets essential to engage in effective dialogue	Information
			Perspective
			Emotion
Self-determination	Solve	Sharpening the ability to generate sustainable solutions	Generate Options
			Analyze Options
			Evaluate Solutions

Key Takeaway

Moving through the Dialogic framework of Define – Understand – Solve, we can aim to generate actionable and sustainable solutions.

5.2. Generate Options

Objective

To understand the value of an attitude of abundance for generating multiple alternatives.

Time: 10 minutes

Description

The facilitator reiterates that using the Dialogic Method ideally creates value, not distributes it. Therefore, generating or creating options is essential to the dialogic process.

Creating options instead of simply choosing from obvious options requires

- An Attitude of Abundance
- Emphasis on Designing Options not Positions

Attitude of Abundance refers to the thinking that solutions do not have to create winners and losers, but can be designed to create enough value for all who would be impacted.

The facilitator may wish to emphasize that part of the attitude of abundance is designing multiple options with an open mind, before evaluating obvious options on their costs or benefits.

Further, parties should **Design Options, not Positions**. It is important to keep in mind that options are not limited to what is available on the table and the solution should not be distributing value, but creating value by combining other resources which may not have been considered earlier.

Practicing strategic trust, openness and creativity will aid the attitude of abundance and the designing of positions.

Key Takeaway

It is essential to create options rather than simply evaluate obvious ones. This requires
a) An attitude of abundance
b) Focus on designing options, not positions.

5.3. Analyze Options

Objective

To discuss effective analysis of options generated.

Time: 10 minutes

Description

Three steps are to be noted in analysis of options generated in the previous step, towards crafting sustainable solutions:

1. Use objective criteria to filter/understand the various options.
2. Remember the 'Why' and the 'Who' of the problem/situation
3. Analyze options from a win-win-win mindset

Analyzing options on objective criteria can help filter options, while keeping in mind the people impacted and the various interests involved in the situation will take parties a step closer to the win-win-win mindset needed to consider social implications to the solutions.

Key Takeaway

Using objective criteria, considering the 'why' and the 'who' in the problem and approaching options from a win-win-win mindset are vital steps for analyzing options generated.

5.4. Evaluate Options

Objective

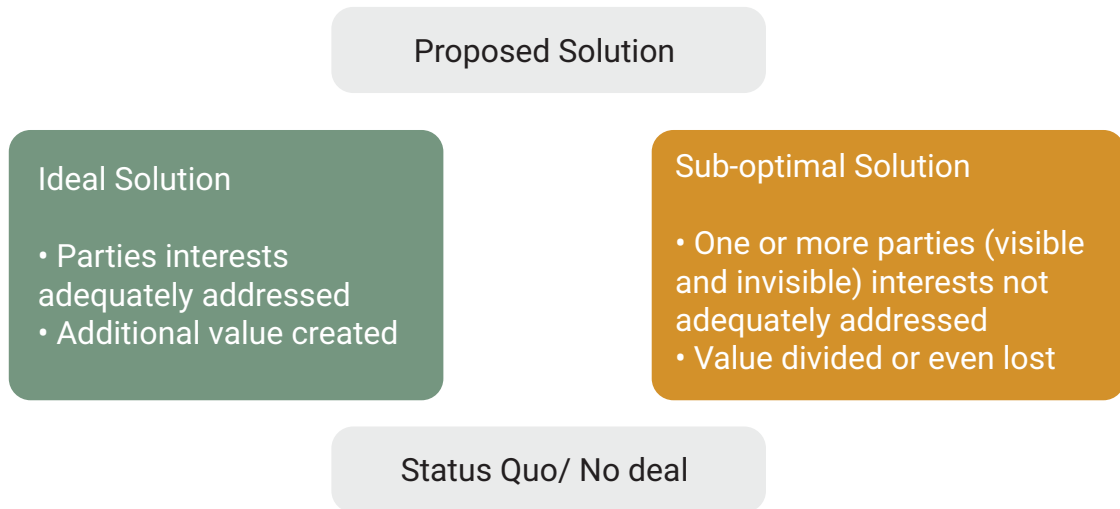
To discuss methods for evaluating options generated and analyzed.

Time: 10 minutes

Description

Evaluating options should be done in comparison to an ideal solution, the status-quo and a sub-optimal solution, according to the parties.

Figure 5.2: Evaluating Options



An ideal solution is where all parties' interests have been addressed adequately while additional value has been created, whereas a suboptimal solution would be one where one or more parties' interests have not been adequately addressed and value on the table has been divided or even lost.

Since parties are engaging in a discussion for changing status quo, an option ranging between an ideal solution (including the ideal solution if feasible) and the status quo could be compared as a "stress-test".

Key Takeaway

Stress-testing options against Ideal, Sub-Optimal and Status Quo solutions can help assess the efficacy and value of the solution being proposed.

5.5. Activity: Options Role Play

Objective

Use the Childcare role play to allow participants to experience the principles and apply the skills covered in this module.

Time: 10 minutes

Description

Instructions

Participants are divided into teams of 2 and given confidential instructions by the facilitator. Participants are to spend 10 minutes reading confidential prompts, getting into character (thinking about how their character's perspective, emotions and interests) and thinking about the problem.

Facilitator to brief participants with pre-activity instructions as follows:

- At least 3 options should be generated by the participants
- The options should be analyzed and evaluated, and
- A solution should be decided upon

Participants are typically given 35 minutes for their interaction.

NOTE: This activity is illustrated here using the Childcare case. For other cases that can be used instead, refer to the Uncommon Ground Role Play database

Character 1 (Project Manager) Confidential Instructions

You are a recently-divorced single parent returning to work after an extended break. You have always been a top performer and a valued employee, and you enjoy your job as well as the work environment you are in.

