

Conflict Management I

11:00 – 12:30

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Indonesian National Multiplication Training (NMT 2023-2024)
Sesi II: Bandung, 29 July – 1 August 2024

Conflict Management

Objectives:

To understand the different types of conflicts in higher education management and manage conflicts in an effective manner.

Expected Outcomes:

At the end of the module, participants will be able:

1. to identify and analyze the different types of conflict in HE.
2. to recognize escalation and required actions for de-escalation of conflicts.
3. to reflect on their conflict handling modes and participate in case consulting.

Definition of Conflict

A conflict is a struggle and a clash of interests, opinions, or even principles. Conflict will always be found in society; as the basis of conflict may vary to be personal, racial, class, caste, political and international. - Wikipedia

How do we feel about conflicts?

Recap – online session



Polling - <https://poll-maker.com/QB4HDB5K7>

1. How many conflicts have you encountered in your current workplace?
- 0, 1, 2, 3-5, >5
2. As a leader, have you handled conflict among your staff/students?
YES / NO / Not Sure
3. Have you successfully resolved conflict(s) in your workplace?
YES / NO / Maybe

Recap – online session

Three “wise” Monkeys

Recap – online session



Why are conflicts in universities so special?

The nature of an organization influences the specific “conflict culture”:

- its subject matter, and its objectives
- the mode of interaction between the people working in and for that organization.

Recap – online session

At universities:

- Many and different stakeholders with different interests: ministry, presidents, professors/instructors, students, parents, communities...
- Academic traditions, different disciplines, academic freedom vs. tight regulations or expectations
- Both hierarchical and democratic structures (e.g. deans elected or appointed)

Why are conflicts special in universities?

- Academic leaders: not trained for leading but for science/scholarship in their discipline
- Academics prefer not to sacrifice time which could be spent working academically instead of managing, risk of falling out with the colleagues
- Administration and academia...a cultural clash...

Recap – online session

Why analysis and diagnosis of each conflict is essential?

