

TEACHING MATERIALS: THREE-PARTY ROLE PLAY SIMULATION ON GENDER AND GENERATIONAL CONFLICT MANAGEMENT - BRAZILIAN CASE

Maria Fernanda Rigotti

Fundação Getulio Vargas, Brazil

Murillo Dias

Ecole Supérieure de Commerce - Rennes, France

Andre Valle

Fundação Getulio Vargas, Brazil

This paper presents new teaching materials on conflict management regarding to mediation subject involving gender, stereotypical and generation conflicts through the development of three-party role play simulation plus detailed instructions and teaching notes regarding Brazilian civil engineering environment as scenario. The case was designed to develop and encourage the dissemination of Mediation skills among students, through a simulation that involves a young qualified female engineer in an environment traditionally dominated by men in Brazil and the challenges faced. Different types of Mediators are also employed, such as facilitating, formulating and manipulating mediators. The role play simulation is designed to: (a) to provide teachers with educational tools and new insights about how to address solutions to gender, stereotypical and generational conflicts (b) enhance students' skills on mediation, conflict management and consensus building and (c) provoke debates in classroom regarding to changes in the Brazilian civil engineering workforce.

Keywords: gender, generational conflicts, mediation, consensus building, stereotypes.

Introduction

This article presents a three-party role play simulation on the subject Mediation, defined by Young (1967: 34) as 'any action taken by an actor that is not a direct party to the crisis, that is designed to reduce or remove one or more of the problems of the bargaining relationship, and therefore to facilitate the termination of the crisis itself'. Whenever a negotiation comes to a stalemate or the parties cannot find a common solution for themselves, a third party is usually called to intervene in a certain way.

According to Zartman and Touval (1996), Mediators can be *facilitators*, *formulators* and *manipulators*, depending on their power to finish the conflict. The *manipulator* has the power to finish a conflict; the *formulator* cannot put an end to the conflict but can counsel the parties, provide solutions but the final word remains to the parties and the *facilitator* with no coercive power, responsible for gathering the parties together, set the agenda and facilities to the meeting.

New teaching materials are presented here regarding conflicts in the workplace on civil construction environment. The purpose is to bring more light on mediation and negotiation skills, fostering best practices that could be applied generally to all sorts of conflicts and particularly to workplace environment. This research is based on a real case scenario experienced directly by one of the authors.

The dramaturgical model theory supports and justifies the usage of role-play simulation in classrooms. According to Goffman (1959), social interactions are seen as a drama where there are actors (here two parties and one mediator) play their roles on a stage (a civil construction site) using a script (norms, rituals, culture, expectations of how one should behave), with entries and exits. Nevertheless, role play simulations can also prepare students (actors) to face new challenges or to anticipate and develop new and creative responses to different conflict scenarios using prepared scripts (instructions) to act in classroom (stage). Role play simulations also provide entries and exits (reading instructions and deal or no deal after the exercise is done) and performances (preparation and execution during the exercise).

Role play simulations are practical tools designed to be applied in classrooms but they also face some challenges due to the artificiality of the scenario and the situation created. According to Alexander and LeBaron, 'when context is artificial, knowledge and skills may be similarly artificial, thus reducing the likelihood of the transfer of skills into real situations' (Alexander and LeBaron, 2009, p. 184). Despite that possibility, role play simulations are excellent ways to transmit the experience of past negotiations, to put students in new perspectives *before* the negotiations actually take place, i.e. to *simulate* real scenarios and to foster discussions and debates about *universal* situations and conflicts, such as prejudice against different gender, generation, corporate culture and level of education, for instance.

Bazerman and Moore (2008), Kahneman and Tversky, 1982 and Kahneman (2009) point out cognitive biases that interfere negatively with decision making processes, such as availability, representativity and stereotypes. By availability it is understood that decision making processes are affected by information available in one's memory. By representativity, judgment contaminated by first impressions caused by the appearance of the counterpart and finally, stereotypes are judging one individual for the group he or she represents (Bazerman, 2009). Such biases are exposed in the role play simulation and its discussion is expected and should be encouraged in classroom.

The role-play simulation presented here was based on direct participation that came from a real case scenario experienced by one of the authors, described in the following section.

