

Erasmus+ Capacity Building in Higher Education Indonesian Higher Education Leadership Training the Trainers Program

Module 5: Managing Conflict

Description	This module focuses on the understanding on theoretical and practical implementation of conflict management in general and conflict management within HE environment
Duration	4 hours
Training outcomes	<ul style="list-style-type: none"> Participants are expected to understand the theoretical aspect of conflict management Participants are expected to understand the practical aspect of conflict management
Sequences	<ul style="list-style-type: none"> Presentation and Q&A (90 minutes) Discussion on conflict as general (15 minutes) Exercise 1: How do you see it? (15 minutes) Exercise 2: Positive Spin (15 minutes) Exercise 3: Words of Wisdom (20 minutes) Exercise 4: Managing Conflict Styles (15 minutes) Exercise 5: Group Discussion (45 minutes) Q & A (10 minutes) Closing and conclusion (15 minutes)
Discussion on conflict as general (15 minutes)	<ul style="list-style-type: none"> Method: Individual work Output <ul style="list-style-type: none"> Discussion regarding what participant think about conflict as whole Material <ul style="list-style-type: none"> Slide 6 Modul 5 Instruction <ul style="list-style-type: none"> Facilitators help participants to explore the statement presented in the material by open discussion.
Exercise 1: How do you see it? (15 minutes)	<ul style="list-style-type: none"> Method: Group discussion (2 participants each group) Output <ul style="list-style-type: none"> Ideas on how participant see conflict in organization Material <ul style="list-style-type: none"> Slide 13 Module 5 (How Do You See It?) WiFi/internet connection Computer/laptop/tablet/smartphone or board Instruction <ul style="list-style-type: none"> Write keyword to describe leader and manager

	<ul style="list-style-type: none"> ▪ Assignment <ul style="list-style-type: none"> - This activity helps team members to: (1) become more comfortable with conflict, (2) consider the positive aspects of conflict, and (3) understand the possible benefits to themselves and the team. - Pair up. Provide each person with a copy of the handout. Allow 10 to 15 minutes for partners to interview each other. - Follow with a group discussion of the interviews and then go over the discussion questions.
Exercise 2: Positive Spin (15 minutes)	<ul style="list-style-type: none"> ▪ Method: Group discussion (2 participants each group) ▪ Output <ul style="list-style-type: none"> - Ideas on how participant see conflict in organization ▪ Material <ul style="list-style-type: none"> - Slide 13 Module 5 (Positive Spin) - WiFi/internet connection - Computer/laptop/tablet/smartphone or board ▪ Instruction <ul style="list-style-type: none"> - Write keyword to describe leader and manager ▪ Assignment <ul style="list-style-type: none"> - Write the definition of conflict. - The challenge is to define conflict without using negative terms. Once team members agree on a definition, write it on paper - Before the group presentations and discussion, - Have each team answer the debriefing questions on the handout. - After all teams are finished, present their ideas to the group. - Hang up the flip-chart pages on the wall of the room for the duration of the training day.
Exercise 3: Words of Wisdom (20 minutes)	<ul style="list-style-type: none"> ▪ Method: Group discussion (2 participants each group) ▪ Output <ul style="list-style-type: none"> - Ideas on how participant see conflict in organization ▪ Material <ul style="list-style-type: none"> - Slide 22 Module 5 (Words of Widsom) - WiFi/internet connection - Computer/laptop/tablet/smartphone or board ▪ Instruction <ul style="list-style-type: none"> - Write keyword to describe leader and manager ▪ Assignment <ul style="list-style-type: none"> - Group into small teams of four people. - Provide a quiz handout to each team. Suggest that while many of the quotations are verbatim, this does not mean that there are no other valid and conflicting points of view.

	<ul style="list-style-type: none"> - After 20 minutes, go over the discussion questions with the entire group.
Exercise 4 - Managing Conflict (15 minutes)	<ul style="list-style-type: none"> ▪ Method: Individual Assessment ▪ Output <ul style="list-style-type: none"> - To know each participant managerial conflict styles ▪ Material <ul style="list-style-type: none"> - WiFi/internet connection - Computer/laptop/tablet/smartphone - Projector or other online meeting application - Slide 50 Module 5 (Exercise 4 Managing Conflict) ▪ Instruction Fill out the online questionnaire through this link https://bit.ly/3ojVCO9
Exercise 5 - Group discussion (15 minutes)	<ul style="list-style-type: none"> ▪ Method: Group Assignment ▪ Output <ul style="list-style-type: none"> - Discussion on the real example of conflict in HE environment ▪ Material <ul style="list-style-type: none"> - WLAN/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - Each participant should prepare a computer/laptop/tablet/smartphone and connect with the WiFi/WLAN. ▪ Assignment Find the case in this link http://bit.ly/3hB78o0
Closing and final discussion (15 minutes)	<p>Facilitator will make a brief summary or highlighted insight from the training process and rechecked once again if there is still any things need to discuss.</p>

Handout: Managing Conflict

Duration: 90 minutes, including discussion

Section I: The Nature of Conflict and Its Causes

Sub-Section I: Conflict in Everyday Life

1. Introduction

Interpersonal conflict is a dispute between a small group of interdependent persons (typically two) over a perceived impediment to achieving a goal. When one person believes that another is obstructing an important aim, interpersonal conflict arises.

Internal and external conflict are both recognized in the notion of interpersonal conflict. Internally, when an individual is torn between his ambitions and the acts of others, the beginnings of conflict have sprouted. Interpersonal conflict has an outward component that manifests in one's actions. To put it another way, how one feels on the inside influences how one acts on the outside. Even if the disagreement isn't an obvious topic of conversation, communication is different now than it was before the conflict arose from a sense of inner discord.

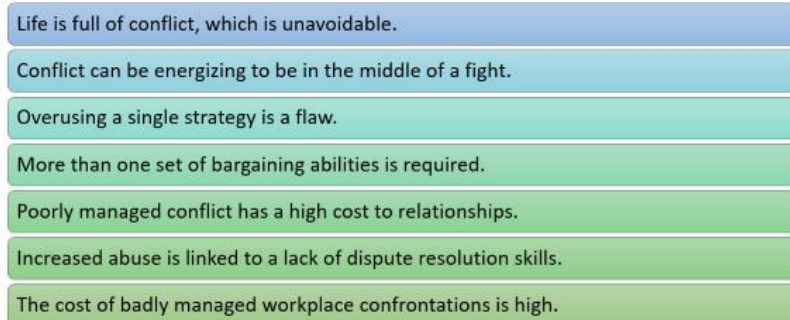
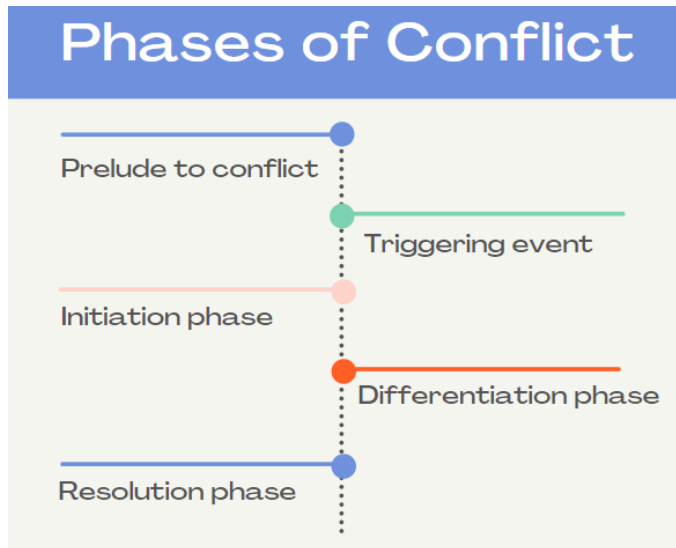