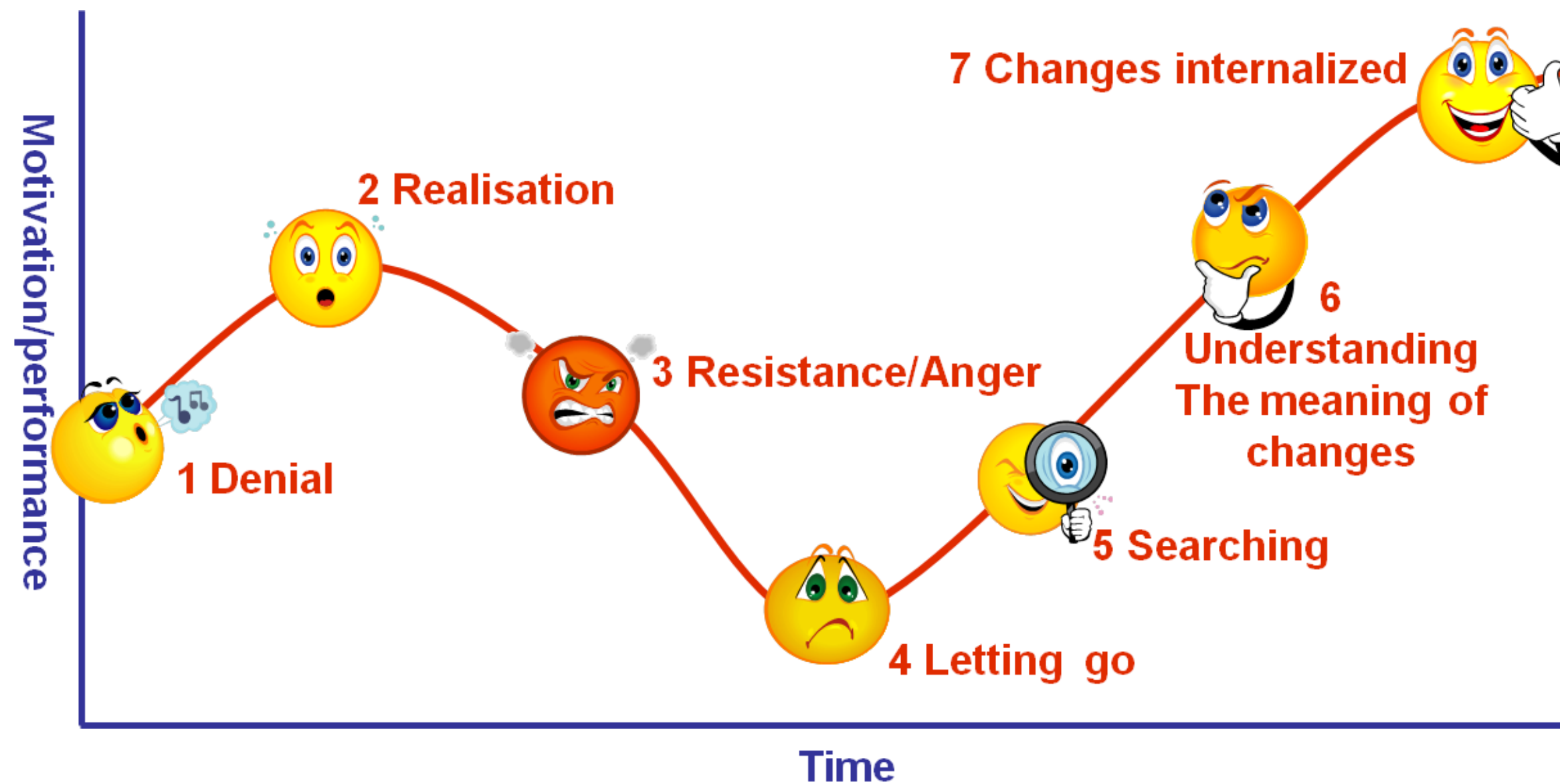
Not every conflict is equal.

Types of conflicts:

- Conflict of interests
 - Conflict of goals
 - Conflict of valuation
 - Conflict of methods
 - Relationship conflicts
 - Conflict of ownership or resources
 - Role conflicts
 -
- *Latent or cold conflicts*
 - *Open or Conflicts of norms or values*
 - *Structural hot conflicts*
 - *Chronic conflicts*
 - *Institutionalized conflicts*

Recap – online session

Do you remember the *Change Curve* ?



Recap – online session

Conflicts can be an indicator that change is really happening!

Conflict Diagnosis, cool and rational:

- Who? Who is involved in the conflict?
- What? What is the issue or the topic?
- How? In what kind of manifestation does the conflict appear?
- Why? How has the conflict evolved?
- What has already been done to resolve the conflict?
- Which resources are at hand? Culturally, individually, socially, financially

Recap – online session

- Conflict management means handling conflicts, not necessarily solving them.

Different possible outcomes in conflicts:

$A \dots B \longrightarrow$ “Flight”, B leaves the conflict (temporarily)

$A \quad B \times$ “Liquidation”, B is not there any more

$A \begin{array}{l} \text{---} \\ \text{---} \end{array} \rightarrow B$ Suppression, using power

$A \parallel B,$ or $\frac{A}{B}$ Separation, disentanglement

$\begin{array}{c} \text{---} \\ \text{---} \end{array} \begin{array}{c} A \\ B \end{array} \quad \text{---} \quad A + B$ Cooperation Compromise Consensus

Recap – online session

Two questions for your reflection:

1. Can we avoid conflict in our lives?
2. What is the benefit of conflict?

Recap – online session

“An open mind is not an empty one.”

Roger Fisher

Conflict Management –

Escalation and De-escalation

9 steps of conflict escalation (F. Glasl)

1 Hardening

2 Debate / polemics

3 Actions replace words

4 Images & coalitions

5 Face loss

6 Threads

7 Limited extinction

8 Breaking apart

9 “Down the drain” together

STEP 1: Hardening



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- Standpoints
- Sporadic confrontation and toughening
- Atmosphere becomes more strenuous
- Things the other party says are received through a “filter”
- Annoyance and resentment
- The groups still thinks that tensions can be solved by talking
- No inflexible positions yet
- Cooperation is still stronger than competition

STEP 2: Debate



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- Defined positions slowly move to extremes
- “Black and white”- thinking
- Tactics: pretending to act/argue rationally → verbal force is applied
- Selective listening
- Insisting on being rational, not emotional
- Dispute in intellectual/mechanical manner
- Other issues added to original conflict
- Cooperation + competition vary continuously

STEP 3: Action instead of words

- Talking does not help → people act
- Strategy of forced facts
- Discrepancy between verbal and non-verbal behaviour
- Non-verbal behaviour becomes stronger
- Pessimistic expectations and mistrust accelerate the conflict
- Polarising roles, misinterpretations
- Empathy gets lost on both sides
- Doors close – contact is interrupted
- Competition is stronger than cooperation



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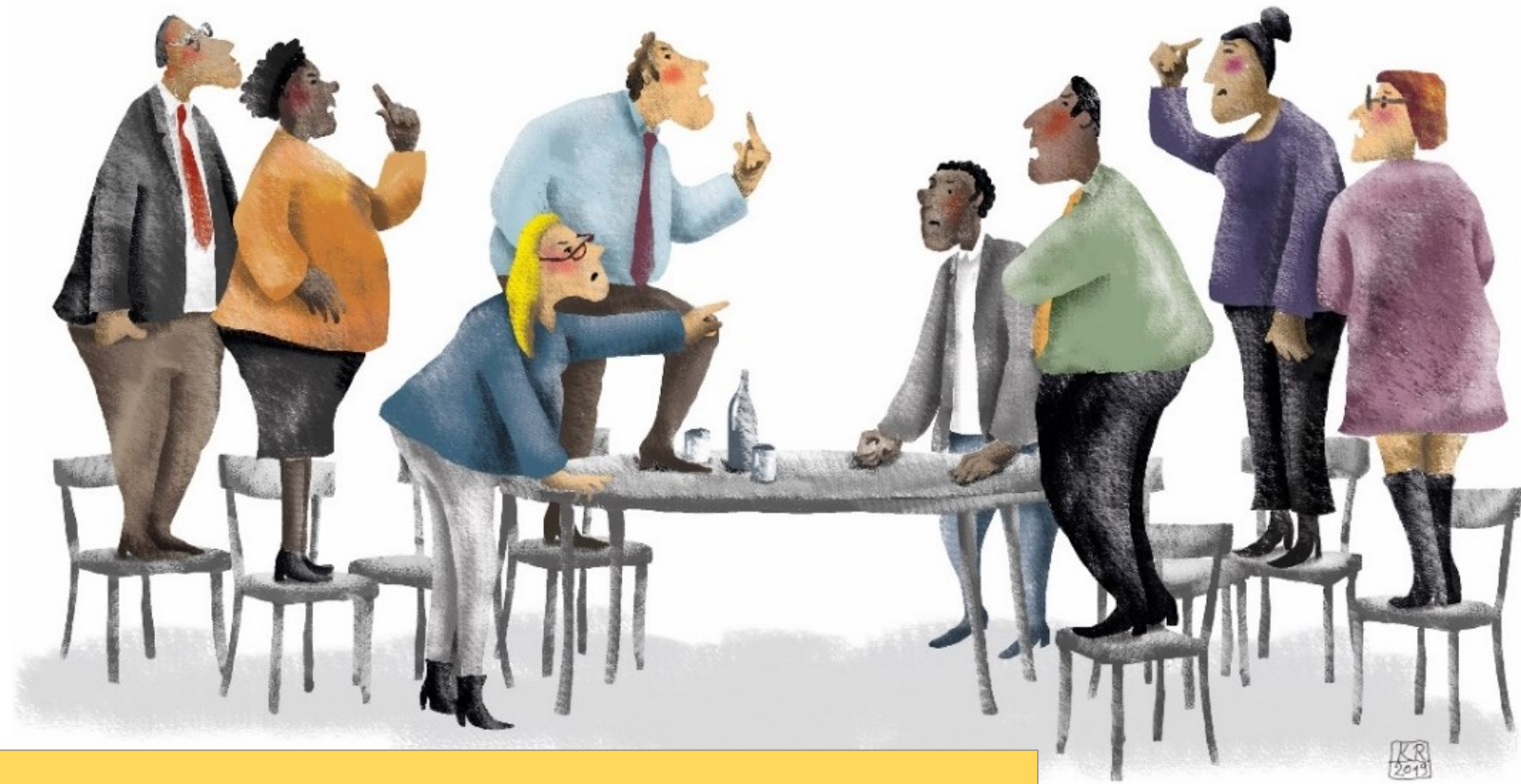
STEP 4: Images and Coalitions



