

The material is proposed by:	University "St. Kliment Ohridski"- Bitola Faculty of Security-Skopje
Title of the lesson plan / task sheet	Conflict management, conflict styles
Targeted 21 <sup>st</sup> century skill	Critical thinking and problem solving, creativity, flexibility
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	The participants will have enhanced critical and proactive thinking to deal with anticipating challenges, dealing with conflict and promoting fair and equal opportunity in workplace settings. This session will help participants reflect on conflict, their own attitudes towards it and how they might mediate conflict resolution.
Specialty/target group (if applicable)	All
Learning outcome(s) for the vocational profession	1. Participants will learn about and improve on conflict styles and conflict management 2. Participants will better anticipate challenges so as to avoid conflict or bad situations at work.
Tools needed for this lesson plan/ task sheet (if applicable)	Flipchart and markers Tape Handout about conflict styles
Approximate time to complete the task	70 minutes
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	The teacher using methods of personal reflection, pair share, group discussions and role play, will try to highlight a few areas of potential conflict in the workplace and different conflict styles appropriate in different situations.
Warming up	Provide every student with handout about conflict styles.
Explanation for the students at the start	The students should know that conflict in our personal life and in the workplace comes in many forms and is often draining and counterproductive. People tend to deal with conflict in a variety of ways linked to their personality. Therefore, there are different styles that are appropriate in different situations as a way for conflict resolution. We can resolve the conflict if we are creative.

Task description for the students

1. Ask the participants to form groups of five or six.
2. Ask them to spend five minutes discussing instances of conflict that they themselves have been involved in during the last year. The conflict can be large or small.
3. Once they have all shared, introduce the following questions the small groups should discuss:  
How do you feel when you are in a conflict situation with someone?  
Do you feel the need to push your message when you are having a conflict with someone?  
Is it a great relief when you resolve a conflict? Why?
4. After they have had 5 minutes to discuss, explain that everyone has a different conflict style, or in other words, a preference for how they approach, engage in and deal with conflict.
5. Explain to the participant that different people choose to handle conflict in different ways that match their personalities. Ask participants for some examples of how people might react differently in situations of conflict.
6. After listening to their ideas, suggest that some people might try to avoid the conflict, perhaps by ignoring it. Others might want to compromise with the other person with whom they find themselves in conflict. Each of us chooses how we want to handle conflict. Some conflict styles can be more effective than others depending on the situation.
7. Review the four conflict styles with the group.  
Begin by reading out the name of each style and asking to suggest what they mean. Then read the definitions offered. You can relate this back to what they should remember about their personal preference for being passive, assertive or aggressive when communicating, especially in difficult communications such as conflict.
8. Tape a line down the center of the room. Tell the participant that you

are going to read a few statements aloud. They will need to decide if they agree or disagree with each of the statements.

There are no right answers, only personal opinions. If they agree with the statement, they should step to the right side of the line. If they disagree with the statement they should step to the left side of the line.

Participants can stay on that side until you read the next statement and then choose again which side to stand on. Allow time for participants to take a step to the right or left side of the line after each question.

#### CONFLICT STATEMENTS

When I am with my friends, I sometimes have conflicts with them.  
When I have a conflict with a friend I try to avoid talking about it.

I do not like to have conflicts with my family members.

When I am in conflict with family members I try to agree with them so I do not have to talk about the conflict.

Conflict is fun for me.

I think having conflict in the workplace can be good and necessary sometimes.

I think I can improve how I handle conflict.

I like to resolve conflicts with others because it is better to get along with them.

I never want to have a conflict with someone

9. After you have read all of the statements, ask the following questions:

Which conflict style are you most comfortable using?

Why do you think you use that preferred style?

Is it important to you to resolve conflicts with friends, classmates and family members?

Are you more likely, less likely, or equally likely to argue with someone in the workplace? For example: a boss, a co-worker, a business partner, an employee, a client. How

	<p>is it different for each of those people?  Do you think you can improve how you handle conflicts with others?  How?  Specifically talk about it in relation to the styles.</p> <p>10. Divide participants into 4 groups  Let participants know that you want them to come up with and present a short role play that shows one of the four conflict styles in action and also demonstrates an attempt at resolution. (role play)  Explain that even with avoidance or accommodation, there is still an underlying problem that hasn't been dealt with. They should try to show a conflict from beginning to resolution within a few minutes role play.  The conflict they come up with needs to be set in a workplace and all group members need to play a speaking role.</p> <ol style="list-style-type: none"> <li>a. Assign each group one of the four conflict styles quietly. Indicate that this is the style they must demonstrate in a work-related conflict/resolution role play.</li> <li>b. Give groups 15 minutes to come up with and plan out their idea.</li> <li>c. Invite groups up at random. Once they have finished their role play, ask the rest of the participants which conflict style they saw. And ask how and if the conflict was resolved.</li> <li>d. After all groups have presented, ask:  Why might it be important to adjust your conflict style when you are in a conflict situation?  What kind of conflicts and challenges would you expect to encounter in a work setting?</li> </ol>
Additional activities for the students	Workbook Assignment: Write down the next 3 challenges you expect to face in the near future.
Extra resources for learners	<a href="https://euneighbourseast.eu/wp-content/uploads/2021/07/workbook.pdf">https://euneighbourseast.eu/wp-content/uploads/2021/07/workbook.pdf</a>
Self-reflection for students	Let the students write about their experiences after this exercise

Feedback on the solution (if applicable) / Possibility to check	/
License information (if we have a general one on the website, it is not necessary separately for each educational material)	none

Conflict styles handout

CONFLICT STYLES:

Avoid: When you pretend the conflict is not happening, ignore it, and hope it will go away.

Compromise: Both people give up a little of what they want in order to reach an agreement or resolution in the conflict.

Accommodate: One person gives up what they need in order to allow the other person to get what they need in the conflict.

Collaborate: Both people in the conflict work together to come up with a resolution that is good and resolves the conflict peacefully.

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills