

Lesson D3–8

Understanding Conflicts and Their Resolution

Unit D. Employability in Agricultural/Horticultural Industry

Problem Area 3. Gaining Employment

Lesson 8. Understanding Conflicts and Their Resolution

New Mexico Content Standard:

Pathway Strand: Leadership and Teamwork

Standard: XI: Use leadership skills in collaborating with others to accomplish organizational goals and objectives.

Benchmark: XI-B: Embrace compassion, service, listening, coaching, developing others and teams, and understanding and appreciating others to develop premier leadership.

Performance Standard: 1. Practice the human relations skills of compassion, empathy, unselfishness, trustworthiness, reliability and listening. 2. Interact and work with others. 3. Participate effectively as a team member. 4. Understand, accept, and appreciate others for their contributions.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Define conflicts and identify some causes of conflicts.
2. Define conflict resolution and the skills it requires.
3. Describe the techniques for preventing and controlling conflicts.

List of Resources. The following resources will be useful in teaching this lesson:

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997.

VAS U6001b, *Applying for a Job*. Urbana, Illinois: Vocational Agriculture Service.

Other Resources. The following resources will be useful to students and teachers:

Schroeder, Charles B., et al. *Introduction to Horticulture*, Third Edition. Danville, Illinois: Interstate Publishers, Inc., 2000.

Ricketts, Cliff. *Leadership: Personal Development and Career Success*, Second Edition. Albany, New York: Delmar Publishers, 2003.

List of Equipment, Tools, Supplies, and Facilities

Writing surface

Overhead projector

Transparencies from attached masters

Terms. The following terms are presented in this lesson (shown in bold italics):

Conflict

Conflict resolution

Cultural diversity

Decision-making skills

Gossiping

Harassment

Invasion of privacy

Jealousy

Problem-solving skills

Reconciliation

Sexual harassment

Interest Approach. Use an interest approach that will prepare students for this lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Call on students to identify conflicts they have been involved in. List several of them on the writing surface. Ask students to mention what the causes of the conflicts were. How were the conflicts resolved? Begin to help the class to understand that conflicts are common in the workplace. People have differences of opinion in how to best accomplish goals. Everyone needs to develop conflict resolution techniques.

Summary of Content and Teaching Strategies

Objective 1: Define conflicts and identify some causes of conflicts.

Anticipated Problem: What are conflicts, and how are they caused?

- I. A **conflict** is a difference of opinion between two or more people. Two parties are in competition with each other. Conflicts are disruptive and destructive to a group. There are many causes of conflicts.
 - A. **Jealousy** describes the behavior of a person who is envious or resentful of someone else.
 - B. **Gossiping** is lying about someone else behind his or her back. Gossip often results in the original information becoming more harmful. Gossipers often add to the story and make it more untruthful than it previously was.
 - C. Dirty looks are unkind looks or stares. It is important to remember that such looks may have nothing to do with the person who receives them. They may be the result of a person having a bad day.
 - D. **Invasion of privacy** is infringing on an area that an individual holds personal. Examples include reading someone else's mail or looking at someone's test scores.
 - E. **Harassment** is doing something that disturbs another person. It can take the form of name calling, threats, or insults. **Sexual harassment** includes unwanted touching or comments of an inappropriate or sexual nature.
 - F. **Cultural diversity** refers to the variety of ideas and customs of people from different backgrounds.

Many techniques can be used to master this objective. Use TM: D3–8A and classroom discussion to summarize some of the causes of conflict.

Objective 2: Define conflict resolution and the skills it requires.

Anticipated Problem: What is conflict resolution, and what skills does it require?

- II. **Conflict resolution** is using techniques that allow people to resolve problems that arise between them. It enables people to reconcile. **Reconciliation** is the act of reestablishing friendships after a conflict. Conflict resolution involves two types of skills.
 - A. **Problem-solving skills** are the techniques and talents people use to find solutions to situations. There are eight basic steps involved in problem solving.
 1. Identify the problem.
 2. Evaluate the problem.
 3. Gather information about the problem.
 4. Generate alternatives.
 5. Decide on an appropriate plan.