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- From deed to doer
- Conflict becomes public, socially spread
- Stereotype images, clichés, „Image campaigns“, rumours
- Self-fulfilling prophecies
- Start moral judgement
- Put others into negative roles
- Own role is viewed as morally superior
- Campaigning for followers and allies
- Subtle, hardly traceable provocation, teasing, offending

STEP 5: Face Loss



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- Public and direct accusations
- Loss of moral integrity
- De-masking, allegations, compromising the opponent
- Lower motives suspected – the other is exposed
- Collection of ideas, strategies, planning
- Verbal derailment more common
- Others are considered despicable
- Loss of objective perception
- Ideologies, values and principles

STEP 6: Threats



- Hard and unfair demands
- Spiral of warnings, threats and counter-threats → visible & feasible damage
- Documented will to win
- Stress levels rise due to ultimatums and counter-ultimatums
- Work related and personal surroundings are heavily involved
- Conflict develops into a bushfire
- Acceleration of the conflict

STEP 7: Limited extinction steps



- Open attack and social abuse
- View the other as an object, not as a person
- Human values become obsolete
- Limited extinction → the right answer
- Do as much harm as possible
- Values and principles are turned into their opposite
- Small harm celebrated as a success
- Success: the other side loses more
- Be the winner of the losers

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STEP 8: Breaking apart



- Hits become stronger and more cruel
- Destroy power and basic means of existence of the opponent
- Make the opposing system break down
- Destroy vital systems and organs to make the other system uncontrollable
- Total destruction: physically, mentally, materialistically and socially
- Only the will to survive keeps both parties from taking the final step

