



Advanced High School

National FFA Organization

Lesson AHS.23

APPLYING CONFLICT RESOLUTION TECHNIQUES

Unit. Stage Two of Development-WE

Problem Area.

How Do I Build High Performing Teams?

Precepts.

M4: Communicates appropriately with co-workers and supervisors.

National Standards.

NPH-H.9-12.5 -Demonstrate strategies for solving interpersonal conflicts without harming self or others.



Student Learning Objectives. As a result of this lesson, the student will:

- 1 Define conflict and explain the difference between constructive and destructive conflict.
- 2 Describe conflict resolution techniques.
- 3 Explain how to implement conflict resolution techniques.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Carnegie, D. *How to Win Friends and Influence People*. New York: Simon and Schuster, 1982.

Cheek, J. G., L. R. Arrington, R. D. Rudd, and M. B. McGhee. *Effective Oral Communication*. Danville, Illinois: Interstate Publishers, Inc., 2000.

Deep, S., and L. Sussman. *Smart Moves*. Reading, Massachusetts: Addison-Wesley Publishing Co., 1990.

DePree, M. *Leadership Is an Art*. New York: Dell Publishing, 1989.

Slaikue, K. A. *When Push Comes to Shove*. San Francisco: Jossey-Bass, 1996.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.23.TM.A
- ✓ AHS.23.TM.B
- ✓ AHS.23.TM.C
- ✓ AHS.23.TM.D
- ✓ AHS.23.Assess—one per student
- ✓ Blank sheets of paper—two per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Communication
- ▶ Conflict
- ▶ Consensus
- ▶ Consensus building
- ▶ Constructive conflict
- ▶ Destructive conflict
- ▶ Internalizing
- ▶ Needs assessment
- ▶ Open-mindedness
- ▶ Parliamentary procedure
- ▶ Pros & cons lists
- ▶ Win-win solutions



Instruct the students:

 Today we will be working with others to apply conflict resolution techniques.

Activity

 Divide into pairs.

Allow the students to pair up.

 Now, without releasing your grasp with your partner, shake hands. We are going to have a contest. The person with the most points will win. The object of the contest is to score the most points in the time allotted. We score points by touching you and your partner's grasped hands to your leg. The only rule is that both of your feet must remain on the ground at all times.

Are there any questions? You have 30 seconds. You may begin.

Time the students for the allotted amount of time. Students will generally struggle against each other, representing conflict, and fail to score any points.

 Which team member scored the most points? Why did we not score many points?

Possible answers could include: the other person is too strong or we fought against each other.

 How does this activity represent conflict?

Possible answers could include: conflict is when two people struggle against each other, no one wins, or we were fighting.

 Today, we are going to look at ways to manage and even benefit from conflict. Think about this, there is a method for this activity whereby everyone in the class could have won-and not from a scoreless tie.

The key is not struggling against each other but communicating, looking for win-win solutions, and touching first one person's leg, then the other, accumulating massive amounts of points.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define conflict and explain the difference between constructive and destructive conflict.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.23.TM.A and AHS.23.TM.B to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

I. **Conflict:** is a disagreement or a confrontation of ideas and beliefs. However, conflict is not always bad.

Improvements in our life often occur during times of conflict, such as when there is pain from growth, discomfort with existing ideas, a need for new ideas or improvement, and obvious problems that require solutions. People engage in conflict when their needs are not met or their beliefs are challenged.

A. Conflict that builds people, expands ideas, and creates positive change in the FFA chapter or organization is called **constructive conflict**.

1. Examples of constructive conflict include:

- a. Discussing an idea or activity in an FFA meeting.
- b. Offering suggestions about how to improve an activity or program.
- c. Discussing differences in beliefs about agricultural issues.

2. Constructive conflict often leads to improved activities and ideas.

3. An outcome of constructive conflict may be a broader understanding of how other people think and believe.

B. Conflict that attacks a person's personality, destroys ideas and synergy, and does not propose methods for creating positive change is called destructive conflict.

1. Examples of destructive conflict include:

- a. Criticizing another person or his or her ideas behind his or her back.
- b. Condemning beliefs held by another person, such as religion, culture, or attitudes toward agriculture.
- c. Criticizing an activity without offering suggestions on ways to improve.