Figure 1. What do we know about

2. Main Topic

When speaking with a friend or acquaintance, most people have had the feeling that something is awry. Even though no discussions about the issue have taken place and no overt conflict resolution strategies have been used, a conflict is being expressed through the nuances of nonverbal communication, such as a look of disagreement or eye rolling when a topic that someone would rather avoid is brought up. One person may be aware of a disagreement while the other is unaware. For instance, there may be a general sense of tension among co-workers that others see, but the workers themselves aren't aware of their actions. There is no doubt that a conflict exists at other times. Direct confrontation can take many forms, some of which are beneficial, such as initiating cooperative issue solving, and others that are not, such as yelling and calling each other names. The

importance of each section of the definition of interpersonal conflict will be highlighted through a discussion of each part.



Prelude to conflict - It entails all the circumstances that could lead to a conflict between two or more individuals. Lack of coordination, divergent interests, cultural, religious, and educational backgrounds that are diametrically opposed to one another all contribute to the emergence of a conflict.

Triggering event - No conflict arises on its own. A trigger event must occur. Jenny and Ali had a complicated relationship. Cultural differences were a major cause of potential conflict. Jenny interrupted Ali's presentation and

slammed him for his lack of relevant content, igniting a feud.

Initiation phase - The phase of initiation is when the conflict has already started. Heated debates, abuse, and verbal squabbles are all red flags that a fight is already underway.

Differentiation stage - It is the stage at which people express their dissatisfaction with one another. During the differentiation phase, the grounds for the dispute are raised.

Resolution phase - A conflict is a dead end. Individuals must make an effort to reach an agreement and resolve the disagreement as soon as possible. The resolution phase entails a thorough examination of the various options for resolving the problem.

Benefit of Studying Conflict

Conflict resolution that is fruitful is a source of personal power.

Many organizations prefer to recruit someone who can communicate effectively, manage conflict, and solve problems over someone who possesses merely technical expertise. Supervisors who properly manage conflict minimize the inefficiencies of ineffective conflict.

Managing conflict can help you save money.



If workplace turnover is caused by conflict, actual and indirect monetary expenses are paid, such as recruitment costs, opportunity costs when positions are empty, training costs, general stress on workgroups when positions are vacant, and so on.

Managing conflict increases one's self-assurance.

When conflict develops, skilled conflict managers have a higher sense of confidence and know that they have options in how to respond, which is a step forward from the helpless, trapped, or out-of-control sensations that some people feel during conflict.

Managing conflict opens the door to new possibilities. Individuals are faced with choices during conflict, not only in terms of how to communicate and what methods to use, but also in terms of what the future will look like. We can establish if goals should be adjusted or how a relationship should develop in the future. These and other critical decisions come during conflict and form forks in a relationship's path.

3. Discussion

Food for thought – give your take on the statement (whether it true/false) and make argument to defend it.

- Conflict-free environment will make a better work outcome **(T/F)**
- Disagreement between co-workers is equal with unkindness **(T/F)**
- Most of the people avoid conflict because the personal desire to be liked by their co-workers **(T/F)**

Sub-Section 2: Conflict Management Theories and Approaches

1. Introduction

In general, theories are hypothetical explanations for observed actions rather than facts. They give you a lot of options for studying conflict. Theory is used by conflict managers to gain insight into the core causes of conflict, uncover patterns in encounters, and provide guidance on how to best proceed toward a positive outcome.

Some of the various hypotheses regarding how conflicts develop are examined in detail in this chapter. Furthermore, these ideas have an impact on the advice offered by practitioners on how to improve communication and more effectively handle conflict.

2. Main Topic

Nature Vs Nurture

Since humans first asked "why?" there has been a controversy over whether behavior is learnt (nurture) or determined by biology (nature). In the nature-versus-nurture argument, many scientists, including geneticists, biologists, psychologists, and social scientists, generally favor one side or the other. Do genetics, pchemical balances, hormones, brain functioning, and other innate characteristics drive us to behave in specific ways (nature), or are we born into this world as a clean slate for our environment to write on (nurture)? Many scholars agree that neither side of the nature/nurture debate can account for all forms of behavior. As a result, there are a plethora of hypotheses to explain conflict.

Theories that Shape Conflict Management

Early Ideas

An approach-approach conflict arises when two options have the same positive value. For example, when a corporation reduces employee numbers, one person may be given the option of staying put or migrating to another state (where the individual has close relatives and friends).

An avoid-avoid conflict arises when two options have the same negative value. An employee would be forced to choose between being downsized or demoted to a less valuable job.

An approach-avoid conflict is formed by opposing negative and positive values. A worker may be promoted, but only if he or she relocates.

Post-war era

As a mathematical approach to replicate human decision making, game theory emerged in the 1940s. In a conflict, humans exhibit a combination of cooperative and competitive tendencies, according to game theory. Game theory is useful in negotiating.

The prisoner's dilemma is a typical issue that game theorists have studied. After a convenience store gets robbed, Rick and Morty are caught outdoors. The authorities attempt to obtain a confession to convict at least one of the suspects on a more serious charge. The suspects are separated, and each is told the same thing: "If you testify that

the other person committed the crime, your sentence will be reduced." There will be no deal if both confess, and both will be prosecuted to the full extent of the law. If one confesses and implicates her partner, but the other does not, the prosecutor offers the betrayer a plea bargain, and the betrayed is sentenced to three years in jail. If they both remain silent, they will only be sentenced to one year in prison each.

Constructive and Destructive Conflict

People's goals are interconnected, which means that the likelihood of achieving one's goal is tied to the likelihood of achieving the other's goal. If the relationship is good, both people's aims are moving in the same direction; if one person succeeds, the other will as well (positive interdependence). For a variety of reasons, such as like the other person, sharing resources, common group membership, common ideals, culture, common enemies, or division of labor, goals might be positively related. If the link is negative, achieving one person's goals means that the other will not achieve theirs.

Negative interdependence can be caused by things like dislike for the other person or a competitive reward structure. "If you're positively linked with another, you sink or swim together; with negative linkage, if the other sinks, you swim, and if the other swims, you sink,"

Situations are frequently motivated by a mix interdependence: the goals are positive or negative, and the actions are effective. For example, a salesperson might work for a company that rewards the employee who sells the most in each month with cash. The scenario appears to be entirely competitive. If the salespeople like each other, their motivations are mixed: they all want to earn the bonus, but they don't want to insult coworkers who are also friends.

Attribution Theory

Attribution theory, originating in the 1950s by Heider, explains how people attempt to make sense of the world around them (Manusov & Spitzberg, 2008). Behavior can be attributed in two ways: internally or externally. Internal attributions attribute conduct to another's personality, values, or traits. Daenis' sister saw Rick's statement that she wanted to look at the images later as aloof, hostile, and uncaring (internal to her personality). When Rick didn't look at the images, his sister might have assumed she was fatigued from a long travel (external or outside of her personality). Externalizations (external attributions) imply the conduct is caused by an external circumstance. Suppose Carlile is chairing a meeting and Josh is 10 minutes late. Carlile may be wondering if Josh is being passive-aggressive because she was given the lead on this project, and he was not. If she sees Josh on a call and assumes it's with a major customer, or he's late for the meeting.