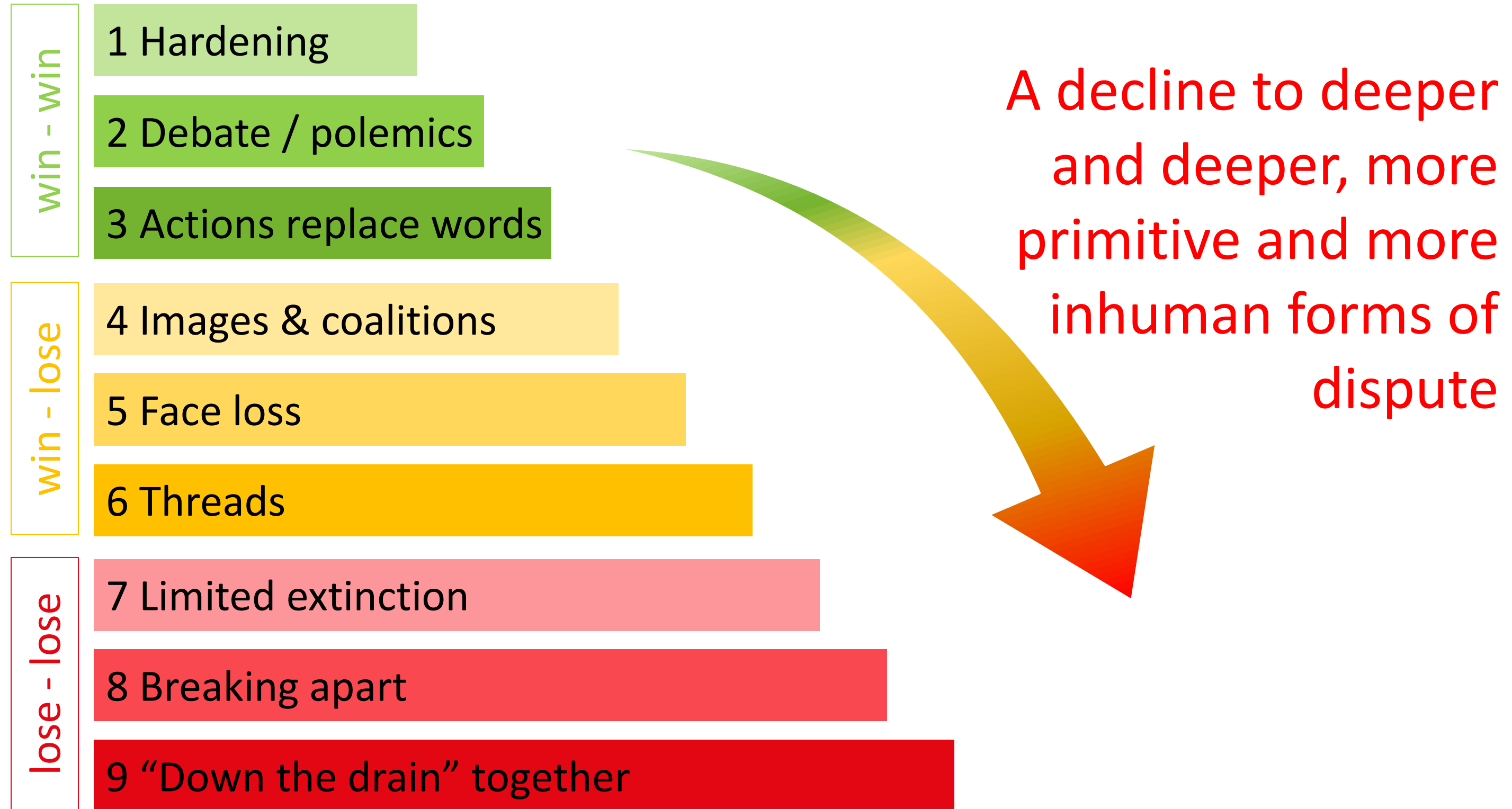
STEP 9: “Down the drain” together



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- No way out
- Total confrontation – a war with the will to extinct
- Final extinction of the counterpart, taking into account the own extinction
- Enjoying the extinction – as long as the enemy is losing
- Readiness to sustainably harm surroundings and successors