2. Destructive conflict often leads to closed-mindedness and further destructive conflict.

3. An outcome of destructive conflict is hurt feelings, no cooperation, and little growth.

Instruct the students:



Let's learn about conflict resolution techniques.



Activity

Use a Hieroglyphics Moment to review this portion of the lesson.



Create small pictures to represent the information, concepts, or steps in a process. Each picture or icon should be unique and distinguishable from the others.

Ask students:



What picture or icon will help us remember these pieces of information, concepts, or steps in this process?

Objective 2. Describe conflict resolution techniques.

Instruct the students:



Think about how a leader resolves conflict. This activity requires us to listen carefully, think creatively, and share our ideas with the class.

Activity

Teach the following material in a *Little Professor Moment*. Working in pairs, students take turns teaching the information learned from the teacher.



We will work in pairs, each student taking on either the persona of Magellan or Lincoln.

One of each pair will listen to the teacher and take appropriate notes.

That student will then teach his or her partner, ensuring that the partner takes notes and learns the key information.

Partners will switch and repeat steps 2 and 3.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.23.TM.C to facilitate instruction about Objective 2. Relate key terms given in student definitions to the definitions given below.

II. Many techniques for resolving conflict exist for individuals and organizations to employ. For organizations to grow and improve, conflict of existing ideas about what worked in the past must contend with new ideas for improvement in the future. Some people hold onto existing ideas and beliefs for good reasons; however, for the organization or person to grow, he or she must risk good for better. Out of constructive conflict arises growth, improvement, and success, if the conflict is managed properly.

Begin by stating:



In our pairs, determine which person will be Lincoln and which will be Magellan. Magellans, we are not to listen to anything I am about to say. Lincolns, our job will be to listen intently and take copious notes about what I am saying so that we can teach the Magellans. Are there any questions?



Teach the following subject matter.

A. Communication is essential to managing conflict. When everyone in the organization feels the trust and responsibility to communicate their ideas and feelings without fear of punishment or condemnation, conflict will remain positive and constructive. Where communication breaks down, people begin to suspect the motives of others, create "monsters" in their minds, and fail to understand the broad intent of the organization.

1. **Communication**: involves the free sharing of ideas and feelings regarding activities, programs, and the organization.
2. Listening is important for conflict resolution. A person must listen intently for the direction and feeling behind statements during conflict situations. Often people do not or cannot adequately express the root of the problem. However, through active listening, the root of the problem may be discerned.

Stop the lesson and instruct the student:



Lincolns, it is now our turn to teach the Magellans what we have just learned. Let's get started! Teach!

After the students have time to teach one another, call them back together and state:



All right Magellans, it is our turn to listen while the Lincolns take a break. Magellans, listen intently and take copious notes about what I am saying, so that we can teach the Lincolns. Are there any questions?

Teach the following material.

B. **Open-mindedness**: is a state of mind in which the individual is open to all possibilities for growth and change. A person who adopts an open mind will view constructive criticism and conflict as necessary factors in making a positive impact in the organization, on the lives of others, and on the world. One person cannot possess all of the great ideas or best methods of action, but he or she can be open to new opportunities to learn.

1. Sometimes conflict hurts the feelings of the open-minded individual. He or she does not lose his or her temper, however, but waits and analyzes the comments and situations from an objective, open-minded point of view.
2. An individual can develop an open-minded attitude by exposing himself or herself to new situations and people, reading a variety of texts to expand the mind, and waiting before internalizing

constructively critical comments. **Internalizing**: means that the person takes the comments to heart, often incurring hurt feelings in the process.

Stop the lesson and instruct the students:





Magellans, it is now our turn to teach the Lincolns what we have just learned.
Let's Teach!

After the students have time to teach one another, call them back together and state:



All right Lincolns, it is our turn to listen, while the Magellans take a break.
Lincolns, listen intently and take copious notes about what I am saying, so that we can teach the Magellans. Are there any questions?

Teach the following material.

C. Win-win solutions: are those solutions in which each side of the conflict derives benefit from the outcome of the conflict and is satisfied with that outcome.