Your boss has been most understanding and supportive during your difficult divorce, giving you as much time off as you need and accommodating your requests for reduced workload. You are meeting with your boss today to ask for a raise. You hope they will agree to the raise the moment you request for it, given how important it is for both you and the Company.

At the same time, you are aware that your boss' ongoing support for you has caused some discontent amongst other employees, who believe you are being shown excessive favour. There have been formal complaints as well as much gossip.

You have shared with your boss that full-time child-care is a significant expense and that you are hoping to return to work at your previous levels of engagement, once child care is sorted out. Without the raise, you will have to spend more time at home with your daughter, and are concerned your work performance (and even your future employment) may be adversely affected.

Character 2 (Leadership Team Member) Confidential Instructions

You are a successful member of the leadership team at your workplace – a position you have got to while giving your best to your family, which includes a child.

One of the many project managers you supervise, has sought an appointment to meet with you, to ask for a raise.

This project manager is a recently-divorced single parent returning to work after an extended break. The individual was a top performer and a valued employee for the most part, but the divorce proceedings have affected their performance including their ability to spend time working with this team.

As their boss, you have been most understanding and supportive of this employee during this time, giving them as much time off as he needed and accommodating all requests for reduced workload. As a result, this has caused some discontent amongst other employees, who believe this particular employee is being shown excessive favour. You have taken the complaints and the gossip in your stride and continued to support the project manager, both on grounds of compassion, as well as the fact that they have much value to contribute to the organization. But you also have a commitment to ensure a conducive working environment for all.

You are aware that this employee needs this raise to cover for full-time child-care, so that they can return to work at their previous levels of engagement. You are confident that once their personal affairs settle down they will get back to being a top performer once more, which is why you have been this flexible so far. If the employee is unable to arrange adequate child care, you fear that they will not be able to spend the needed time with their team, which will impact not only the individual's performance but also the team and organizational performance. At the same time, you really don't want to lose an employee as highly regarded as this individual.

Debrief

The facilitator may ask the following questions to invite participants' reflections on the activity:

- What were the various options generated? (Name one)
- What about "crazy" options?
- How did you go about deciding which option might work best? (Legitimacy, Alternatives)
- Are you happy (in your role) with the solution to this problem? How were both parties' interests kept in mind and met?
- What could you have done better?
- As an observer, what do you think the other person could have done better (given our approach to dialogic problem solving)
- How did it feel once you arrived at a solution?

Key Takeaway

The three-fold steps of Generating, Analyzing and Evaluating/Stress-testing options can lead to the creation of value-added and sustainable solutions.

5.6. Conclusion

Objective

To summarize key learnings of 'Solve' – Generate, Analyze and Evaluate Options.

Time: 10 minutes

Description

Emphasize the self-discoveries and learnings participants gathered from the role-play exercise. Highlight and request them to reflect on the approach and behaviours that worked well for them.

Invite questions and clarifications.

Module 6

**Practice:
Designing
Sustainable
Solutions**

Overview

The aim of this module is to provide participants with an opportunity to apply the Dialogic Method Framework and concepts covered in previous modules, towards designing sustainable solutions.

Structure

- | | | |
|----|--------------------------------|---------|
| 1. | Workshop Recap | 10 mins |
| 2. | Role Play Activity and Debrief | 90 mins |
| 3. | Wrap-up and Q&A | 20 mins |

6.1. Recap: The Dialogic Method

Objective

To discuss the Dialogic Method Framework and re-emphasize key concepts.

Time: 10 minutes

Description

I. The Dialogic Method Framework

Recap the broad logic of the Dialogic Method and the 3-stage approach.