Background

Maria Fernanda Rigotti, one of the authors, Brazilian, female, 29 year-old, blonde, born in Santa Catarina State, south region of Brazil and civil engineer was invited by one construction company to occupied a position of project manager in a civil construction site in Americana, countryside of São Paulo state, southeast region, in January of 2013. The construction of a vertical condominium was her new assignment.

Since the very first day of works at the construction site, the construction master builder, Brazilian, from northeast part of Brazil, 63 years-old, has been continuously disrespecting Maria Fernanda, making changes to the construction site, not authorized and not part of the original project. A power dispute came in.

The situation became tense with accusations coming from both sides and finally an open conflict arose. The master builder did not accept her leadership, saying openly that construction is not ‘a place for women’, that it is ‘men’s environment, that she was ‘too young’ and so on.

One superficial investigation on the issues would demonstrate prejudice against women in the workplace. But a deeper investigation showed some old rooted questions regarding to more than one issue involved. Prejudice against gender, generation, regions, stereotypes, different levels of education and workplace positions were observed directly.

In 2012, Brazil had 7.8 per cent of the people economically active working on the construction segment. From this, 93.9 per cent were men. Nine years before, in 2003, men were 94.3 per cent. Official statistics point an increasing number of working women formally registered in the Brazilian Ministry of Labor. Women’s participation in the marketplace has just increased in 9.8 percentile points in less than one decade, from 34.7 per cent in 2003 to 44.5 per cent in 2012. According to the same numbers, afro-descendants formally registered in Brazil have increased their participation from 41 percent of the total labor force in 2003 to 46.1 per cent in 2012. Regarding to educational level, statistics show that people are studying more: in 2003, 68.7 per cent of the Brazilian workers (men and women, whites and afro-descendants) formally registered had at least 11 years of formal education. In 2003, 53.5 per cent of the workers formally registered had 11 or more years of formal education, representing 15.2 per cent of increase¹. In other words, at least in Brazil, minorities are increasing their social and economic participation in all segments of the Brazilian society. But the reality is that civil construction is still 94.3 per cent dominated by males.

According to the Brazilian Government women also are paid with less amount of money than their male counterparts: in 2011 the medium wage for a man was 27.7 per cent greater than for a woman in the same occupation².

Methodology

The role play simulation was built through qualitative interviews, direct participations and primary data were collected through direct observation. Qualitative interviews are, according to Myers, ‘the most common and one of the most important data gathering tools in qualitative research’ (Myers, 2006). Teaching notes are provided in the annexes, as well as the three parties. Despite the fact that in the real case scenario there was no Mediator, it was artificially created the role of the Mediator to the role play simulation. As mentioned in the previous section, Dramaturgical theory sustains theoretically the validity of the whole research.

1 See IBGE. Diretoria de Pesquisas, Coordenação de Trabalho e Rendimento (2012). Pesquisa Mensal de Emprego. Retrieved from http://www.ibge.gov.br/home/estatistica/indicadores/trabalhoerendimento/pme_nova/Evolucao_emprego_carteira_trabalho_assinada.pdf, accessed on September, 2013.

2 See IBGE, Diretoria de Pesquisas, Coordenação de Trabalho e Rendimento, Pesquisa Mensal de Emprego 2003-2011. Retrieved from http://www.ibge.gov.br/home/estatistica/indicadores/trabalhoerendimento/pme_nova/Mulher_Mercado_Trabalho_Perg_Resp_2012.pdf, accessed on September, 2013.

Findings

The three-party role play simulation presented here was tested in classroom in a convenient sample of 96 participants (N=32 groups) from 2 different locations: Florianópolis, Santa Catarina state, southern Brazil and Rio de Janeiro state, southeast Brazil.

Groups were gathered each three persons with one set of roles #1, #2 and #3 (see appendix II), instructions were given according to teaching notes (see appendix I). The mediators were called in separate in order to check some important points on how to deal with angry public, best practices on mediation discussed and then each and every one started negotiations on original group. The recommendation of registration of a deal in written terms was enhanced, in order to produce more tangible results. This is one way, according to Cialdini (2006) one of the best ways to influence one person is to get a written state from the other part, a strong sign of commitment.