1. In nearly all conflicts, there exists a solution whereby each person or organization with a stake in the conflict can derive satisfaction and benefit. Often this solution is better than either of the proposed solutions.
2. Arriving at win-win solutions requires creativity, brainstorming, and looking at the problem or conflict objectively.

Stop the lesson.



All right Lincolns, you may teach the Magellans.

Allow the students time to interact and teach.



Are there any questions.

Objective 3. Explain how to implement conflict resolution techniques.



We have just learned the skills or techniques to identify conflict and to resolve conflict. Lets now examine how we can implement these techniques to resolve conflict.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.23.TM.D to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.

III. Other conflict resolution techniques

A. Parliamentary procedure: is a method of conducting a business meeting whereby the majority rules, the rights of the minority are protected, decisions are voted upon, and ideas are presented in an orderly manner.

B. Pros & cons lists: are lists of the advantages and disadvantages to a proposed solution or outcome of a conflict.

C. Accurate needs assessment: involves analyzing the needs, not the wants, of each side in a conflict. It is easier to resolve conflicts where there is a clash of needs rather than a clash of values. When needs are satisfied, the conflict generally subsides and all sides are satisfied.



- D. Focus on the future versus the now means that all sides of the conflict focus on the desired outcomes of the conflict. They look to the future, seeing beyond the conflict.
- E. Focus on the activity or idea, rather than the individuals.
- F. Respect and objectivity are important components to conflict resolution. Where there is mutual respect and objectivity, there is seldom conflict.
- G. **Consensus**: is a general agreement on an idea or course of action held by all members of the team. **Consensus building** is the creation of the agreement among all members of the team.

Activity



Think about how people's personalities, skills, and learning styles differ. This activity requires us to listen carefully, think creatively, and share our ideas with the class.

Teach the following material using a Me-You-Us Moment. This strategy creates a comfortable environment that encourages each student to contribute his or her ideas.



How can we implement conflict resolution techniques? Think about the question and write down our answer, which is the "Me." Next, share with one or two others. As we compare and modify our answers, which is the "You." Finally, small groups or individuals share your answers with the entire class, which is the "Us."

Allow students one minute to complete their answers.



Review/Summary.



Think about how conflicts are resolved. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity

Students will be using a blank sheet of paper to assimilate information that they have just gleaned in a Picasso Moment.



Students, on a blank sheet of paper, draw what the new information or concepts you have just learned mean to you. How can you pictorially represent conflict resolution? What would be included in the picture?



The Picasso Moment requires students to synthesize information.

At this time pass out AHS.23.Assess.



► **Extended Classroom Activity:**

Have the students analyze a prior conflict with a classmate or a teacher. How would they act differently if the situation presented itself in the future?

► **FFA Activity:**

Have students develop a personal conflict resolution plan for their involvement in FFA.

► **SAE Activity:**

Have students identify points of contention in the dealings with their SAE and develop a conflict resolution plan for the potential conflicts.



AHS.23.Assess

Answers to Assessment:

Part One: Matching

1. d
2. i
3. j
4. b
5. l
6. a
7. k
8. e
9. g
10. f
11. h
12. c



Part Two: Completion

1. improvements
2. improved
3. communication, open-mindedness, win-win solutions
4. feelings
5. respect

Part Three: Short Answer

1. Discussing an idea or activity in an FFA meeting. Offering suggestions about how to improve an activity or program. Discussing differences in beliefs about agricultural issues.
2. Criticizing another person or his or her ideas behind his or her back. Condemning beliefs held by another person, such as religion, culture, or attitudes toward agriculture. Criticizing an activity without offering suggestions on ways to improve.
3. Parliamentary procedure, pros and cons list, needs assessment, focus on the future, focus on the activity, respect, and consensus building.