Exchange Theory

According to exchange theories, people weigh the pros and cons of relationships. Exchange theory is based on the idea that people will make the best choices for themselves. In other words, if there is a profit, I will stay in the connection; if it costs too much, I will go.

Social exchange theory also dates from the 1950s. It advocates evaluating a relationship's costs and benefits by the effort required to obtain benefits and avoid expenses (see West & Turner, 2014). This is explained by the social exchange theory, which states that people look at how they can benefit before investing in a relationship. Conflict is likely when rewards are considered as too low and someone is interfering with rewards. "I broke up with my boyfriend/girlfriend because it wasn't worth the trouble anymore," is an example of social exchange theory in action. A partner may decide that continual squabbling and excessive tension is too costly to their happiness and seek a divorce.

3. Discussion

Discussion several issues below:

- a. Related to the basic theory of conflict, give examples of how coercion by a leader actually reduced that person's power in the workplace.
- b. What are the strategies that the management can use to change destructive to constructive conflict?
- c. What attributions have you made recently about people you have met? How do attributions contribute to conflict?

Sub-Section 3: Conflict Causes

1. Introduction

This chapter investigates the factors that contribute to conflict. Several assumptions serve as the foundation for our discussion:

(1) Conflict topics are not the same as conflict causes, (2) people's behaviors in conflict are motivated by reasons that make sense to them, (3) conflict behaviors are more learned (nurture) than biological (nature), (4) conflict causes arise from goal interference, (5) goals are dynamic, and (6) effective conflict managers place greater emphasis on the future than on the past. In this section, we will discuss some of the assumptions that influence the search for conflict causes and examine the nature of objectives in conflict before introducing some preliminary skills for goal analysis.

2. Main Topic

Conflict Topics Are Not Necessarily Conflict Causes

When asked, "What was the root cause of the conflict?" The responses range from themes such as money to parenting techniques to cleaning the house, as well as a derogatory comment on a social media page.

The discussion revolved around topics rather than an identification of the event that sparked the disagreement, or the cause of the conflict. It is simple to confuse a disagreement issue with the fundamental reason of the conflict. A flashpoint is an occurrence that causes a conflict to erupt. It is usually immediately tied to the topic at hand, but it is not always directly related to the underlying cause of the conflict.

Conflict Behaviors Are Motivated by Reasons That Make Sense

People's actions and reactions during a disagreement may appear strange and unreasonable. Regardless of how it appears to an outside observer, persons who engage in conflict do so for a variety of reasons that make perfect sense to them. Sense-making is the process through which we weave together information, feelings, intuitions, and previous experiences to create sense of the world. Humans progress from perception to interpretation and finally to action through the process of sense-making.

Conflict Behaviors Are Learned

According to the social learning hypothesis, people acquire their attitudes and behaviors by paying attention to what other people do. Children first pick up conflict resolution skills from their parents and other primary caregivers. When children grow up in homes where violence is common, they are more likely to develop aggressive conduct of their own (Margolin & Gordis, 2004). Later in life, peers, teachers, clergy, the media, and other forms of popular culture exert their impact (Glascock, 2003).

Adversarial language abounds in the programming available on cable. An average hour of a comedy has roughly thirty instances of profanity. According to studies, media

violence increases aggressiveness, especially in young males and those who seek out sensationalism (Slater, Henry, Swaim, & Anderson, 2003). Increased hostility has been connected to lyrics that contain violence (Anderson, Car-nagey, & Eubanks, 2003). Video game violence has been linked to a reduction in altruism and compassion (Funk, Baldacci, Pasold, & Baumgardner, 2004).

Goal Interference Causes Conflict

Every person has a goal. A aim is a desired state of affairs. One's goal might be as complex as one desires. If you're trying to quit smoking, you may want to focus on behaviors like giving up smoking, or outcomes like getting a "A" in your class, or self-image factors like seeing yourself as an independent person who isn't dependent on your parents, or image-management factors like wanting others to view you as attractive or competent. Needs and goals are intricately bound. Using Mayer's (2000) categories of conflict, it is possible to see how conflict kinds are related to goal interference. Communication, emotion, value, and structure are among the most typical types of conflict according to Mayer, according to the author.

Conflict is fueled by emotions. The sensation and expression of emotions are at the heart of emotional conflict. Despite their best efforts, humans are not perfectly rational entities. Feelings are important. Resentment from the employee who is being reprimanded and fear of the same derision from the rest of the employees may result from an e-mail critical of one individual sent by a supervisor to the entire workforce. Angry parents lash out at their children when they remain out too late because they are afraid they may be hurt. Emotions are the driving force for conflict escalation.

Deep-seated moral ideas are at the heart of value conflicts. The values of a friend, neighbor, or coworker may not be exactly the same as those of another person. Couples may disagree on how to pay for vacations: by saving money (an attribute of thrift) or taking on debt (valuing fun).

Four Main Goals During Conflict

Interpersonal conflict is influenced by four main purposes (Table 4.1). There are many different kinds of goals that people can have: they might be based on resources (content or substantive goals), on processes (process goals), on relationships (relationship goals), or on one's own self-perception (face goals). In every war, one or more of these objectives will be seen as being interfered with.

Table 1. Four Primary Goals During Conflict

Content/Substantive goals:	Do I have control of the resources that I need?
Process goals:	Are decisions being made in the way I want? Are we communicating in ways that work for me?
Relationship goals:	What is the nature of our relationship? Am I satisfied with my role and participation in the relationship? Do we want the same type of relationship?
Image/Face goals:	Is my self-image being maintained? Do I need to try to change your

self-image?

There are only a sufficient amount of these truly valuable resource. There are only so many slices in a piece of cake. The more you take away, the less there is for someone else. There will be no more cake after the last slice is eaten, making it a zero-sum resource. Promotional advancement is limited if only one promotion is available. As long as there is more than one candidate for the promotion, it can be considered as a deterrent to success. There is a limited supply of family income.

A person's process goals include how they want events to unfold, how they make decisions, and how they communicate. "Are decisions being made in ways that I prefer?" and "Are actions being taken in ways that I prefer?" and "Is the style of communication that is taking place what I want?" As a result of Aidan's decision, Abigail protested to being left out of the process. Rather than a conversation, she believed the choice was made by one person, rather than by a group of people. Employees may also feel that a better judgment would have been made if their input had been requested when managers inform them that new procedures are being adopted.

A family relationship objectives are all about how they want to be perceived by one other. The purpose of a relationship is to answer the question, "What is our relationship like?" "Is my participation in the partnership satisfying?" Are we looking for a similar kind of relationship?"

Goals in relationships can be complicated and shift. Boundary management concerns arise as children grow older because they struggle to gain greater independence and privacy. It wasn't until the six-year-old boy told his mother that he wanted to ride his bike wherever he wanted when he turned seven, that she agreed with him. To be a mother is to safeguard your child, and that is impossible if he's riding his bike miles away.

A person's self-concept is a set of beliefs about oneself that are largely consistent throughout time. Even though an individual's self-concept evolves through time, at any given point in time, the individual's self-concept remains unchanged.

