

Conflict Management

Media Type: Video

Duration: 26 minutes

Goal: To define conflict, analyze common causes of conflict and provide the solutions to resolve a conflict.

Description:

Although conflicts can be destructive to businesses and organizations, they can bring about positive impacts if handled properly. This presentation defines conflict, investigates common causes of conflict and compares different conflict management styles. Students will learn skills to resolve conflict and the process of third party intervention.

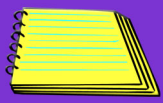
Objectives:

1. To define conflict.
2. To analyze common causes of conflict.
3. To compare five conflict management styles.
4. To learn skills to resolve conflict.
5. To explain third party intervention process.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	reasoning; patterns; problem solving
Language Arts	<i>Application of Writing Skills</i>	informative writing; organizing logical arguments; brainstorming; enhancing grammatical mechanics; vocabulary enhancement
	<i>Analysis of Text, Literature, and Information</i>	developing listening and comprehension skills, creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document and presentation processing software
Social Studies	<i>Impacts of History, Government, and Economics</i>	describe cause/effect relationships
Science	<i>Scientific Thinking and Investigating</i>	critical thinking; real-world investigations and applications; evaluating conclusions

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Lesson Plan

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.



4 min.

Class 1: Begin the class by distributing the *Vocabulary Handout*, *Self-Control Student Handout* and the *Worksheet* for students to use as reference materials. Show the *Defining Conflict* segment. Students should complete the corresponding *Assessment*. Instruct students to begin the *Green Power or Not? Project*.



5 min.

Class 2: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Analyzing Conflict* segment. Students should complete the corresponding *Assessment*. Instruct students to complete the *What Caused the Conflict? Activity*. Provide students with instructions for the *Conflict Theories Project* and *Ethical Guideline for Mediators Project*. Allow students to choose one *Project* to work on at home.



3 min.

Class 3: Remind students to use the *Vocabulary Handout* and *Worksheet* as references. Show the *Conflict Management Style* segment. Students should complete the corresponding *Assessment*. Instruct students to complete the *Conflict Management Style Activity*.



5 min.

Class 4: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Resolving Conflict* segment. Students should complete the corresponding *Assessment*. Complete the *Positive Language Activity*.



9 min.

Class 5: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Third Party Intervention* segment. Students should complete the corresponding *Assessment*.

Class 6: Distribute the *Conflict Management Final Assessment* and allow time for

students to complete it. Students should share their *Green Power or Not? Projects* with the class. Students should turn in their completed *Projects/Activities* before the end of class.



Lesson Links

Conflict Resolution Network

- <http://www.crnhq.org/>

Conflict Resolution

- <http://www.ohrd.wisc.edu/onlinetraining/resolution/index.asp>

Conflict Resolution Skills

- http://www.helpguide.org/mental/eq8_conflict_resolution.htm



Career & Technical Student Organizations

BPA

- Administrative Support Workplace Skills
- Management, Marketing & Human Resource Workplace Skills
- Human Resource Management

DECA

- Principles of Business Management and Administration

FBLA

- Business Communication
- Introduction to Business Communication
- Management Decision Making



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50450 Tahnee Truitt, HR Manager, South Plains Coop
- iCEV50634 Maria Allridge, HR Specialist, Justin Boots
- iCEV50213 Mike Van Lente, Director of Corporate Training, Radio Shack, International Justice Mission

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Lab Activities

What Caused the Conflict?

Directions:

Students will write down a conflict he or she has experienced personally. Students should not include the way they solved their conflicts and not put their names on the paper. Redistribute the conflict cases to students. Students will write down the causes of the conflict and the most appropriate solution. Ask student volunteers to read the case, provide the causes of the conflict, and present the solution.

Conflict Management Style

Directions:

Divide the class into groups of two. Students will design a conflict scenario and take turns playing the roles using five different conflict management styles: competitive, accommodating, avoiding, compromising and collaborating. Ask students to play the roles for the class. Students will choose the most appropriate conflict management style.

Positive Language

Directions:

Distribute the *Positive Language Activity*. Instruct students to rephrase the negative statements to positive statements. Make sure they use positive language techniques such as reframing, specific statements and relationship-building language.



Projects

Green Power or Not?

Directions:

Divide the class into groups of three or four. Students will read the conflict case on the *Green Power or Not? Project* sheet. Students will create a report to explain their solution for the conflict. Make sure they state the problem, identify the opinions of the conflicting parties, list all possible solutions and according outcomes and select the most appropriate solution.

Conflict Theories

Directions:

Divide the class into groups of three or four. Students will conduct research on the theories of the causes of conflict. Students will create a 1,000 word paper discussing the theories. Common conflict theories include: attribution, field, social exchange and equity theories.

Ethical Guidelines for Mediators

Directions:

Divide the class into groups of three to four. Student will conduct research on regulations and ethical codes for mediators. Students will create a 1,000 word handbook of Ethical Guidelines for Mediators based on the findings. Make sure they include important issues in the mediation process such as confidentiality and impartiality.