Figure 6.1: The Dialogic Method Stage 1: Define

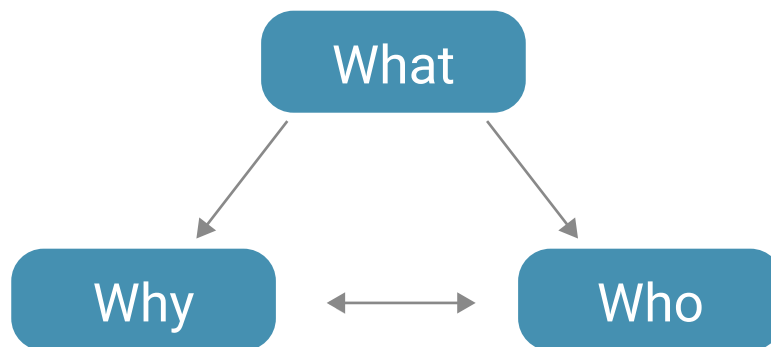


Figure 6.2: The Dialogic Method Stage 2: Understand

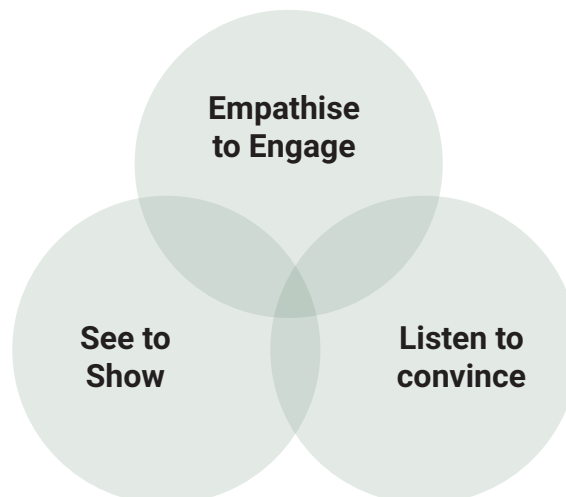
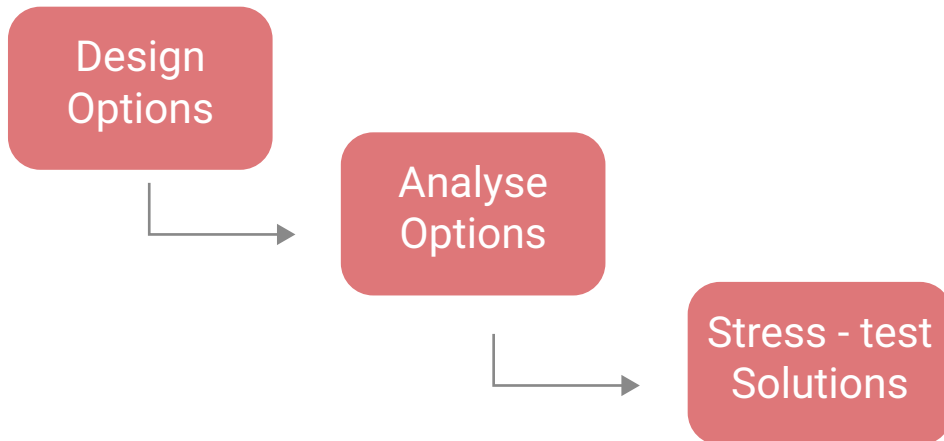


Figure 6.3: The Dialogic Method Stage 2: Solve

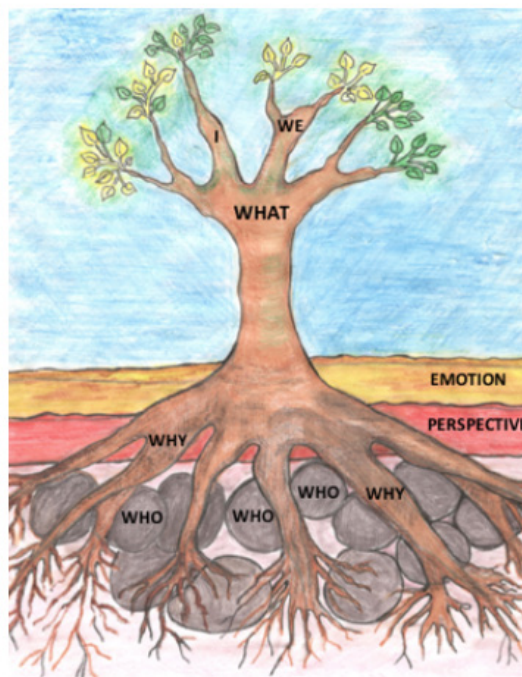


Establish commitment and consensus

II. The Dialogue Tree

Recap the structure Dialogue Tree and the Use of the “Understanding Toolkit” to go below the surface.

Figure 6.4: The Dialogue Tree



6.2 Activity: Role Play

Objective

To provide participants with a practical experience of engaging in the Dialogic Method for generating options, analyzing them, and finally selecting a valuable and sustainable solution for all those involved.

Time: 90 minutes

Description

Instructions

Participants are divided into teams of 2 and given confidential instructions by the facilitator. They are also provided with the Dialogic Problem Solving Process Flowsheet as an aid to planning and discussion.

Participants are to spend 15 minutes reading confidential prompts, getting into character (thinking about how their character's perspective, emotions and interests) and thinking about the problem. Post the 15 minutes, they may spend 40 minutes for discussion, applying the dialogic method to co-create a sustainable solution.

The facilitator shall provide each participant in the team of 2 with confidential instructions as based on the case.

NOTE: This activity is illustrated here using the Iraqi farmers case. For other cases that can be used instead, refer to the Uncommon Ground Role Play database

Participant 1 Instructions: Iraqi Farmers

Times are tough in the aftermath of Saddam Hussein's fallen regime. You, a farmer of many generations, and a group of other farmers have come together and recently secured a 100-year lease over a large area from the government, where you have been able to plant crops, with whatever meagre resources you have had left.

Two weeks ago, it was announced that the Iraqi National Oil Company (INOC) has found evidence of oil on your land and will be taking over the land. You and your fellow farmers have refused to vacate the land. In the lease agreement that you had signed with the government there is a clause which states that this 100-year lease will cease if oil is found in the land. Although all of you remember this being mentioned by the government, it wasn't emphasized strongly and no one spent much time considering such an eventuality.

Participant 2 Instructions: Iraqi National Oil Corporation

Times are tough in the aftermath of Saddam Hussein's fallen regime. As the top management of the Iraqi National Oil Company, you see that finding a new oil field and being able to extract oil from it is not only a matter of simple profits, but is also essential to the country's rebuilding and growth following these difficult times.

You have spent considerable investment on prospecting for oil on various parcels of land in the country. You have an agreement with the government, that should oil be found through such prospecting on any piece of land, you will be entitled to take over the same and set up drilling operations.

Based on your prospecting activities, you found a certain piece of land to contain significant and extractable oil supplies. Following all procedures required, you approached the government to allow you to take over the land. Two weeks ago, an order was passed to this effect. However, the land is being utilized for small-scale, unmechanized farming operations by local farmers. These farmers are refusing to vacate the land. Being a National oil company you enjoy government support at all levels. The government has offered you the use of the Iraqi army to clear the land. However, the farmers are known to have access to arms and ammunition and have been trained to use them.