3. Discussion

- a. What perceived or actual scarce resources are prominent at this juncture in your life? Do conflicts arise around these scarce resources?
- b. Conflict managers sometimes arrange to meet in a neutral location to discuss issues. If you were having a conflict with roommates, what location would be neutral? How can location affect the process of a conflict?
- c. Do you have the same face/self-image now as when you first started college? What type of image management kicked in when you first enrolled in higher education?

Section II: Conflict Management Skills

Sub-Section 1: Conflict Style

1. Introduction

When you have problems with a friend or colleagues at work, would you confront them? Just let the others have their way or looking for something to remove yourself from the situation?

The answers to these questions reveal matters of style. People have diverse communication styles and behavior patterns. In this section, we'll look at how differences in style might lead to conflict.

Differences in style might make people feel as if they are being obstructed in their communication or how they should act (goal differences). Conflict arises from the impression of different goal.

2. Main Topic

What is style?

A **style** is a habitual way of communicating, which is characterized by natural and right. The style arises from personality characteristics and ways of behaving that have been patterned. It becomes a lifelong habit. As an adult, a person will learn to understand that what sometimes has been his style all this time may disturb others. Most people find that different styles may be necessary depending on the context.

Personality Style

Personality style is a pattern of thinking and the way a person processes the information he gets, so that in turn, leads to certain types of behavior. When a leader can recognize differences in personality styles between individuals, the form of a person's behavior during conflict is less likely to be considered as a deliberate nuisance. Several types of personality styles will provide leadership knowledge to understand this. One of the most famous theory is the big five personality model (Fiske, 1949).

Openness

Openness is a characteristic that includes imagination and insight. The world, other people and an eagerness to learn and experience new things is particularly high for this personality trait. It leads to having a broad range of interests and being more adventurous when it comes to decision making.

Conscientiousness

Conscientiousness is a trait that includes high levels of thoughtfulness, **good** impulse control, and goal-directed behaviors. This organized and structured approach is often found within people who work in science and even high-retail finance where detail orientation and organization are required as a skill set.

Extraversion

Extraversion (sometimes referred to as Extroversion) is a trait that many will have come across in their own lives. It's easily identifiable and widely recognizable as "someone who gets energized in the company of others."

Agreeableness

People who exhibit high agreeableness will show signs of trust, altruism, kindness, and affection. Highly agreeable people tend to have high prosocial behaviors which means that they're more inclined to be helping other people.



Neuroticism

Neuroticism is characterized by sadness, moodiness, and emotional instability. Often mistaken for anti-social behavior, or worse a greater psychological issue, neuroticism is a physical and emotional response to stress and perceived threats in someone's daily life.

Listening and Emotional Intelligence Skills

Listening is a main tool for knowing what is happening during a conflict. Listening requires a mental effort to process the stimuli gathered through hearing. Listening is receiving language through the ears. Listening is the ability to accurately receive and interpret messages in the communication process. The ability to listen effectively messages are easily misunderstood. Listening is one of the most important skills you can have to get information ideas.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners.

It is important for leaders to understand that listening skills are part of conflict management resolution. **First**, listening is a way of gathering information. Knowledge of

the goals and needs of the other party is a prerequisite for management to remain productive and the emergence of conflict change into something constructive. **Second**, by listening we will have the ability to demonstrate empathy and create emotional bonding with others. One of the most valuable technique to engage other is being an active listener.

Enhancing the active listening skillset involves 6 techniques:

1. Paying attention. One goal of active listening and being an effective listener is to set a comfortable tone that gives your friend an opportunity to think and speak.
2. Withholding judgment. As a listener and a leader, be open to new ideas, new perspectives, and new possibilities even you have strong views.
3. Reflecting. Reflecting indicates that you and your counterpart are on the same page.
4. Clarifying. Open-ended, clarifying, and probing questions are important active listening tools that encourage problem solving.
5. Summarizing. Briefly summarize what you have understood while listening and ask the other person to do the same.
6. Sharing. You might talk about a similar experience you had, or share an idea that was triggered by a comment made previously in the conversation.

Effective Listening and Conflict Management

As stated in the previous session that in conflict management, leaders need to know about ways to get effective listening during conflict. There are five steps to help leaders in conflict resolution.

1. Self-awareness and self-control. Listening begins with right self-awareness and self-control. One reason to interrupt other people's conversations is the attitude that "What I say is more important than what you say." Listening requires concentration to control oneself. Being prepared to listen means temporarily putting aside tasks and other distractions, the power not to interrupt, and a willingness to let others express ideas and feelings especially when there is conflict in the workplace.
2. Pay full attention. When you are perceived as taking other people seriously, they are more likely to show similar respect in return.
3. Deal with emotions before dealing with substance. When emotions are present, it generally is useful to manage them before confronting substantive issues. Display of emotion may be a variable of personal or cultural style. Culturally expressive individuals display emotion as a part of their process.
4. Asking for getting information. The main skill to get information is asking questions. Preparing a list of questions beforehand will go a long way in helping communication be effective.

5. Giving feedback. The purpose of giving feedback is to improve the situation or the person's performance. You will not accomplish that by being harsh, critical, or offensive. You will likely get much more from people when your approach is positive and focused on improvement. That is not to say feedback always has to be good, but it should be fair and balanced.

Emotional Intelligence and Conflict Management

Emotional intelligence (EI) refers to the ability to identify and manage one's own emotions, as well as the emotions of others (Cherniss & Adler, 2000). There are several competencies in EI to be developed and individual with better self-regard or positive view of oneself will be less fear of failure during conflict.

1. Self-regard is individual's view and estimates themselves, which is categorized into: (1) high-positive; (2) low-negative; (3) middle-neutral. The means of having high self-regard is that an individual has a high idea of oneself.
2. Self-awareness is the ability to understand what is being felt. Individuals often feel that "something is wrong" or "this is the right thing to do" without consciously knowing why.
3. Assertiveness is the ability to express oneself and advocate for goals without being verbally aggressive.
4. Self-actualization the highest personal achievement is a balanced inner life and an appreciation of others (as opposed to a need to dominate others).
5. Stress tolerance. Individuals who can tolerate general stress also can tolerate more uncertainty about the outcome of a conflict.
6. Reality testing. It enables a clear view of the real consequences of actions. Hopes and dreams may be comforting, but leaders can cut a wishful thinking to see the real world.
7. Independence is a person who is not overly influenced by a group.
8. Social responsibility is a concern of others welfare.
9. Flexibility and problem solving. Useful problem-solving skills include being able to define issues and develop creative ideas, is the best solution.
10. Optimism and happiness. Two skills of EI that can be overcome the conflict management.

3. Discussion

Discussion several issues below:

- a. In every conflict between human beings, our emotions play a critical role, either consciously or unconsciously. Especially anger can be very disturbing, as it can hinder us to enter dialogue and eventually resolve the conflict that we are having. what

would you do if you faced a conflict situation that involved the anger of many people?
How can you solve it?

- b. What is your greatest challenge as a listener when in conflict with a good friend or significant other?
- c. Do you interact regularly with a person from another culture? How is good listening the same or different in each culture?

Sub-Section 2: Negotiation, Mediation and Other Conflict Intervention

1. Introduction

Negotiation is a widespread activity, and most people engage in it on a daily basis. When one individual (or group) engages in communication with another person (or group) to achieve a goal, this is referred to as negotiation. Fisher, Ury, and Patton (1993) define negotiation as the “ability to persuade someone to do something.

The Examples of Negotiation

- | | | | |
|----------|-----------------------------------------------|----------|---------------------------------------------------------------------------|
| 1 | Friends plan to meet for coffee or local club | 3 | Students and lecturers agree on due dates for the assignments |
| 2 | Couples plan their vacation together | 4 | The government and private sectors discussing for building infrastructure |

Mediations is defined as "the process through which a neutral and impartial third person guides an interest-based communicative process, allowing conflicting parties to explore concerns and develop outcomes." Outside of the courtroom, mediation has been utilized to resolve a variety of difficulties (McCorkle & Reese, 2015, p. 14).

2. Main Topic

The conditions of negotiation consist of:

- ⇒ There must be some form of interconnectedness among the participants,
- ⇒ the outcome must be unpredictable to some extent.
- ⇒ The disagreement must be around issues that can be negotiated.
- ⇒ People must be willing to communicate with one another.

Two basic approaches to negotiation:

- ⇒ Competitive negotiation
- ⇒ Cooperative negotiation

Competitive negotiation

Competition is motivated by a desire to succeed, yet it can encompass a wide range of tactics. Competitors may use techniques that include friendly assertiveness, polite discourse, and proper stance. They can also utilize deception, unreasonable demands, dirty techniques, and destructive aggression. The ability to influence the other to accomplish a desired goal is at the heart of competition.

To succeed, some competitors may use one or more harmful or damaging strategies. First, competitors may lose sight of concrete goals and personalize the competition's outcome. Second, negative competitiveness results in negotiators succumbing to the winner's curse. Third, when a key problem is left unaddressed, the competition results are ineffectual.

Cooperative negotiation

Referred to as mutual gains negotiation, it is based on the idea that if both sides work together, they may "earn" most of what they require. A cooperative approach allows each person to reveal their true requirements and receive aid in achieving their objectives. The cooperative negotiator may need to educate the other party the basic format for brainstorming. brainstorming is a strategy for stimulating creativity and generating ideas that could solve the problem while fulfilling the needs of all parties involved. Brainstorming is a strategy for generating a large number of ideas in a short amount of time

Strategies to Move Competitors to Collaboration

Negotiators can choose their tactics both philosophically and tactically. Bargaining in a cooperative manner is difficult. It requires effort to influence people's attitudes of negotiation and to foster an atmosphere of openness and mutual respect.

Strategies to Move Competitors to Collaboration

- | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Selecting the right channel of communication• Metacommunicating | <ul style="list-style-type: none">• Rewriting the past |
| <hr/> | <hr/> |
| <ul style="list-style-type: none">• Reality checking | <ul style="list-style-type: none">• Apologizing• Fogging |
| <hr/> | <hr/> |
| <ul style="list-style-type: none">• Bringing the relationship into the decision | <ul style="list-style-type: none">• Common fact finding• Postponing |
| <hr/> | <hr/> |
| <ul style="list-style-type: none">• Reformed sinner | <ul style="list-style-type: none">• Setting criteria• Adding humor |
| <hr/> | <hr/> |
| <ul style="list-style-type: none">• Mirroring | <ul style="list-style-type: none">• Asking for help• Engaging in negotiation judo |

The Role of Mediated

Typically, the mediator has no past history with either party and does not prefer one over the other (neutrality). In addition, the mediator has no vested interest in the resolution of the disagreement (impartiality).

The mediator oversees the process in order to assist the parents in reaching an agreement that is customized to the needs of the parties involved.

The mediator brings specific abilities to the table to assist the parties in developing customized solutions, seeing each other's requirements, and comprehending each other's viewpoints.

Advantages and Disadvantages of Mediation

Advantages

- Flexibility
- Speed
- Moderate cost
- Confidentiality.

Disadvantages

- Privacy
- The ability of parties to negotiate
- Dependence on the abilities of the parties

Approaches to Solving Conflict

Power-based intervention

Power is a competitive means of resolving conflict. In a competition, the person with the greatest power to influence is favored to win, whether by physical strength or the use of resources such as money, knowledge, communication skill, or connections.

Right-based intervention

When it comes to resolving disputes, the judicial system takes a rights-based approach. The purpose of adjudication, or litigation, is to keep the process balanced so that everyone has a chance to have their case resolved by legal precedent rather than raw force.

Interest-based intervention

An interest-based approach focuses on addressing one person's demands while also meeting the needs of the other as much as feasible. Issues of fairness or other criteria that are relevant to each party but may not be resolved in a rights-based system can be considered in an interest-based approach.

3. Discussion

1. Explore four conditions for successful negotiating. How important is it for parties to feel interconnected? When one party in a negotiation refuses to communicate, what options do you have?
2. What factors can we use to determine when mediation is appropriate and when mediation would be inappropriate?

Summary

Everyone has a different personality and style of habit in resolving conflicts. One of the strongest factors influencing these differences is individual personality. Every leader must realize that different personalities should not turn a conflict into a destructive one. The strategy to make everyone has a level of acceptance of the differences in personality styles between individuals is to have listening skills and enhance emotional intelligence. Meanwhile, from an organizational perspective, management needs to know about conflict management techniques that are generally used in the resolution process, including negotiation, mediation, and other intervention techniques.

Learning Resources :

1. Module 5
2. Cases and exercise
3. Game
4. Reflection and Evaluation form

Section III: Conflict in Specialized Circumstances

Sub-Section 1: Conflict in The Higher Education Setting

1. Introduction

Conflict at work is different from general interpersonal conflict in at least three significant ways.

- Workplace conflicts are inextricably tied to one's work identity. Relationship goals may be more important for some people at home or with friends than with co-workers.
- Conflict in the workplace is different from general interpersonal conflict is the group effort required to accomplish many tasks. The word teamwork captures how employees are expected to interconnect to accomplish tasks or provide services. Working in a group requires leadership—formal leadership from a leader and/or informal leadership from colleagues.
- Conflict differs in the work context lies in the nature of organizations. Organizations have rules, structures, hierarchies, unique cultures, and numerous channels of communication across and among levels. Organizational units may come into conflict, or employees may vie for power within the organization.

Many people spend a significant amount of their time at work in the higher education or university. Because the work environment is specialized and professional, some erroneously believe there should be little conflict at work. These same optimists believe the rare conflicts in the work setting will be about work issues. The truth is the work environment, including higher education, neither is immune to conflict nor limited in the types of disagreements that occur. Conflict is just as likely to emerge at work as in other places we inhabit. Like other contexts, how conflicts are managed affects each individual in that situation.