All 32 groups but one reached a deal. The only one group that did not reach a deal, when debriefed, explained that the master builder was stubborn and was adamant to reach a satisfactory deal. When asked, the master builder explained that ‘the loss of power’ was very difficult to embrace and, by the reason, there were no possibility to make a deal and then resigned.

This reaction was very similar to the real history presented in the background section: in the real case scenario, the master builder was adamant in the position assumed and the possibility of losing face, losing power was too much and the master builder has chosen to resign.

It is recommended that at least 45 minutes (minimum) of discussion and debates about the issues presented above. In the two courses where the role play simulation was applied, with 48 students each, 1 hour was dedicated satisfactorily to the case debriefing.

Discussion

During the exercises, the facilitator (professor) should be very attentive to signs of agreement such as non-verbal languages, i.e. body signs, to first observe and then relate on the debriefing section, which gestures were more aggressive, which more defensive, which by turn more conciliatory gestures and so on. The facilitator should not relate mistakes pointing names, it should be considered offensive in Brazilian classrooms, but to discuss with the students, provoking debate on the major points below mentioned:

- Cognitive biases and Stereotypes: what was the observed impact on the relationship and the issue being discussed by all parties.
- Generational, gender, level of education and possible regional conflicts: which solutions proved to be better and which ones don't.
- The role of the mediator: it is important for the other participants to understand the difficulties of the mediator during and after the role play.
- Which solutions and best practices were better than others, which one should be continued and which one should be terminated.

One observation: one of the three parties is a woman (Maria Fernanda). The other 2 parties are men, including the mediator (that could be a woman too). It is recommended to distribute roles respecting genders. After the exercise, one shy student informed very discretely that in her managerial life she had suffered the same sort of prejudice more than one time and this was not well resolved and remembering all that past was a painful experience. The facilitator should be

prepared for that kind of consideration and devise previous ways to deal with dissatisfaction or other emotional negative responses.

Finally, future researchers are encouraged to investigate the tangible effects of mediation in real case scenario as well as to investigate possible effects of all sorts of prejudices in the negotiation/mediation processes and which measure parties and mediator are affected by such cognitive biases.

References

1. Alexander, N., LeBaron, M. (2009). Death of the Role Play. In: Honeyman, C., Coben, J., De Palo, G (eds) *Rethinking Negotiation Teaching: Innovations for Context and Culture*. Saint Paul, Minnesota: Dri Press.
2. Bazerman, M., Moore, Don. (2008) *Judgment in Managerial Decision Making*. NY: Wiley, 7th edition.
3. Bercovitch, Jacob, J. Theodore Anagnoson, and Donnette L. Wille. 1991. Some conceptual issues and empirical trends in the study of successful mediation in international relations. *Journal of Peace Research* 29 (1): 7-17.
4. Bercovitch, Jacob, and Allison Houston. 1996. The study of international mediation: Theoretical issues and empirical evidence. In *Resolving international conflicts*, edited by Jacob Bercovitch, 11-35. Boulder, CO: Lynne Rienner.
5. Cialdini, Robert B. (2006). *The Psychology of Persuasion*. USA: Collins Business Essentials
6. Fisher, Roger; Ury, William; Patton, Bruce (1981). *Getting To Yes: Negotiating Agreement without Giving In*. USA: Houghton Mifflin Company.
7. Goffman, E. (1959). *The presentation of self in everyday life*. London: Penguin.
8. Goffman, E. (1961). *Encounters: Two studies in the sociology of interaction*. Indianapolis: The Bobbs-Merrill Company.
9. Honeyman, C., Coben, J., De Palo, G (eds). (2009). *Rethinking Negotiation Teaching: Innovations for Context and Culture*. Saint Paul, Minnesota: Dri Press.
10. Kahneman, Daniel; Slovic, Paul; Tversky, Amos. (1982) *Judgment Under Uncertainty: Heuristics and Biases*. New York: Cambridge University Press.
11. Kahneman, Daniel (2003). Maps of bounded rationality: psychology for behavioral economics In: *The American Economic Review* 93 (5): 1449–75.
12. Lax, David A.; Sebenius, James K. (2006). *3D Negotiation: powerful tools to change the game in your most important deals*. Boston, MA: Harvard Business School Press.
13. Lax, David A. Optimal Search in Negotiation Analysis. In: *The Journal of Conflict Resolution*, Vol. 29, No. 3 (Sep., 1985), pp. 456-472. USA: Sage Publications.
14. Lax, David A.; Sebenius, James K. (1986). *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*. New York: The Free Press.
15. Lempereur, Alain P.; Colson, Aurélien (2008). *First Things First: A Negotiation Method*. France: CO-DEV.
16. Mnookin Robert H.; Susskind, Lawrence E.; Foster, Pacey C. (1999). *Negotiating on behalf of others: advice to lawyers, business executives, sports agents, diplomats, politicians, and everybody else*. Thousand Oaks, CA: Sage.
17. Moffitt, Michael L., Bordone Robert C. (2005). *Handbook of Dispute Resolution*. USA: Program on Negotiation/Jossey-Bass)
18. Princen, Thomas. 1992. *Intermediaries in international conflict*. Princeton, NJ: Princeton University Press.
19. Raiffa, Howard (1982). *The art and the science of negotiation: how to resolve conflicts and get the best out of bargaining*. Cambridge, MA: Harvard University Press.
20. Schelling, Thomas. (1960) *The strategy of Conflict*. Cambridge, MA: Harvard University Press.