Setting up oil wells is a process that can take anywhere between three to five years. As a result, it is essential that you begin seismic and geological testing, surveying the land and planning oil rig construction at the earliest, as this phase may take two years, followed by construction and other activities for three years, before there will be any production of oil.

Debrief

Facilitators can invite participants to share their outcomes, as well as the process by which they had arrived at the solutions.

Where participants did not arrive at any solutions or are not fully happy with their solutions, encourage them to explore what could have been done to improve the process.

After the sharing, introduce the importance of capturing consensus – the idea of building the relationship by acknowledging the progress made, even if the situation at hand was not fully resolved.

Key Takeaway

Emphasize how by using the Dialogic Method, parties were able to create mutually beneficial, value-adding solutions, while enhancing the relationship.

6.3. Conclusion

Objective

Summarize key concepts and learning experiences during the workshop.

Time: 20 minutes

Description

Emphasize the self-discoveries and learnings participants gathered from the workshop. Highlight and request them to reflect on the approach and behaviours that worked well for them.

Ask participants to share one key takeaway that they intend to follow up on/put into practice.

Invite questions and clarifications.

APPENDIX 1

Role Play Cases

1. Radha and Sita (45 mins)

Context/Objective

The aim of the roleplay is for participants to solve the problem of sharing the expenses as well sharing the responsibility of caregiving while considering the interests of those directly and indirectly involved, understanding each other's perspectives to work with all the information necessary for a resolution, generate options and analyse them to create a valuable and sustainable solution to the mother's car.

Time:

Preparation: 10 minutes

Role Play: 25 minutes

Debrief: 10 minutes

Facilitator Instructions

This resource is designed to be used either in a group discussion format, or as a role play.

The instructions below are better suited to the group discussion format. Where the case is to be used a role play, the facilitator may convey confidential instructions based on the narrative below to participant 1 and participant 2 separately.

Radha and Sita are two sisters. Both of them share the caregiving activity and expenses for taking care of their aged mother, who lives alone. Radha is a homemaker and Sita works in a tailor shop. Radha feels that Sita should pay more than half of the cost for taking care of their mother, because she is earning. Sita feels that since they are both equally responsible for their mother, they should share the cost equally.

Radha has the time and is willing to do housework to earn more money, so she can support her mother, but is afraid the family will object to her working elsewhere. She thinks this was also earn her sister Sita the reputation of a being a bad daughter (for not caring for their mother) and wants to avoid giving Sita a bad name. She blames their mother for not allowing her to join a tailoring course, as Sita was.

Sita has also considered doing overtime to earn more money to support her mother, but is already unable to give enough time to her children, given her job and the time needed to help her mother. She is also worried that she will be seen as a bad mother for not caring for her children enough. She is also tired emotionally of having to do so many things and play so many roles.

Participant Instructions

Where used for individual role plays, the facilitator may convey separate confidential instructions to Participant 1 and Participant 2.

Debrief Questions

Depending on the module / concepts being shared, facilitators may choose from the debrief questions below:

1. WHAT is the real conflict here?
2. WHY do you think the conflict is arising in the first place?
3. WHO all are involved explicitly and implicitly?
4. What is the important information to consider for this situation?
5. How are different parties seeing the same facts differently?
6. How are the parties feeling?
7. What are the resources available for parties to deal with this situation?
8. How can they be used
9. What are the different options which parties came up with, and which one was ultimately selected?
10. What was the value derived from this outcome by those involved?

It is important to emphasize that as long as the parties are willing to abide by the solution and it seems to be a feasible one, it is fine. There is NO one “correct” solution.

2. Rani and Ranjitha (45 mins)

Context/Objective

Participants are to navigate the problem of lack of communication in an employer- employee relationship in combination with a friendship, which is of great value to the parties. The solutions designed must cater to the ongoing difficulties being faced by the characters, while taking their interests and emotions into consideration.

Time:

Preparation: 10 minutes

Role Play: 25 minutes

Debrief: 10 minutes

Facilitator Instructions

This resource is designed to be used either in a group discussion format, or as a role play.

The instructions below are better suited to the group discussion format. Where the case is to be used a role play, the facilitator may convey confidential instructions based on the narrative below to participant 1 and participant 2 separately.

Rani works in Ranjitha's shop. She is a very capable and dedicated employee. Both women are on good terms, even though Rani had a tendency to borrow small amounts from Ranjitha now and then. But Rani always returned the money, sometimes even bringing over special sweets and savories she had prepared at home to the workplace.

One day, Rani asked to borrow 5000 rupees, saying it was an emergency as her mother-in-law was sick. Ranjitha dipped into her savings and gave Rani the money.

Ranjitha knows that since then, Rani's mother-in-law has unfortunately required more tests, for which the family had borrowed Rs.20, 000 from a money lender. At that point, Rani offered to pay back Ranjitha's Rs.5000 but Ranjitha refused, given the family's situation. It has been two months now. Rani's MIL is fine, but is on medication. The family sold the MIL's gold chain to pay for the medical expenses and return the money to the money lender. But Rani has not returned the Rs.5000 to Ranjitha. Ranjitha has grown distant from Rani and rarely speaks to her.

Ranjitha does not want to ask Rani back for the money, since she is aware that Rani is not financially well-off. At the same time, it is not an amount she can write off. She is also concerned that Rani may repeat the behaviour in future, or quit her job and never return the money.

Rani, on the other hand, cannot understand why Ranjitha's behaviour has suddenly changed. She wonders if there is an "employer attitude" on Ranjitha's part. While this not only disappoints her, she is also beginning to worry that she may lose her job, or the working environment may turn even more hostile."

Participant Instructions

Where used for individual role plays, the facilitator may convey separate confidential instructions to Participant 1 and Participant 2.