2. Main Topic

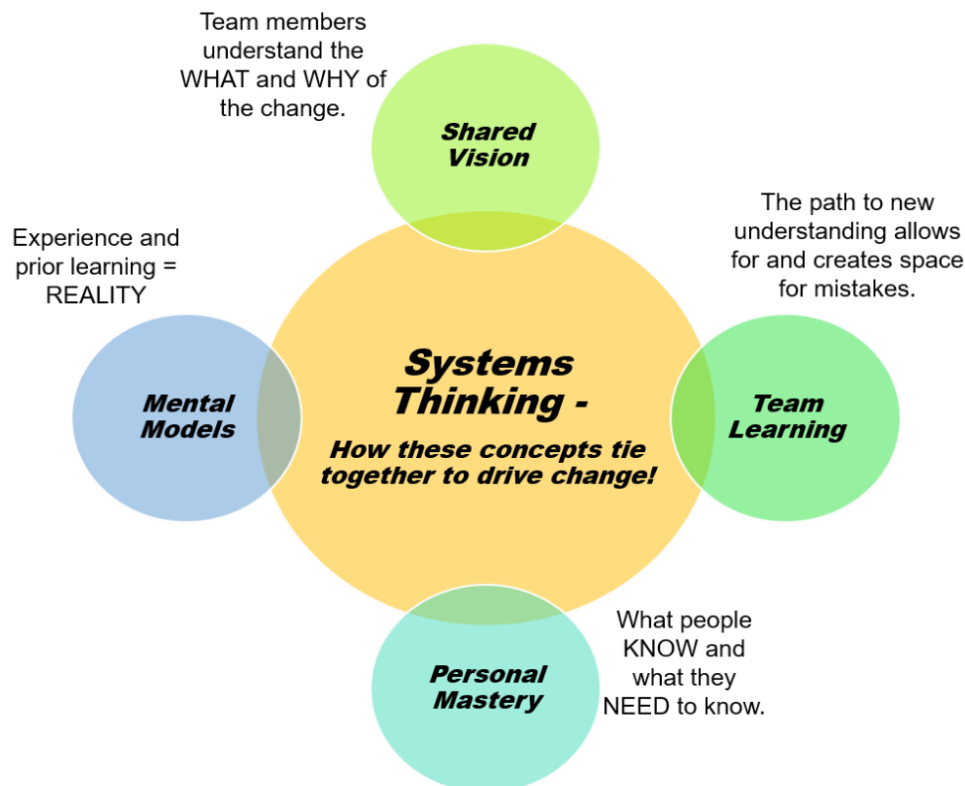
University as “Learning” Organization

Learning organization is a concept that is becoming an increasingly widespread philosophy in our contemporary society. So many scholars discuss about Learning Organization notion. The importance of learning was first mentioned by the Chinese philosopher Confucius (551-479BC). He believed that everyone would and should benefit from learning. Learning is changing of behavior (Swieringa and Wierdsma, 1992); learning cannot be considered to have taken place if behavior and performance have not changed. The concept of the learning organization culture and the organizational learning process has received increasing concern in the field of Human Resource Development (HRD)

A learning organization displays five characteristics (Peter Senge, 1990), including systems thinking, personal mastery, mental models, shared vision, and team learning.

According to him, a learning organization is an organization that encourages and facilitates learning in order to continually transform itself to survive and excel in a rapidly changing business environment. The highly complex, interrelated, and integrated global economy of the 21st century presents new challenges to leader and employees attempting to effectively compete in such a dynamic business environment. The characteristics of a learning organization will help meet these challenges by providing them tools to pursue a creative vision, learn and work together effectively, and adapt to change.

Characteristics of Learning Organization by Peter Senge



However, organization today encountering changes associated with economic integration, partnering and globalization. The definition of Learning Organization has continuously changed. Marsick and Watkins (2003), for instance, concern to all elements of individuals learning process, team-based learning, the influence of the organization and their relationship with the environment simultaneously. Marsick and Watkins model contains seven dimensions that characterize companies striving to become learning organization:

Table 2. Marsick and Watkins Model on Learning Organization

Dimensions:	Definition:
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1	Create continuous learning opportunities	Learning is designed into work so that people learn on the job
2	Promote inquiry and dialogue	Opportunities are provided for ongoing education and growth people gain productive reasoning skills to express their views, and the capacity to listen and inquire into the views of others; the culture supports questioning, feedback and experimentation
3	Encourage collaboration and team learning	Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together collaboration is valued by the culture and rewarded.
4	Establish system to capture and share learning	Both high and low technology systems to share learning are created and integrated with work, access is provided and systems are maintained.
5	Empower people towards a collective vision	People are involved in setting, owning and implementing a joint vision, responsibility is distributed close to decision making to motivate people to learn that for which they are accountable.
6	Connect the organization to its environment	People are helped to see the impact of their work on the entire enterprise, people scan environment and use information to adjust work practices; organization is linked to community.
7	Leaders model and support learning	Leaders model, champion and support learning; leadership uses learning strategically for business results

Moreover, transformation of an organization into a *Next-generation* Learning Organization is a challenging endeavor. The main hurdles include convoluted hierarchies, bureaucratic red tape, delayed decision making, and complicated organizational systems and processes. To develop a learning organization, leadership needs to trim down bureaucracy and complexities. They should make the best use of technology to gather holistic real-time data, deploy *Artificial Intelligence* at scale, and develop data-driven decision-making systems.

Five Core Pillars of Learning are essential for the creation of a Next-generation Learning Organization, including:

1. Digital Transformation

Next-generation Learning Organizations (NLOs) are characterized by their speed of learning and their adeptness to take action based on new insights. They use emerging technologies to automate as well as “autonomize” their businesses, without relying too much on human intervention and decision-making.

2. Human Cognition Improvement

Next-generation Learning Organizations (NLOs) schedule time for their people to have unstructured reflection on their work. While most organizations fear disruption of human work in future by AI and machines, NLOs assign unique roles to their people based on human cognition strengths — e.g., understanding relationships, drawing causal

judgment, counterfactual thinking, and creativity.

3. Man and Machine Relationship

NLOs foster innovative ways to promote collaboration between people and machines. They recognize that this helps them in better utilization of resources, maximize synergies, and learn dynamically.

4. Expanding Ecosystem

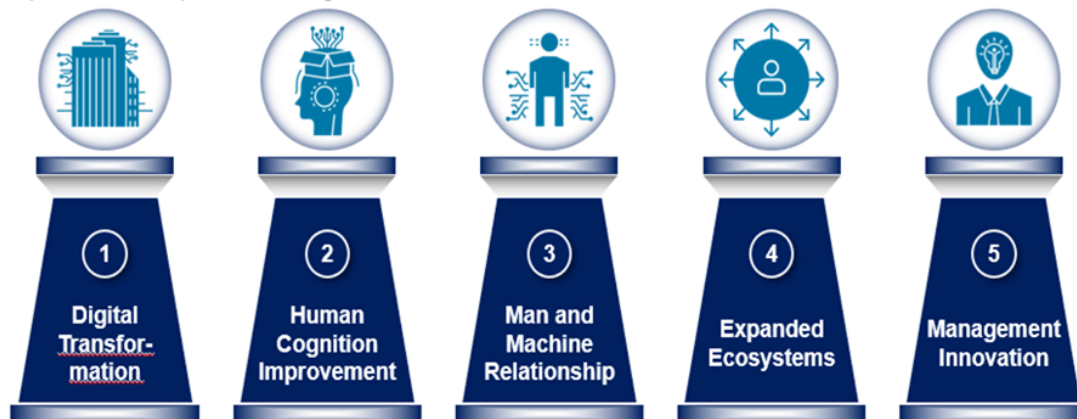
5. Management of Innovation

To evolve into a Next-generation Learning Organization, we must adopt and implement 5 pillars of learning

5 Pillars of Learning – Overview

A majority of the organizations today are able to operate only in steady business settings.

Transforming these organizations into the Next-Generation Learning Organizations (NLO)—that are able to effectively traverse the volatile economic environment, competitive landscapes, and unpredictable future—necessitates them to implement these 5 pillars of learning:



Organizations aspiring to become the Next-generation Learning Organizations can benefit immensely from incorporating these 5 pillars of learning.