21. Thomas, Kenneth; Thomas, Gail F. (2002); *Introduction to conflict management: improving performance using the TKI*. Mountain View, California: CPP Inc.
22. Thomas, Kenneth; Thomas, Gail F. (2004); *Introduction to conflict and teams*. Mountain View, California: CPP Inc.
23. Touval, Saadia, and Zartman, William. (1985). Introduction: Mediation in theory. In *International mediation in theory and practice*, edited by Saadia Touval and I. William Zartman, 7-17. Boulder, CO: Westview
24. Ury, William (1999); *The Third Side: Why We Fight And How We Can Stop*. New York: Penguin books.
25. Young, Oran R. 1967. *The intermediaries: Third parties in international crises*. Princeton, NJ: Princeton University Press.
26. Zartman, I. William, and Saadia Touval. 1996. International mediation in the post-cold war era. In *Managing global chaos*, edited by Chester A. Crocker and Fen Osler Hampson (with Pamela Aall), 445-61. Washington, DC: United States Institute of Peace.

Appendix I - Teaching notes

SCENARIO: the case illustrates gender, stereotypical, educational level and generational conflicts regarding to civil construction environment in Americana, countryside of São Paulo, Brazil. It involves one civil engineer, female, blonde, 29 years old, one Master builder, 63 years old, civil construction technical level in on construction site, at Americana.

MECHANICS: This is an exercise that brings together three parts, Maria Fernanda, the engineer, Josenilton, the Master Builder and Francisco, the Mediator. Each participant reads its paper, make considerations and discusses a possible solutions to the case, controlled by the facilitator (in this case, the professor). Usually, twenty-minute reading and preparation are more than enough. Then, negotiation and mediation starts. After a while, deals are achieved or not. The facilitator then makes comments, check the outcomes and makes a debriefing of twenty minutes approximately. The total time should not overpass two hours.

TOPICS COVERED: gender, stereotypical, educational level and generational conflicts. Mediation, facilitation, negotiation, interests, positions, relationship.

MAJOR LESSONS: This exercise demonstrates how different sorts of prejudice can destroy relationships, jeopardize negotiations and foster competition, liberating strong negative emotions with predictable results.

OBJECTIVES: This exercise intends to discuss the role of Mediation in the Negotiation Process. That mediation should be seen not as an intrusion devoted to promote disruption, but one aid to promote consensus between two different parties. One important objective is related to the process control. As seen in figure 1, parties tend to lose control when escalation process arises, when third parties join the Negotiation table, in other words, Negotiation is preferable to any other form of Intervention.



Figure 1. Negotiation Process and Control.

Source: Adapted from Salacuse, 2003.

From informal conversation to use of force, it is possible to observe third parties increasing power regarding to decision process, while the actual parties decrease their amount of power throughout the escalation process.