Debrief Questions

Depending on the module / concepts being shared, facilitators may choose from the debrief questions below:

1. WHAT is the real conflict here?
2. WHY do you think the conflict is arising in the first place?
3. WHO all are involved explicitly and implicitly?
4. What is the important information to consider for this situation?
5. How are different parties seeing the same facts differently?
6. How are the parties feeling?
7. What are the resources available for parties to deal with this situation?
8. How can they be used
9. What are the different options which parties came up with, and which one was ultimately selected?
10. What was the value derived from this outcome by those involved?"

It is important to emphasize that as long as the parties are willing to abide by the solution and it seems to be a feasible one, it is fine. There is NO one "correct" solution

3. Kamakshi and Nafisah (40 mins)

Context/Objective

Participants are to apply the dialogic method to acknowledge the issue, understand varying perceptions of value and work towards a resolution to the problem at hand which addresses interests of both characters.

Time:

Preparation: 10 minutes

Role Play: 25 minutes

Debrief: 10 minutes

Facilitator Instructions

This resource is designed to be used either in a group discussion format, or as a role play.

The instructions below are better suited to the group discussion format. Where the case is to be used a role play, the facilitator may convey confidential instructions based on the narrative below to participant 1 and participant 2 separately.

Kamakshi and Nafisah are neighbours. Kamakshi owns a goat, and sells the milk from the goat in the market and also gives her children the same. The goat was tied in her backyard, got loose and entered Nafisah's garden through a broken fence and damaged the vegetables Nafisah had planted for selling in the market, so that she could raise some extra money to repair the broken fence.

The vegetables have all been nibbled at and cannot be sold for human consumption. Because of this loss, Nafisah refuses to return Kamakshi's goat, unless Kamakshi pays her compensation. However, Kamakshi cannot afford to pay

Kamakshi feels that the value of the goat is much higher than the value of the vegetables destroyed. In addition, she thinks of the goat as a pet or family member, and cannot bear to give the goat away. She does, however, have some spare wood, which can be used to repair part of Nafisah's fence.

Nafisah's main source of income is growing and selling vegetables. If she does not repair her fence soon, it may lead to more such incidents from other animals, causing her further loss. She does not want the goat, and has no problems returning the animal to Kamakshi, if her loss is compensated.

Participant Instructions

Where used for individual role plays, the facilitator may convey separate confidential instructions to Participant 1 and Participant 2.

Debrief Questions

Depending on the module / concepts being shared, facilitators may choose from the debrief questions below:

1. WHAT is the real conflict here?
2. WHY do you think the conflict is arising in the first place?
3. WHO all are involved explicitly and implicitly?
4. What is the important information to consider for this situation?
5. How are different parties seeing the same facts differently?
6. How are the parties feeling?
7. What are the resources available for parties to deal with this situation?
8. How can they be used
9. What are the different options which parties came up with, and which one was ultimately selected?
10. What was the value derived from this outcome by those involved?

It is important to emphasize that as long as the parties are willing to abide by the solution and it seems to be a feasible one, it is fine. There is NO one “correct” solution

4. Iraqi National Oil Corp. and Farmers (90 mins)

Context/Objective

Participants are encouraged to design sustainable solutions keeping in mind social implications - in a manner in which multiple communities and the nation as a whole is benefitted, while core interests of either community are not disregarded

Time:

Preparation: 15 minutes
Role Play: 50 minutes
Debrief: 25 minutes

Facilitator Instructions

Facilitators to set context, and issue confidential information to participants

Participant 1 Instructions: Iraqi Farmers

Times are tough in the aftermath of Saddam Hussein’s fallen regime. You, a farmer of many generations, and a group of other farmers have come together and recently secured a 100-year lease over a large area from the government, where you have been able to plant crops, with whatever meagre resources you have had left.

Two weeks ago, it was announced that the INOC has found evidence of oil on your land and will be taking over the land. You and your fellow farmers have refused to vacate the land.

In the lease agreement that you had signed with the government there is a clause which states that this 100-year lease will cease if oil is found in the land. Although all of you remember this being mentioned by the government, it wasn't emphasized strongly and no one spent much time considering such an eventuality.

You are six weeks away from harvesting your planted crops – which are not only the last of your savings/loans invested but the very basis of your future. To lose the harvest is to lose everything. You are simple (mechanized) farmers. As a result, your investment on the farms may be low in absolute economic value. However, in relative terms, you have invested everything you have into these crops.

The INOC has been known to take a hard stance. Being a national oil company, they enjoy not only government support, but can and possibly will call on the Iraqi army to help them, should you resist. At the same time, given recent events, you and your fellow farmers are also well-armed and well-trained in combat. You are also willing to do whatever it takes to hold on to the last economic hope this harvest provides for you and your families.

Participant 2 Instructions: Iraqi National Oil Corporation (INOC)

Times are tough in the aftermath of Saddam Hussein's fallen regime. As the top management of the Iraqi National Oil Company (INOC), you see that finding a new oil field and being able to extract oil from it is not only a matter of simple profits, but is also essential to the country's rebuilding and growth following these difficult times.

You have spent considerable investment on prospecting for oil on various parcels of land in the country. You have an agreement with the government, that should oil be found through such prospecting on any piece of land, you will be entitled to take over the same and set up drilling operations.

Based on your prospecting activities, you found a certain piece of land to contain significant and extractable oil supplies. Following all procedures required, you approached the government to allow you to take over the land. Two weeks ago, an order was passed to this effect. However, the land is being utilized for small-scale, unmechanized farming operations by local farmers. These farmers are refusing to vacate the land. Being a National oil company you enjoy government support at all levels. The government has offered you the use of the Iraqi army to clear the land. However, the farmers are known to have access to arms and ammunition and have been trained to use them.