APPLYING CONFLICT RESOLUTION TECHNIQUES

►Part One: Matching

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

- a. Communicationg. Internalizing
- b. Conflict h. Needs assessment
- c. Consensus i. Open-mindedness
- d. Consensus building j. Parliamentary procedure
- e. Constructive conflict k. Pros & cons lists
- f. Destructive conflict l. Win-win solutions

- _____ 1. The creation of the agreement between all members of the team
- _____ 2. A state of mind in which the individual is open to all possibilities for growth and change.
- _____ 3. A method of conducting a business meeting where by the majority rules, the rights of the minority are protected, decisions are voted upon, and ideas are presented in an orderly manner.
- _____ 4. A disagreement or a confrontation of ideas and beliefs.
- _____ 5. Those solutions in which each side of the conflict derives benefit from the outcome of the conflict and is satisfied with that outcome.
- _____ 6. Involves sharing ideas and feelings toward activities, programs, and the organization freely.
- _____ 7. Lists of the advantages and disadvantages to a proposed solution or outcome of a conflict.
- _____ 8. Conflict that builds people, expands ideas, and creates positive change in the FFA chapter or organization.
- _____ 9. The person takes the comments to heart, often incurring hurt feelings in the process.
- _____ 10. Conflict that attacks a person's personality, destroys ideas and synergy, and does not propose methods for creating positive change.
- _____ 11. Analyzing the needs, not the wants, of each side in the conflict.
- _____ 12. A general agreement on an idea or course of action held by all members of the team.

Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

- 1. _____ in our life often occur during times of conflict.
- 2. Constructive conflict often leads to _____ activities and ideas.
- 3. The overarching ideas behind conflict resolution are _____, _____, and seeking _____.



4. A person must listen intently for the direction and _____ behind statements during conflict situations.
5. Where there is mutual _____ and objectivity, there is seldom conflict.

►Part Three: Short Answer

Instructions: Provide information to answer the following questions.

1. What are examples of constructive conflict.
2. What are examples of destructive conflict.
3. What are methods of resolving conflict.



DEFINITIONS

Conflict

◆ a disagreement or a confrontation of ideas and beliefs

Constructive conflict

◆ conflict that builds people, expands ideas, and creates positive change in the FFA chapter or organization

Destructive conflict

◆ conflict that attacks a person's personality, destroys ideas and synergy, and does not propose methods for creating positive change



CONSTRUCTIVE VS. DESTRUCTIVE CONFLICT

Constructive Conflict:

- ◆ Discussing an idea or activity in an FFA meeting
- ◆ Offering suggestions about how to improve an activity or program
- ◆ Discussing differences in beliefs about agricultural issues
- ◆ Constructive conflict often leads to improved activities and ideas.

Destructive Conflict:

- ◆ Criticizing another person or their ideas behind their back
- ◆ Condemning beliefs held by another person, such as religion, culture, or attitudes toward agriculture
- ◆ Criticizing an activity without offering suggestions on ways to improve
- ◆ Destructive conflict often leads to closed-mindedness and further destructive conflict.



CONFLICT RESOLUTION TECHNIQUES

Communication

- ◆ Sharing ideas and feelings freely
- ◆ Listening is important

Open-mindedness

- ◆ A state of mind in which the individual is open to all possibilities
- ◆ A person analyzes the situation from an objective, open-minded point of view

Internalizing means that the person takes the comments to heart, often incurring hurt feelings in the process.

Win-win solutions

- ◆ Solutions where each side of the conflict derives benefit from the outcome and is satisfied
- ◆ Requires creativity, brainstorming, and looking at the problem or conflict objectively



CONFLICT RESOLUTION TECHNIQUES

- ◆ *Parliamentary procedure is a method of conducting a business meeting where by the majority rules, the rights of the minority are protected, decisions are voted upon, and ideas are presented in an orderly manner.*
- ◆ *Pros & cons lists are lists of the advantages and disadvantages to a proposed solution of a conflict.*
- ◆ **Accurate needs assessment involves analyzing the needs, not the wants, of each side in the conflict.**
- ◆ **Focus on the future versus the now means that all sides of the conflict focus on the desired outcomes.**
- ◆ **Focus on the activity or idea, rather than individuals.**
- ◆ **Respect and objectivity are important components to conflict resolution.**
- ◆ *Consensus is a general agreement on an idea or course of action held by all members of the team. Consensus building is the creation of the agreement between all members of the team.*