This case intends to show the common unintentional mediation mistakes, that normally occur, as follows:

- Talking without listening and without preparation;
- Focusing on positions, not interests;
- Partiality instead of Impartiality;
- Ignoring the four golden rules: *non-interruption, mutual respect, confidentiality and resolution*³. Some mediators talk too much, interrupting continuously the other party. Thus, **non-interruption** helps to prevent disruption; without **mutual respect**, pushing the other party, focus on stereotypes, misjudgment, all give birth to destructive emotions and leads to escalation and disruption; **confidentiality** helps to reduce the extension of the problem and loss of face; and finally, without **resolution** it is impossible to move forward.

Not setting the place in favorable aspects to help building consensus (see fig.2); Array A should be avoided because P1 is in opposition to P2; Array B should be avoided because creates

³ See Lempereur, A., Colson, A.; Salzer, J.(2008) Méthode de Médiation: au couer de la conciliation. France: Dunod. P.137

a sensation of opposition through the mediator; Array C should be avoided it creates partiality (M is closer to P1 than P2). Array D should be encouraged, because of equidistance between parties and the mediator.

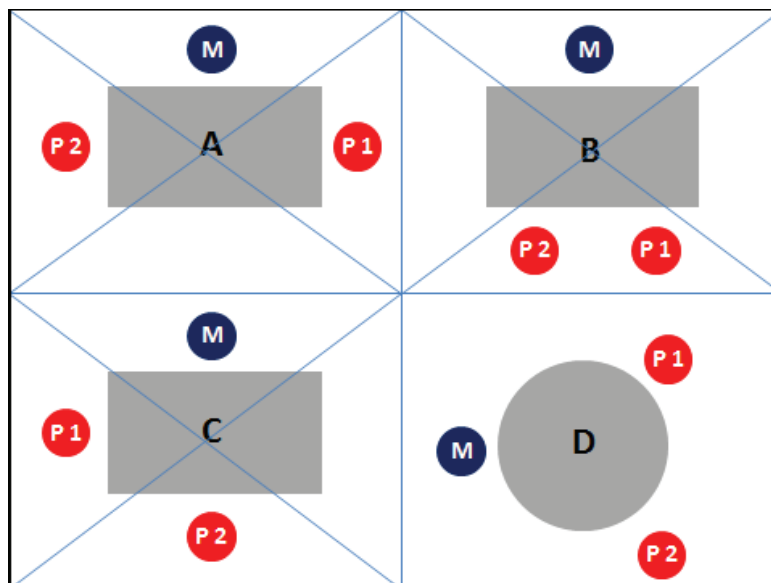


Figure 2. Desirable Mediation Table Array.

Source: inspired on Lempereur (2008).

RECOMMENDED FURTHER READINGS:

Sen, Amartya (2001). *Rationality and Freedom*, Harvard, Harvard Belknap Press.
 Sen, Amartya (1992). *Inequality Reexamined*, Oxford, Oxford University Press.
 Sen, Amartya (1987). *On Ethics and Economics*, Oxford, Basil Blackwell.
 Ury, William; Fisher, Roger; Patton, Bruce; (1991). *Getting To Yes: Negotiating Agreement Without Giving In*. Second Edition. New York: Penguin Books.
 Lempereur, A., Colson, A.; Salzer, J.(2008) *Méthode de Médiation: au coeur de la conciliation*. France: Dunod.
 Dias, M. (2012). *Rayan Case*. Paper presented at Fundação Getulio Vargas, Rio de Janeiro.

MAIN FEATURES	
Time required	1 hour – 2 hours
Number of participants	3 parties
Groups involved	No
Agent present	No
Third part present	Yes, one Mediator

Appendix II - Role Play Simulation

PART 1

CONFIDENTIAL INFORMATION FOR ♦ ♦ MARIA FERNANDA , NEW PROJECT MANAGER ♦ ♦

CONFIDENTIAL INFORMATION

You are Maria Fernanda, Brazilian, was born in Santa Catarina, single, 29 years old (Y Generation) and graduated in civil engineering. You were recently hired as a project manager for a construction company in the city of Americana - São Paulo.