Causes of Workplace Conflict

Causes of workplace conflict run the gamut of incidents previously discussed for general interpersonal conflict, plus additional work-related causes. For example, even though workforce training manuals have long extolled the value of telling the employee about a new task, showing the employee how to do a new task, and observing the employee trying the task several times to gain proficiency (Graupp & Wrona, 2015), some supervisors still casually toss out new jobs with only vague verbal instructions—resulting in failure, inefficiency, frustration, and conflict.

What are common conflicts in your workplace? What are the consequences if these conflicts are not managed well? Although not scientific, the answers to these questions

are remarkably similar across types of businesses and correlate well to the causes of business conflict identified by other authors. Conflicts arise about issues like change, personality/style differences, workload, and work assignments

Personality/Style Differences	One person is chatty and another needs quiet to work.
Power	One person pushes to get his or her way on new ideas and sulks when somebody else's idea is used.
Workload	One person thinks (accurately or not) he or his workload is harder than someone else's workload.
Work Assignments	One person perceives (accurately or not) his or her work assignments are punishment or that others get more favorable assignments.
Time	Someone sees the workload (accurately or not) as more work than any one person can possibly do.
Arrogance	Some people think (accurately or not) that they know more and are better than others.
Communication	Someone cannot or will not verbally talk with coworkers.

Existence of conflict that specifically likely to be found in Higher Education

The modern university reflects many of the tensions and stresses of the wider society of which it is a part. The conditions generating conflict are related to the ambiguity and multiplicity of academic goals. Within the context of a political model of the university, various strategic and tactical methods for dealing with conflict between students, faculty and administrators are considered. Methods of control include the strengthening of information networks, increased participation of all academic constituencies in policy-making processes, the development of new forms of academic organization, and a heightened leadership role of the university Rector. Looking at a university's tripartite functions (of research, teaching and service) in relation to the different phases or stages of conflict figure below explain some situations that might create instability and resistance.

CONFLICTING ORGANIZATIONAL INTEREST IN UNIVERSITY SETTING



Some common examples of the existence of conflict that specifically likely to be found in Higher Education Complaints by staff about each other during lectures or other fora, direct confrontation or quarrelling among staff, disorganized schedules and communication by different members of staff, clashes in timetables due to changes without internal coordination, interference with each other's work, delay in return of coursework or examination marks to students, outright refusal to do work, non-participation in institutional event, discrimination, clique formation, duplication of work.

Handling Higher Education Conflict

Universities have had to develop systems for resolving disputes among their employees, both faculty and staff. These conflicts are handled somewhat differently depending on whether it is a faculty or staff issue, but they often share common characteristics. They involve a range of issues, including complaints about rank or pay, dissatisfaction with status or classification, disagreements over assignments, problems concerning evaluation, problems concerning nonrenewal of contracts, problems concerning reprimands or censure, and charges of harassment or discrimination (Ludeman, 1989).

- If a complaint is not resolved using informal methods, it may become a formal grievance. Faculty grievance procedures tend to be fairly similar across different institutions and involve a predictable series of steps (McCarthy, Ladimer, and Sirefman, 1984). Methods used to address staff disputes are usually quite similar to those employed in faculty disputes.
- Mediation of Faculty Disputes. Most colleges and universities have established formal grievance systems for addressing disputes involving faculty. Many of

these systems specifically build in steps known as "mediative efforts" wherein a panel of appointed faculty attempts to mediate a dispute by investigating the issues and working with parties in order to formulate an acceptable resolution.

- c. **Mediation of Staff Disputes.** Many employee assistance programs regularly provide informal conciliation services, as do university ombuds offices. Specialized mediation services for employee conflicts seem to be growing in number as well. Most of these projects are relatively new and usually involve the training of a core group of staff who are then available to mediate disputes.
- d. **Ombuds Programs.** Perhaps the most enduring and successful multiple constituency model for resolving campus conflicts is the college ombudsperson. An ombuds program is specifically designed to handle conflict situations through a combination of fact finding, mediation, and conciliation. By the very nature of the office, the ombudsperson does not exercise any administrative powers. He or she is not in a position to command behavior of administrative officials or faculty members, or to reverse their decisions.
- e. **Arbitration.** Most faculty collective bargaining agreements now have grievance systems that culminate in the use of arbitration. The arbitrator is employed to render a binding decision as the final step in the grievance system. An arbitrator's decision may be appealed to a court of law, but usually only on procedural issues, as the courts have shown considerable restraint on issues involving academic judgment and peer review.
- f. **Litigation.** Higher education has for years lamented the increased use of litigation as a dispute resolution mechanism, and the rising costs associated with this approach. Litigious responses to campus conflict represent the most adversarial approach on our continuum of intervention modes, and they challenge the cherished collegial image of the academic life.

Johari Window Model

The Johari Window is a handy technique that managers and team leaders can use to help improve communication and self-awareness. Here we look at what it is, and how it can be applied to improve your team's performance.

The Johari Window is a model used to help people better understand their relationships both with themselves, and with others. As such, it's a useful technique for improving an individual's self-awareness and development in group situations. It also aids two-way communication with the group.

THE JOHARI WINDOW MODEL

• A feedback model of self-awareness

*What others know
about me*

*What others don't
know about me*

*What I know
about myself*

*What I don't know
about myself*



Characteristics can be attributed to each section based on their visibility to the participant and/or members of the group.

Pane 1: Open area / arena

The first section is to be filled with attributes recognised by both the person and their peers. For example, if somebody views themselves as diligent, and the group has also identified this characteristic, it occupies the open area. This is the area in which communications are most likely to hit their mark, and the aim is to grow this area with disclosure and feedback.

Pane 2: Blind spot

This is the area populated by characteristics identified by the group, but not the participant. These are qualities that the person may be unaware of. The aim is that, through increased self-awareness and understanding, the blind spot can be minimised.