Setting up oil wells is a process that can take anywhere between three to five years. As a result, it is essential that you begin seismic and geological testing, surveying the land and planning oil rig construction at the earliest, as this phase may take two years, followed by construction and other activities for three years, before there will be any production of oil.

Debrief

Facilitators can invite participants to share their outcomes, as well as the process by which they had arrived at the solutions.

Where participants did not arrive at any solutions or are not fully happy with their solutions, encourage them to explore what could have been done to improve the process.

After the sharing, introduce the importance of capturing consensus – the idea of building the relationship by acknowledging the progress made, even if the situation at hand was not fully resolved.

Facilitators may use the following questions as prompts:

1. Did you reach a solution?
2. Are you happy (in your role) with the solution to this problem?
3. How were both parties interests kept in mind and met?
4. What did you do different from what you usually do?
5. What do you think the other person could have done better (given our approach to dialogic problem solving)

It is important to emphasize that as long as the parties are willing to abide by the solution and it seems to be a feasible one, it is fine. There is NO one “correct” solution.

5. Adivasi Residential Education Case (90 mins)

Context/Objective

The objective is to consider varying perspectives between and within communities while co-creating a solution which addresses all the pertinent interests of the stakeholders involved

This case study has been designed for the Level 2 Enable Dialogic Method curriculum (Enable). It is recommended to conduct in-depth discussions over 3 sessions of 1 hour each during the Level 2 workshop.

When used as part of the Enable curriculum, participants work in teams of 3, take turns to play the role of Enabler and the parties to the issue

However, it can also be used as part of the Level 1 Engage Curriculum, with confidential instructions being issued to each of the two parties, as below.

Time:

Preparation: 15 minutes

Role Play: 50 minutes

Debrief: 25 minutes

Facilitator's Instructions/Facts

Adivasis represent around 8.6 percent of the country's population but account for more than 40 percent of those displaced since independence. They experience the highest rates of poverty, malnutrition, and child mortality; and the lowest literacy rates of any major population group in India. Cultural and social discrimination limits their upward mobility, and because the communities often reside in remote areas, access to critical services and amenities is difficult.

Participant 1 Instructions: Government Authority

Paying heed to Adivasi communities' call for education and literacy towards the betterment of their communities, the government is proposing a scheme where the children of Adivasi parents can be enrolled in various residential schools in Tier 1 and tier 2 cities across the country.

You represent the government authority responsible for spearheading the process. The cost of their education and living will be highly subsidized under this scheme.

Sponsorship for this is received from a variety of business and social actors, including mining companies working on mineral exploration and extraction projects in these tribal areas. Although government authorities acknowledge that education is somewhat of an imposition on the Adivasi community, they have severe concern for the wellbeing of future generations of the nation as a whole.

There are challenges to the delivery of public services in some such tribal areas which include the rugged topography, threats from Maoists and unreceptive tribal families.

Around 800 day schools in the Adivasi areas have been decommissioned due to being under-enrolled. In such districts, parents have to make the choice between sending their children away or rejecting schooling for them altogether.

Participant 2 Instructions: Adivasi Spokesperson

As the residential education scheme is rolled out, it is met with resistance from some Adivasi tribes. There are differing perspectives within the Adivasi community, and they have selected you, a longstanding member of the community to work with the concerned government authority for a sustainable and inclusive solution.

In your considerations, you have come to realize that your Adivasi community feels that education and literacy are important. Some within the tribes see the immense scope that modern education hold for bettering their lives with much needed knowledge like increasing harvests.

Adivasi parents also say that they prefer both *danger patha* (mountain learning/traditional Adivasi education through customs) and *kagaj patha* (paper learning/modern education) However, sending children away to residential schools also means that entire generations may not learn their traditional way of life, and will be alienated from agriculture, forests, and their parents' livelihoods.

The predominant education system in the nation is top-down where everything is decontextualized.. This mainstreaming would leave no room to pass on the customs, language and pride of having an Adivasi identity. There have also been reports of cultural genocide in some schools under this scheme.

This expresses a need deeply felt by Adivasis: literacy, with fluency in the regional language or English, is important; but so is respect for native languages and knowledge systems linked to the land and forest.

Debrief

Facilitators can invite participants to share their outcomes, as well as the process by which they had arrived at the solutions.

Where participants did not arrive at any solutions or are not fully happy with their solutions, encourage them to explore what could have been done to improve the process.

After the sharing, introduce the importance of capturing consensus – the idea of building the relationship by acknowledging the progress made, even if the situation at hand was not fully resolved.

Facilitators may use the following questions as prompts:

1. Did you reach a solution?
2. Are you happy (in your role) with the solution to this problem?
3. How were both parties interests kept in mind and met?
4. What did you do different from what you usually do?
5. What do you think the other person could have done better (given our approach to dialogic problem solving)

Note: The structure of the questions will vary depending on whether the case as part of the Engage or the Enable curriculum

Sources

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6. Childcare case (60 mins)

Context/Objective

Participants are encouraged to design sustainable solutions keeping in mind social implications - in a manner in which multiple communities and the organisation as a whole is benefited, while core interests of either community are not disregarded

Time:

Preparation: 10 minutes

Role Play: 35 minutes

Debrief: 15 minutes

Facilitator's Instructions/Facts

Facilitators to set context and issue confidential information to participants.

Participant 1 Instructions: Project Manager

You are a recently-divorced single parent returning to work after an extended break. You have always been a top performer and a valued employee, and you enjoy your job as well as the work environment you are in.