However, your career began quite differently: the first and one of the biggest challenges faced by Maria Fernanda was working as a civil engineer in northeastern Brazil and to be a team leader formed only by men, a French company providing services to oil and gas (O & G), where for two years in operations teams coordinated exploration of onshore oil wells. Challenge because the segment O & G in Brazil is traditionally dominated by males and being, female, blonde, young and white (In Northeast region in Brazil, 70.8 % of the population is black, against 29.8 % White and still over lead them adds one more item of personal challenge. Working in an environment surrounded by prejudices of all kinds is definitely not an easy task.

You found that the most effective way to get respect is to be literally put "hands on". Of medium height and build lean (1.66 m tall and 52kg weight) , load the back drums of 20 liters of chemical additives , iron bars , " sledgehammer hitting " up to 3kg , operating alone pumping unit (a truck 35 tons) and fulfill goals are her motto . Even with some exaggeration: on one occasion came to stand 53 hours then working with a three rests only 40 minutes.

After a few years, you've been invited to work in a civil engineering firm as a project manager responsible for two civil works in Americana - SP , both at the very beginning of the work , namely:

The first work consists of two blocks of three-story buildings each , a total of 29 apartments - where only men work in implementing the same , totaling 25-40 employees per day , depending on the services that need to run .

The second work is a condominium of six towers, with stilts (parking deck) and 12 floors (each with four apartments), with nearly 100 employees and seven months from now will come to have up to 480 employees. As head of the project, you can manage all teams: implementation, administration, security, contractors and service quality: engineering assistants, interns, project superintendent, foremen, administrative, warehouse, work safety and contractors, all related you, living a great moment in her career. Enjoys it, sacrifices and feel happy with the opportunity.

For the construction site of the condominium, a consulting firm in the city of São Paulo was hired so that the entire layout plan : technical area , locker room , restrooms , cafeterias , central

mortar , form and armor, as well as lay materials will be delivered to the site to facilitate service and require less time to move in the same material.

Three months prior to the commencement of works, meetings were held with the company Paulo Consultancy in order to plan the construction site and design engineering team that would work on the project. For you, the project manager can "touch" the two constructs in parallel, shared their work in two shifts : in the morning you visit the building and in the afternoon the condo.

All went well until one of the most renowned works of masters of the region was called to lead the execution of the tasks of the condominium. He called Josenilton, is 63 years old (baby boomer generation) and 40 years of experience in construction as a Master Builder and longtime friend of the developer, known locally as highly competent .

The project of the construction site of the condo was put into action. The materials were taken in priority order and delivered to leasing. You made a general meeting with the interns in charge of the work, auxiliary engineering and contractors to explain how it would be organized construction site as originally planned.

However, barely a general meeting started and Josenilton, master builder of the condominium, challenged everything that was said in the presentation, complained that it was all nonsense, that the material suppliers were not going to do anything that had been designed the way as they had expected (accelerated delivery time), said it was "boy thing" by people without experience who do not know how a piece works. - Great start!

After the meeting you called Josenilton for a private conversation and explained that that project had been discussed for many months, planned to arrive as it is, it was a new and modern method of how the work would "behave" to organize but you would be willing to listen to his ideas and move to the consulting firm to analyze the caveats of Josenilton , but unfortunately he refused, saying he would not discuss useless. That "computer knows nothing" of the work.

The issue passed and began assembling the construction site. How are you physically separate the two construction sites in shifts, in the morning in the building, in the afternoon at the condo, contact with the Josenilton ends up in the morning via telephone and, to her surprise, each time you arrived in the afternoon in the condo, something that was not in the design of the bed had been changed by the: the clinic had been on the other side of the technical area, next to the container of the bathroom, he had made a extra-covered-area to ride another place, the same place next to a container of material, and every time you arrived at work , you had to call him and talk about the project , it should be followed , which was planned , it could expose the his ideas would be analyzed without problems, but the customer had already approved the project and the same should be followed as planned. He changed his tactics, apparently: he started to agree with everything, but the attitudes followed contradicting this agreement. This indiscipline is causing potential damage, since the company will be audited by a third part Quality Team, and obtaining an ISO certification may be at stake because the master work not be accepting their demands for implementing the construction site as was originally planned. You want to avoid at all costs a larger conflict that paralyzes activities and notes the following:

1. The master builder is one of the best coaches in the region of the city of Americana-SP and holds great power reference before the other employees work. You demand and there is no immediate replacement, besides it being a great friend of the owner of the project.
2. The office of the construction company is located in the city of Rio Claro-SP (65km far away from Americana-SP), and is trying to get the civil construction market in Americana, and it needs support and qualified staff that has a good reputation. If the construction project is not followed, the work is now reported in

the internal audit. Therefore, each "change " in the original design is reported immediately and loss of money due to these interventions can be lost.