6. Select and plan a course of action.
 7. Carry out the plan of action.
 8. Evaluate the results.
- B. **Decision-making skills** involve selecting one choice from several that are available. When faced with making decisions, there are certain questions that need to be asked.
1. What is the decision that needs to be made?
 2. What are the available choices or alternatives?
 3. What consequences are associated with each of these choices or alternatives?
 4. Is the decision based on accurate information?
 5. How successful was the decision?

Use TM: D3–8B and TM: D3–8C to summarize problem-solving and decision-making skills. Use class discussion to reinforce the importance of these skills in conflict resolution.

Objective 3: Describe the techniques for preventing and controlling conflicts.

Anticipated Problem: What techniques can be used in the prevention and control of conflicts?

- III. Getting along on a job is essential. People who work for others must show they will be productive. Having personal skills is important. Examples of personal skills include:
- A. Work ethic: How a person views work.
 - B. Getting along with people: It is important to get along with both the people you work with and the public.
 - C. Honesty: People who are honest do not steal, lie, cheat, or speak or write inaccurate information.
 - D. Life Style: How a person goes about living.
 - E. Enthusiasm: Indicated by the energy that a person demonstrates when talking or moving.
 - F. Dedication: Loyalty to work.
 - G. Education and skill: People can gain education and skill through school and practical experience.
 - H. Dress, grooming, and personal hygiene: How people dress and present themselves create an image of the person.

Many techniques can be used to master this objective. Students should read the appropriate sections in the *Introduction to Horticulture* textbook.

Review/Summary. Focus the review and summary of the lesson around the student learning objectives. Call on students to explain the content associated with each objective. Use their responses as the basis for any areas that need reteaching. Questions in the suggested references may also be used in the review/summary.

Application. Application can involve a variety of activities. Select an important leader from the past or present. Have students research the challenges and conflicts the leader faced. They should explain how these situations were handled. Relate the handling of these issues to the techniques for preventing and controlling conflicts.

Evaluation. Evaluation should focus on student achievement of the objectives for the lesson. Questions in the suggested resources will be helpful. A sample written test is attached.

Answers to Sample Test:

Part One: Matching

1=d, 2=b, 3=c, 4=e, 5=a

Part Two: Completion

1=Sexual harassment
2=conflict resolution
3=problem-solving
4=Jealousy
5=harassment

Part Three: Short Answer

1. Conflict is a difference of opinion between two or more people. By making people uncomfortable with the situation, it has a negative impact.
2. a. Problem-solving skills are techniques people use to find solutions to a situation.
b. Decision-making skills involve selecting one choice from several that are available.

Test

Lesson D3–8: Understanding Conflicts and Their Resolution

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term next to the definition.

- | | | |
|------------------------|-----------------------|-----------|
| a. reconciliation | c. cultural diversity | e. gossip |
| b. invasion of privacy | d. conflict | |

- _____ 1. Difference of opinion between two or more people.
- _____ 2. Infringing on an area that an individual holds personal.
- _____ 3. The variety of ideas and customs of people from different backgrounds.
- _____ 4. Lying about someone behind his or her back.
- _____ 5. Act of establishing friendships after a conflict.

Part Two: Completion

Instructions. Provide the word or words that complete the following statements.

- 1. _____ includes unwanted touching or comments of an inappropriate or sexual nature.
- 2. Using techniques that allow people to resolve problems is known as _____.
- 3. Finding solutions to situations involve _____ skills.
- 4. _____ describes the behavior of a person who is envious or resentful.
- 5. Doing something to disturb another person is know as _____.

SOME CAUSES OF CONFLICT

- **Jealousy**
- **Gossiping**
- **Dirty looks/unkind stares**
- **Invasion of privacy**
- **Harassment**
- **Cultural diversity**

THE BASIC STEPS IN PROBLEM SOLVING

- 1. Identify the problem.**
- 2. Evaluate the problem.**
- 3. Gather information about the problem.**
- 4. Generate alternatives.**
- 5. Decide on an appropriate plan.**
- 6. Select and plan a course of action.**
- 7. Carry out the plan of action.**
- 8. Evaluate the results.**

QUESTIONS TO BE ASKED WHEN MAKING DECISIONS

- 1. What is the decision that needs to be made?**
- 2. What are the available choices or alternatives?**
- 3. What consequences are associated with each of these choices or alternatives?**
- 4. Is the decision based on accurate information?**
- 5. How successful was the decision?**