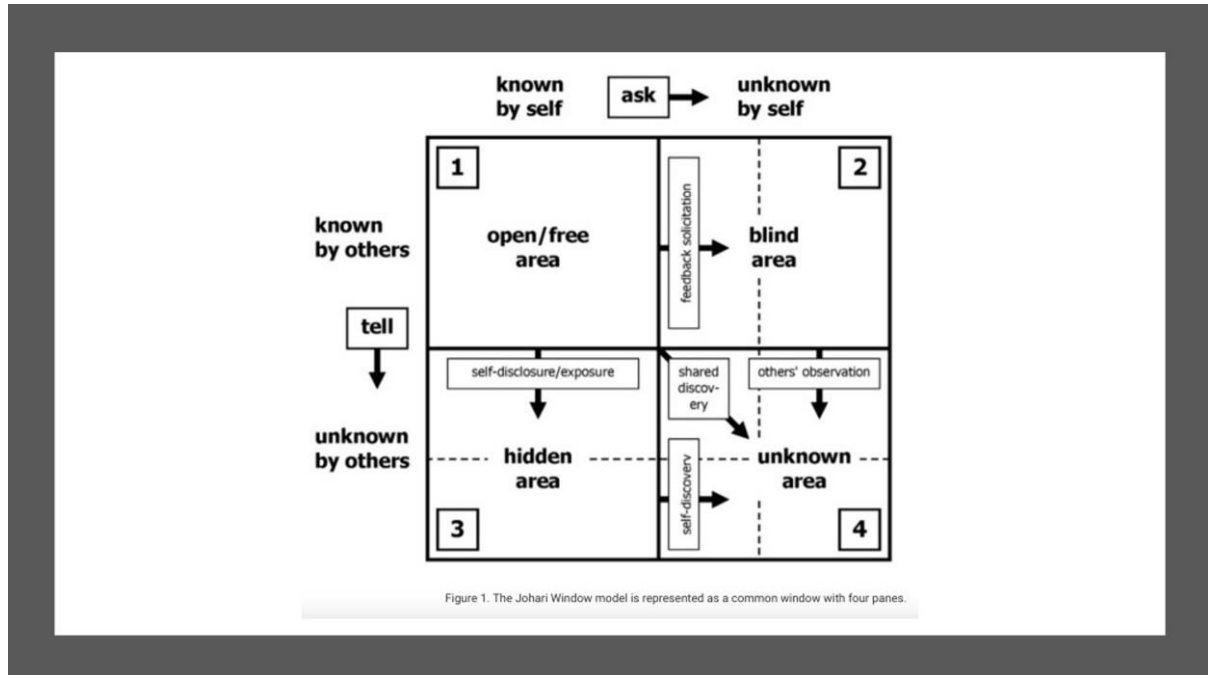
Pane 3: Hidden area / façade

This is the area in which personal characteristics are known to the person, but not to the group as a whole. This area is likely to be larger with new starters, for instance, who haven't become well-known among the group yet. With disclosure, this area can be shrunk, and the group will be able to communicate more effectively with the participant, and understand their motivations.

Pane 4: Unknown area

This is the section populated by characteristics that neither the group recognise in the participant, nor the participant recognises in themselves. This section can be used by the participant for self-improvement: eg identifying skills they may not recognise that they have. But for the purposes of the group exercise, this section is essentially 'other'

– ie the area the group doesn't focus on.



Conflict Resolution

Conflict, arguments, and change are natural parts of our lives, as well as the lives of every agency, organization, and nation. In conflict resolution, the best solution is the solution that is best for both sides. Of course, that's not always possible to find, but you should use all your resources to solve your conflict as smoothly as you can.

Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotional. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.

The goals of negotiation are:

- To produce a solution that all parties can agree to
- To work as quickly as possible to find this solution
- To improve, not hurt, the relationship between the groups in conflict

Conflict resolution through negotiation can be good for all parties involved. Often, each side will get more by participating in negotiations than they would by walking away, and it can be a way for your group to get resources that might otherwise be out of reach.

The main goal of negotiation with your opposition is to come to an agreement that benefits all parties.

Some other good reasons to negotiate are:

- To understand more about those whose ideas, beliefs, and backgrounds may be different from your own. In order to resolve a conflict, you'll need to look at the conflict from your opponent's point of view and learn more about this person or group's perspective and motivations.
- To ensure that your relationships with opponents continue and grow. If you make peace with your opponents, you increase your own allies in the community. Successful negotiations pave the way for smooth relationships in the future.
- To find peaceful solutions to difficult situations. Full-blown battles use up resources -- time, energy, good reputation, motivation. By negotiating, you avoid wasting these resources, and you may actually make new allies and find new resources!

There are seven steps to successfully negotiating the resolution of a conflict:

A. Understand the Conflict

Conflicts arise for a variety of different reasons. It is important for you to define clearly your own position and interests in the conflict, and to understand those of your opponent.

Interests play an important role in better understanding conflict. Often, groups waste time "bargaining over positions." Instead of explaining what the interests of their position are, they argue about their "bottom line." This is not a useful way to negotiate, because it forces groups to stick to one narrow position. Once they are entrenched in a particular position, it will be embarrassing for them to abandon it. They may spend more effort on "saving face" than on actually finding a suitable resolution. It is usually more helpful to explore the group's interests, and then see what positions suit such interests.

B. Communicate with Opposition

Now that you have thought through your own interests and those of the other party, you can begin to communicate directly with your opposition. Here are some tips for productive talks:

- Listen. Their opinions are important to you, because their opinions are the source of your conflict.
- Let everyone participate who wants to.
- Talk about your strong emotions. Let the other side let off steam.
- Don't, however, react to emotional outbursts!
- Be an active listener.
- Speak about yourself, not the other party. In the textbook example, you might say, "I feel angry to know that my children are reading this old-fashioned textbook," rather than, "How could you choose such a racist book?"
- Be concrete, but flexible. Speak about your interests, not about your position.
- Avoid early judgments. Keep asking questions and gathering information.
- Work to find a solution for everyone.

- Find a way to make their decision easy. Try to find a way for them to take your position without looking weak, but don't call it a way for them to "save face."

C. Brainstorm Possible Resolution

You can start thinking about solutions. Look at all of the interests you have listed, for you and for your opponents, and look for common interests. Often both parties share many interests -- for example, both groups may want stability and public respect.

To begin brainstorming, decide whether you want to brainstorm with your opposition, or with only your group. In either case, you will want to establish some ground rules.

- Work on coming up with as many ideas as possible. Don't judge or criticize the ideas yet -- that might prevent people from thinking creatively.
- Try to maximize (not minimize) your options.
- Look for win-win solutions, or compromises, in which both parties get something they want.
- Find a way to make their decision easy
- During the meeting, seat people side by side, facing the "problem"-- a blank chalkboard or large pad of paper for writing down ideas. The facilitator will remind people of the purpose of the meeting, review the ground rules, and ask participants to agree to those rules. During the brainstorming session, the facilitator will write down all ideas on the chalkboard or pad.

D. Choose the Best Resolution

After the meeting, you will need to decide which resolution is best. Review your brainstorm ideas. Star the best ideas - these are what you will work with during the conflict resolution process. Set a time to discuss them and determine which idea is the best.

The goal here is to use both groups' skills and resources to get the best result for everyone. Which resolution gives both groups the most? That resolution is probably the best one.

E. Use a Third-Party Mediator

As you are brainstorming and choosing a good resolution, you may want to use a third party mediator. This is a person who is not from your group or your opponent's group, but whom you both trust to be fair. Your mediator can help both sides agree upon a standard by which you'll judge your resolution. Standards are a way to measure your agreement. They include expert opinions, law, precedent (the way things have been done in the past), and accepted principles.

F. Explore Alternatives

There may be times when, despite your hard work and good will, you cannot find an acceptable resolution to your conflict. You need to think about this possibility before you begin negotiations. At what point will you decide to walk away from negotiations? What are your alternatives if you cannot reach an agreement with your opponent?

G. Cope with Stressful Situations and Pressure Tactics

So far, we've talked about how to negotiate with a fairly reasonable opponent. However, you need to be prepared to negotiate with all kinds of opponents, both reasonable and unreasonable. What if your opponent is more powerful and influential than you are? What if they refuse to meet or talk with you?

When a situation like this takes place, stay calm and go slow. Don't get angry or make a rushed decision. Instead, talk about the pressure tactic without judging.

3. Discussion

- List the characteristic deviation in your university against the defined learning organization
- Discuss with your own group the likely cause root of such a deviation
- Have you noticed and found a strategic solution for the emergence of conflicts at your workplace?
- How will you address ideas to shape your university convergences to the closest characteristics of Learning Organization?
- What are your experiences involving in conflicts at your university?
 - Relationship Conflict
 - Data Conflict
 - Interest Conflict
 - Structural Conflict
 - Value Conflict
- How did you manage such conflicts at your university?