3. Why not be anything to jeopardize the final work and for being a place of living , the master builder claims it can do it the way you find convenient , because the construction site is destroyed before the final work is delivered. You notifies the developer.
4. You've heard through "radio pawn" that Josenilton, which is Ceará, thinks beyond being a woman you're too young to understand the subject of "goat".
5. In the meantime, you receive a call from the owner of the condo to meet with a mediator named Francisco (you do not know) to handle the case, already public knowledge . All you want is for the work to take its course as planned. Prepare to talk to Francisco, the Mediator, and to confront the situation with their own Josenilton.



PART 2 CONFIDENTIAL INFORMATION FOR◆◆ JOSENILTON , MASTER BUILDER◆◆

CONFIDENTIAL INFORMATION

You are Josenilton , Master Builder for 40 years ,was born in Ceará state, northeast Brazil , 63 years (baby boomer generation). You've seen everything or almost everything in your professional career. You have recently been hired to take care of the bed of a construction of a condominium in the city of Americana - SP.40 years is "playing" all kinds of construction works. Hard worker, you never had the opportunity to complete your studies - what it was like to be a civil engineer. - It was going to teach these kids that come here smelling of milk and with that air of one who knows everything but if you take the hand of them that computer cannot do anything, was what kept saying.Josenilton had a very difficult life. Eldest son of Mrs. Etelvina, seamstress, mother of 13 children, never knew his father. Born in the same year in which Brazil lost the World Cup at the Maracanã, for Uruguay in 1950. At age 8, Juscelino Kubitschek fully heard from his mother that his uncle had gone to São Paulo, had gotten a job and he was calling everyone in the family to go live with him. Like many migrants from the Northeast, you fled the drought and lack of employment traveling to São Paulo with her mother and only eight of the thirteen children (five died while still very young). Arriving in Sao Paulo, saw his uncle working in a work and then discovered what he wanted to do: his dream was to be a Master Builder. Studied with great difficulty in SENAI São Paulo, reconciling work as assistant mason with studies. Formed in 1973, aged 23. You were the first family to have a diploma. He married the following year and in four years had three children. He never went back to school, but it was always his dream to become an engineer. Josenilton is widowed and has three grandchildren, all boys.

90s here began to feel much difficulty in dealing with “such a computer”. Now this is how it is for that computer, computer to it. Computer does not put their hands dirty - so no need. Never was interested in learning how to use it.Time passed until recently received an invitation to work on a construction site in the city of Americana - SP. He knew the owner of the contracting company and his father. He felt at home. The problem was the engineers and architects, which in his opinion, did not know anything about civil construction. Such were the graduates who thought they knew everything work . Like you, Josenilton , male goat, would allow someone messed unprepared in his work? No way!Recently, however, came a “Galega” (a common nickname to the white people in Brazil Northeast) in the work. She was Maria Fernanda, a