Your boss has been most understanding and supportive during your difficult divorce, giving you as much time off as you need and accommodating your requests for reduced workload. You are meeting with your boss today to ask for a raise. You hope they will agree to the raise the moment you request for it, given how important it is for both you and the Company.

At the same time, you are aware that your boss' ongoing support for you has caused some discontent amongst other employees, who believe you are being shown excessive favour. There have been formal complaints as well as much gossip.

You have shared with your boss that full-time child-care is a significant expense and that you are hoping to return to work at your previous levels of engagement, once child care is sorted out.

Without the raise, you will have to spend more time at home with your daughter, and are concerned your work performance (and even your future employment) may be adversely affected.

Participant 2 Instructions: Leadership Team Member

You are a successful member of the leadership team at your workplace – a position you have got to while giving your best to your family, which includes a child.

One of the many project managers you supervise, has sought an appointment to meet with you, to ask for a raise. This project manager is a recently-divorced single parent returning to work after an extended break. The individual was a top performer and a valued employee for

the most part, but the divorce proceedings have affected their performance including their ability to spend time working with this team. As their boss, you have been most understanding and supportive of this employee during this time, giving them as much time off as he needed and accommodating all requests for reduced workload.

As a result, this has caused some discontent amongst other employees, who believe this particular employee is being shown excessive favour. You have taken the complaints and the gossip in your stride and continued to support the project manager, both on grounds of compassion, as well as the fact that they have much value to contribute to the organization. But you also have a commitment to ensure a conducive working environment for all.

You are aware that this employee needs this raise to cover for full-time child-care, so that they can return to work at their previous levels of engagement. You are confident that once their personal affairs settle down they will get back to being a top performer once more, which is why you have been this flexible so far.

If the employee is unable to arrange adequate child care, you fear that they will not be able to spend the needed time with their team, which will impact not only the individual's performance but also the team and organizational performance. At the same time, you really don't want to lose an employee as highly regarded as this individual.

Debrief

Facilitators can invite participants to share their outcomes, as well as the process by which they had arrived at the solutions.

Depending on the module the case is used as a part of / concept to be emphasized, facilitators may choose relevant questions from those below:

1. WHAT is the real conflict here?
2. WHY do you think the conflict is arising in the first place?
3. WHO all are involved explicitly and implicitly?
4. What is the important information to consider for this situation?
5. How are different parties seeing the same facts differently?
6. How are the parties feeling?
7. What are the resources available for parties to deal with this situation?
8. How can they be used?
9. What are the different options which parties came up with, and which one was ultimately selected?
10. What was the value derived from this outcome by those involved?

It is important to emphasize that as long as the parties are willing to abide by the solution and it seems to be a feasible one, it is fine. There is NO one "correct" solution.

Variations

The designations/titles of the parties can be changed to reflect the roles and designations of the organisation/groups for whom the role play is being used.

7. Ganesh Enterprises and Mahila Kariga (60 mins)

Context/Objective

To facilitate an experience for participants where they co-create a solution as heads of two organizations from different sectors (business and the social sector) willing to maintain a healthy relationship

Time:

Preparation: 10 minutes

Role Play: 35 minutes

Debrief: 15 minutes

Facilitator's Instructions/Facts

Facilitators to set context, and issue confidential information to participants.

Participant 1 Instructions: Ganesh Enterprises

Ganesh Enterprises is a well-known distributor of agricultural products that has built its reputation for sourcing from ethical and sustainable farming practices at very fair prices. You have had a good and profitable working relationship with Mahila Kariga for the past 10 years. There are no other suppliers available that fulfill the values of your organization as well as Mahila Kariga.

Ganesh Enterprises has been focusing its business in South India and is in the process of introducing its products nationally. It is very important to Ganesh Enterprises that there be no interruption in supplies for the next few years.

You run Ganesh Enterprises and you are determined to introduce a food distribution model that is simple, affordable, sustainable and convenient. Having established the model successfully in the South, this is the right time for the company to go all-India.

Delayed shipments from Mahila Kariga have been a huge stress, as Ganesh Enterprises values its customers and its reputation and is worried that it will lose them if supply shipments continue to be late.

Participant 2 Instructions: Mahila Kariga

You head a successful organization that works to support rural women run their agri business. An integral part of your success has been the business relationship that you have with Ganesh Enterprises (Ganesh Enterprises) that distributes the products to markets in South India.

A dispute is brewing that centers around your organizations shipments of supplies to Ganesh Enterprises, which have been delayed by 15-20 days for the past 3 months. Ganesh Enterprises shipments to its customers, consequently, have been delayed

and its customers have started to complain. Until 3 months ago, Mahila Kariga delivered timely shipments to Ganesh Enterprises.

Ganesh Enterprises has demanded that Mahila Kariga make its shipments on time and to pay for the damages resulting from the 3 months of delayed shipments. You have had a successful relationship with Ganesh Enterprises for 10 years. You are committed to addressing rural poverty and believe that building strong, transparent supply chains between rural suppliers and urban distributors is vital.

It would be profitable and important for Mahila Kariga to work with Ganesh Enterprises in the future to strongly establish this business model. The reason the shipments have been late for the past 3 months is that you are in the process of upgrading your computers for better service.

This is a temporary problem that probably will be cleared up in 3 more months. A good deal of your time and costs are going toward this computer upgrade and you generally operate on a thin profit margin. You are in talks with other distributors and would like to use Ganesh Enterprises as a good reference in submitting your bid.

Your work is being acknowledged by numerous institutions including the government for being able to effectively support thousands of rural women. You have been facing a health issue in the recent past. Your daughter has just returned from her Master's program at TISS (Tata Institute of Social Sciences) and has been working with you.

