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 handed 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.

▼ Common Core Standards

College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text

Key Ideas & Details	*9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Integration of Knowledge & Ideas	*9-10.7*	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Language

Language Standards

Conventions of Standard English	*9-12.1*	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	*9-12.3*	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Vocabulary Acquisition & Use	*9-12.5*	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	9-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	**9-10.1**	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	**9-10.4**	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

College & Career Readiness Anchor Standards for Writing

Writing Standards

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Text Types & Purposes	**9-12.2**	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	**9-12.4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build & Present Knowledge	**9-12.7**	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
Administrative Support Career Pathway (BM-ADM)	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
	Access, evaluate and disseminate information for business decision making.
	Plan, monitor and manage day-to-day business activities.

Human Services Career Cluster (HU)

Cluster	Standard
	Use effective communication with human services clients and their families.
	Evaluate the role of the family, community and human services in society and the economy.

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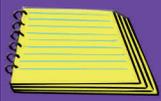
Lesson Plan

Class 1: Begin the class by distributing the *Vocabulary Handout* and the *Worksheet* for students to use as reference materials. Show the *Defining Conflict* chapter. Instruct students to begin the *Green Power or Not? Project*. Students will present the project during Class 6.

4 min.

Class 2: Show the *Analyzing Conflict* chapter. Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Instruct students to complete the *What Caused the Conflict? Activity*. Provide students with instructions for the *Conflict Theories* and *Ethical Guideline for Mediators Projects*. Allow students to choose one project to work on at home. Inform students their project is due by the end of Class 6.

5 min.

Class 3: Show the *Conflict Management Style* chapter. Remind students to use the *Vocabulary Handout* and *Worksheet* as references. Instruct students to complete the *Conflict Management Style Activity*. Allow time for students to work on their projects.

3 min.

Class 4: Show the *Resolving Conflict* chapter. Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Complete the *Positive Language Activity*. Allow time for students to work on their projects.

5 min.

Class 5: Show the *Third Party Intervention* chapter. Remind students to use the *Vocabulary Handout* and the *Worksheet* as references.

9 min.

Class 6: Ask students to complete the *Assessment*. Students will present the *Green Power or Not? Project.* Ask students to turn in the *Conflict Theories Project* or *Ethical Guideline for Mediators Project.*

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 each write down a conflict he or she has experienced personally. However, students should not include the ways they solved their conflicts. Students should 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 students into pairs. Students will design a conflict scenario. Ask students to 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 Student Activity Sheet*. 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

Conflict Theories
Directions:
Divide students into groups of three to four. Ask students to 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.

Green Power or Not?
Directions:
Divide students into groups of three to four. Students will read a conflict case on the *Green Power or Not? Student Project Sheet*. Ask students to create a Microsoft® PowerPoint® presentation 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.

Ethical Guidelines for Mediators
Directions:
Divide students into groups of three to four. Ask student to 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.

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