blonde, white skin, green eyes who was there from the South of Brazil, Santa Catarina . “Galega” was damned pretty but damn nosy. Engineer who had come from the oil for civil engineering. "What she meant to work ? " - Asked. At the first meeting, “Galega” started talking a lot of nonsense. You protested immediately. She said that the material would be delivered at an accelerated rate, which would never happen in their experience. When the meeting ended , “Galega” came to try to convince him that that project had been discussed for months , planned to arrive as that is , it was a modern and computerized method of how the work would " behave" to , but she would be willing to listen to their ideas and move to the consulting firm (contracted in Rio Claro - SP responsible for the overall design of the condo). You countered that no use arguing useless. - Whatever you do it criticizes, a hunch , he thought . - This “Galega” knows nothing. Working with this computer is a joke. Working is subject goat, said the masons, who fell into laughter. The assunto passed and began assembling the jobsites. And you've got to do the work your way: - In the end they will give me reason! This project is all wrong! Computer?! Things have always been done one way and that is how it should be. I'll start the work and there comes “Galega” claim: - The clinic had been on the other side of the technical area, next to the container of the bathroom, you did a " puxadinho " to mount another site , the same occurring alongside a container material. This is not okay in the project! The client has approved the project the way it was done! And you talked about the damn project the audit quality would complain that the ISO would not leave. What do I care? - He thought. This kale is even stubborn. - I did so well because it works, merely responding. How to complain “Galega” came almost every day, you decided to change tactics: now agree with everything she said, but continued to do what he thought was right. All you want is to see a perfect work, the way it should be. After all, all you want is for the work to be accomplished to perfection. Sought the owner of the condo, his, and told him that if “Galega” continues, he does not know what else to do. "I want to see find another bitch to do what I do, and right!" - he threatened. The owner of the condo said: - Calm down, get back to work I'll get a solution. After a few days, then you have been summoned to a meeting with Francisco, a Mediator friend of the developer, to help with the issue at hand, which is public knowledge. You do not know him. Be prepared to meet Francisco and perhaps with Maria Fernanda, “Galega”.



PART 3 CONFIDENTIAL INFORMATION FOR ◆ ◆ FRANCISCO, THE MEDIATOR ◆ ◆

CONFIDENTIAL INFORMATION

Are you Francisco, psychologist and coacher with 20 years of experience in education and training of talents and conflict mediation, carioca, 44 (Generation X), organizational professional mediator, was invited by the owner of a condominium under construction, your friend to act in resolving a conflict between two employees working in the construction work of even a civil engineer and a master builder. It appears that apparently the Master Builder, Josenilton, Ceará, 63 years of age (baby boomer generation), would not be subject to an engineer blonde Catarina 29 years, Maria Fernanda (Generation Y), which had been hired for the position of project

manager for the work in question. You're used to this kind of situation, initially think that probably the Master Builder, a baby boomer did not want to work under a woman of Generation Y.

You know Josenilton formed in 1973 in Senai SP as master builder , has 40 years of experience , we never went back to school , but he will one day , perhaps , be an engineer . Josenilton also knows that he is a widower and has three grandchildren, all boys. You know Josenilton may have their reasons, but deliberately does not comply with the project - the actual owner of the condo you informed. So who is right? You know Maria Fernanda is working on two projects simultaneously spends the morning in the work of the building and the afternoon in the work of the condominium, the focus problem. Your first task is to remain neutral, although at first glance to know that this is a complicated conflict, involving, for what could be observed:

- • Conflict about gender;
- • Conflict about hierarchy;
- • Conflict of generations;
- • Conflict about different educational levels;
- • Conflict about regional stereotypes.

From what heard, everything points to the engineer as a solution, the master builder contest and wants to do it his way, he thinks the more certain. It seems that he deliberately did not want to follow the condominium project, modifying items seemingly without reason.

Your mission as a mediator is to promote an understanding between the parties , creating favorable conditions for the agreement. You know and respect the four golden rules of Mediation:

- • **No interruption** - Some mediators are constant interruptions.
- • **Mutual respect** - focus on stereotypes, false judgment, all give birth to destructive emotions leading to escalation and disruption.
- • **Confidentiality** - helps reduce the extent of the problem.
- • **Resolution** - Resolution is not impossible to advance.

You, in the role of mediator, recognize and apply the three steps of Mediation:

1. Consider if the situation is appropriate for mediation and if the right people are involved, including the Mediator.
2. Speaking separately and confidentially with each party in dispute.
3. Gather all parties.

Your first mission is to talk to the parties separately recap : the Josenilton, Master Builder, from Brazil Northeast (Ceará State), 63 years old and Maria Fernanda, civil engineer, 29 years old, from the very south of Brazil, blonde. Then, if possible, meet with both of them. In separate meetings will hear both parties more than advise them to do so, will use the FUNNEL technique. The technique consists in formulating open questions at the beginning of the interview to find out what's wrong, know the history in detail, act in an investigative interview and then funneling the leading closed questions or verification, where the respondent says yes or no. This technique is effective for investigation and subsequent feedback. Prepare to mediate the conflict.