Debrief

Facilitators can invite participants to share their outcomes, as well as the process by which they had arrived at the solutions.

Depending on the module / concepts being shared, facilitators may choose from the debrief questions below:

1. WHAT is the real conflict here?
2. WHY do you think the conflict is arising in the first place?
3. WHO all are involved explicitly and implicitly?
4. What is the important information to consider for this situation?
5. How are different parties seeing the same facts differently?
6. How are the parties feeling?
7. What are the resources available for parties to deal with this situation?
8. How can they be used
9. What are the different options which parties came up with, and which one was ultimately selected?
10. What was the value derived from this outcome by those involved?"

It is important to emphasize that as long as the parties are willing to abide by the solution and it seems to be a feasible one, it is fine. There is NO one "correct" solution

APPENDIX 2

The Dialogic Method: Engage Course Curriculum

The Dialogic Method: Engage 6-week course curriculum

Module 1: Intro (2 hrs)

The logic of the Dialogic Method

- Experiential example/Activity
 - Debrief
- Neurobiology of the brain
- Role of dialogue

What is Dialogue

- Emphasis on collaboration
- Social exchange

The value of the Dialogic Method

- ACTIVITY: Meeting room game
 - Debrief: Approaches to a problem/conflict

The principles/advantages of the Dialogic Method

- Non-binary
- Create value
- Sustainable solutions

The Dialogic Method Framework

- Define
- Understand
- Solve

Module 2: Dialogic Method Stage 1: Define (2 hrs)

What is a problem/situation?

- Activity 1: Find your Metaphor
 - Debrief
- Activity 2: The Orange Problem
 - Debrief

Defining a situation

- The Dialogue Tree
- The What of a situation and the Why of a Situation
- Activity: What or Why
 - Debrief

The WHO element

- Stakeholders, Influencers and Implementers
- Trust and Strategic Trust
- Connections

Key take-aways and wrap up

Module 3: Dialogic Method Stage 2: Understand (2 hrs)

Understanding a Situation

- The Roots of Understanding
 - Emotions
 - Perspective
 - Information
- Activity: Biggy Food Delivery Role-play
 - Debrief

The Understanding Toolbox

- Empathize to Engage
- See to Show
- Listen to Communicate

Tool 1: Empathize to Engage

- The Role of Emotion
- Activity: What is Empathy?
 - Debrief
- Activity: Why is Empathy Important?
 - Debrief
 - Solution Mindset and Science of Empathy

Practicing Empathy

- Express
 - Activity: Emotional Self-Awareness and Empathy
 - Debrief
- Relate
- Engage

ACTIVITY: “Secret task”

- Debrief

Key take-aways and wrap up

Module 4: Dialogic Method Stage 2: Understand (PART 2) (2 hrs)

Tool 2: See to Show – Understanding Perspectives

- ACTIVITY: Rabbit and Duck
 - o Debrief

What is Perspective

- Activity: House owner and tenant examples
 - o Debrief

Gaining Perspective

- Questioning
- Summarizing

Tool 3: Listen to Communicate - The Power of Active listening

- What is Active Listening
- How to Engage in Active Listening
 - o Elements of active listening
 - o The listening triangle: Interactive listening

ACTIVITY: What happens when we LISTEN?

- Debrief

Key take-aways and wrap up

Module 5: Dialogic Method Stage 3: Solve (2 hrs)

Crafting Sustainable Solutions

- Generate
- Analyze
- Evaluate

Generating Options for Sustainable Solutions

- Attitude of abundance
- Design options not positions

Analysing options

- Objective Criteria
- Why and who
- Win-win-win

Evaluate against Alternatives

- Best and Worst Alternatives
- No deal

ACTIVITY: Role-Play

- Debrief

Key take-aways and wrap up

Module 6: Commitment and Conclusion (2 hrs)

ACTIVITY: Role Play

- Activity Debrief

Wrap up

- Commitment & Capturing Consensus
- Brief summary of key takeaways

The Dialogic Method – Engaging in Dialogue One-day Workshop Curriculum

Timings	Topic	Details
Session 1: 30 mins	Introductions and Icebreaker	<ul style="list-style-type: none"> Blindfolded obstacle course – importance of communication
Session 2: 1 hour	The value of dialogue/ Intro to the dialogic method	<ul style="list-style-type: none"> The rationale/science of dialogue What is dialogue Intro to the Dialogic Method: Define, Understand, Solve The Dialogue Tree
Session 3: 1.5 hour	Define	<ul style="list-style-type: none"> Approaches to conflict: I, You, We Positions, Interest, Stakeholders: What, why and Who Activity: <i>Super-chef competition (or variant)</i> <ul style="list-style-type: none"> Debrief
Session 4: 1.5 hour	Understand	<ul style="list-style-type: none"> Biggy Role-Play/Video <ul style="list-style-type: none"> Debrief: Information, Perspective and Emotion Activity: <i>Listening and asking open questions (no solutions)</i> <ul style="list-style-type: none"> Debrief
Session 5: 1.5 hour	Solve	<ul style="list-style-type: none"> “Use before you Choose” <ul style="list-style-type: none"> The power of multiple perspectives Attitude of abundance Design/create options Analyse impact on the “tree” Evaluate solutions Role play activity: <i>Child-care leave</i> <ul style="list-style-type: none"> Debrief
Session 6: 1 hour	Group Activity	<ul style="list-style-type: none"> Group Activity: <i>Create a dialogue tree (Case TBD)</i> <ul style="list-style-type: none"> Sharing and debrief



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