9 Steps of conflict escalation (F. Glasl)

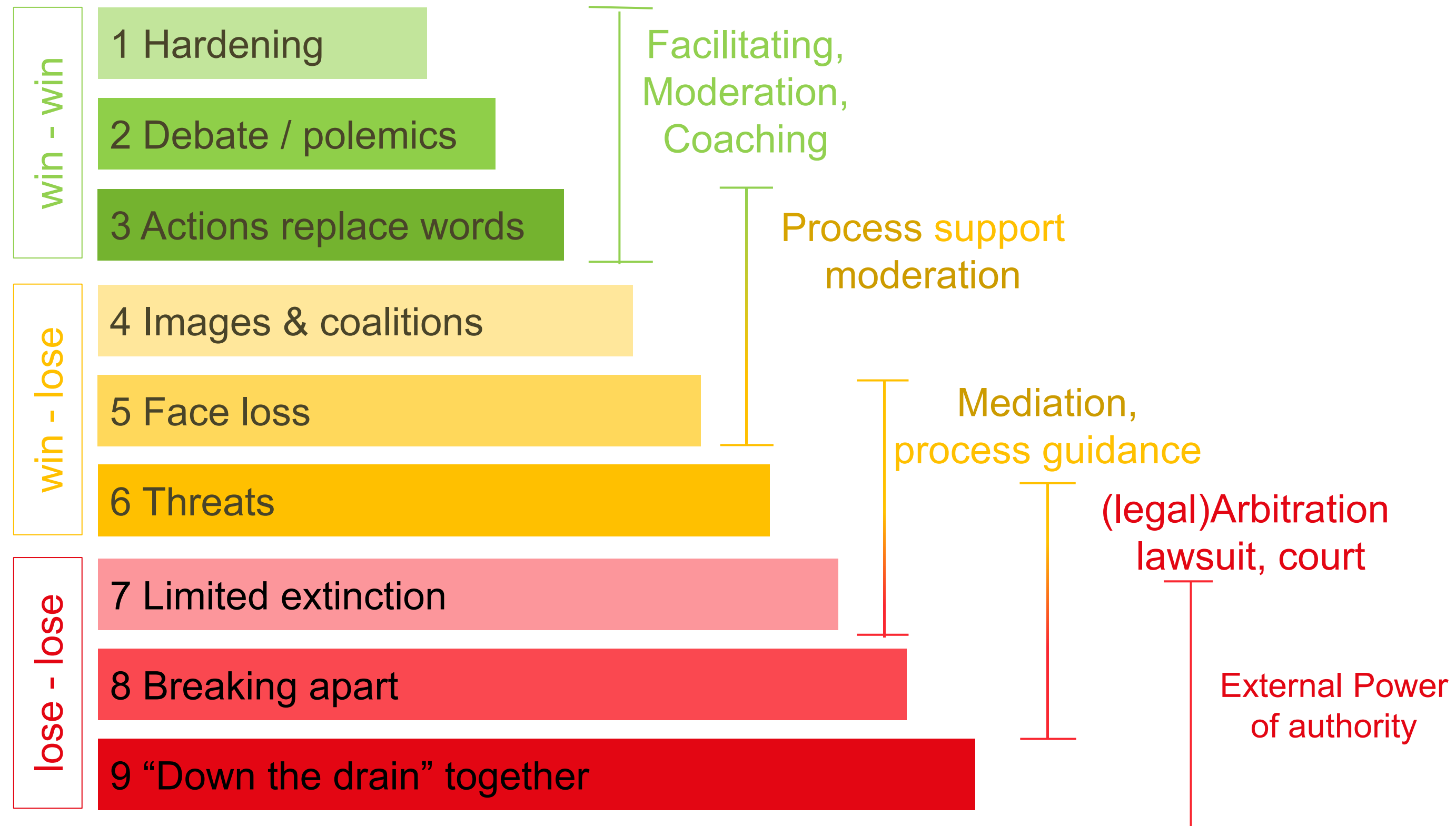


9 Steps of conflict escalation (F. Glasl)

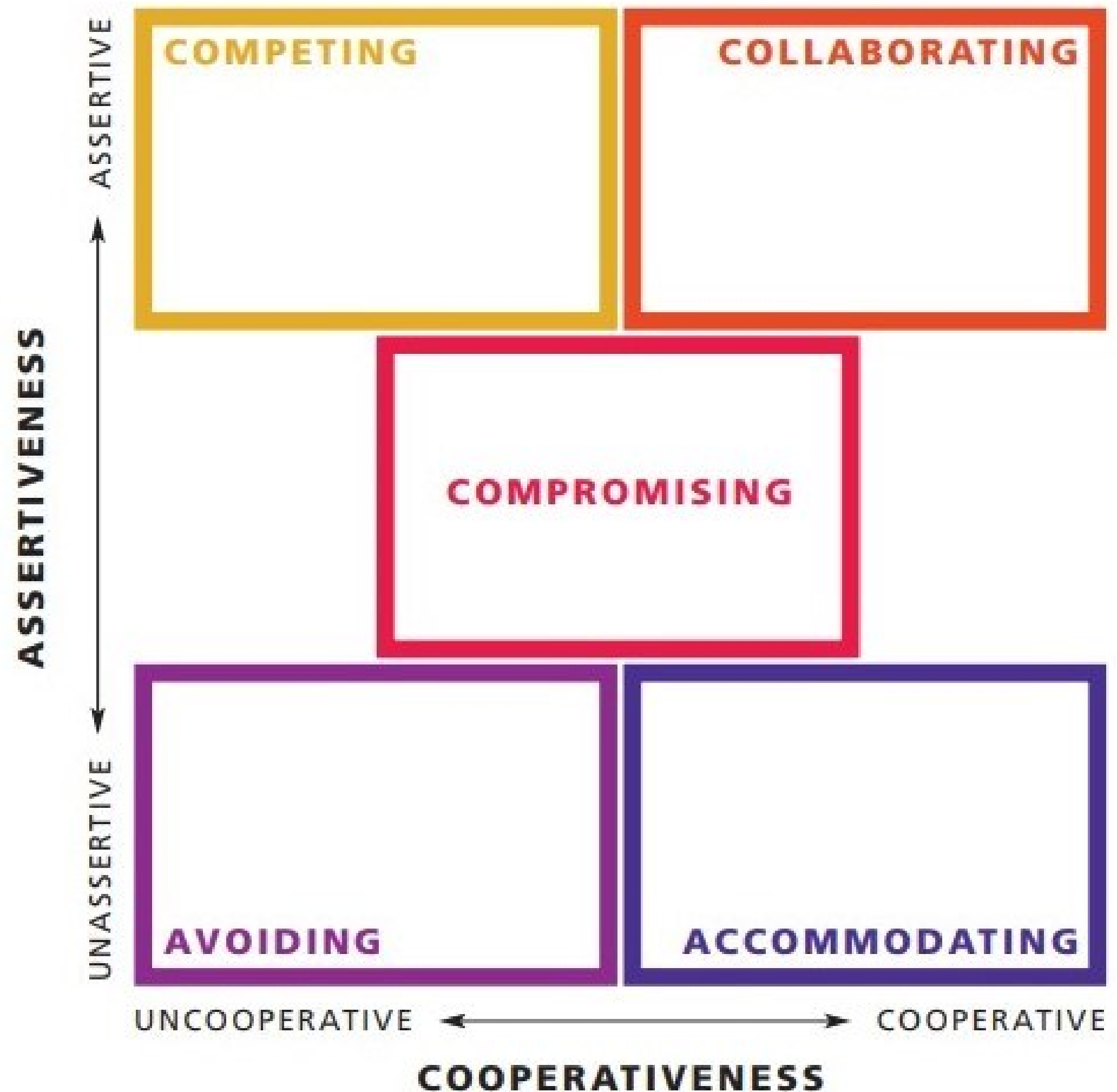


Q. What is the **highest STEP of conflict** you have experienced in your university?

9 Steps of conflict de-escalation (F. Glasl)



Two-dimensional
model of conflict-
handling behavior
adapted from
“Conflict and Conflict
Management” by
Kenneth Thomas



Competing is assertive and uncooperative, a power-oriented mode.

When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position.

Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both.

It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns.

Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising is intermediate in both assertiveness and cooperativeness.

When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties.

Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating.

Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Avoiding is unassertive and uncooperative.

When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person.

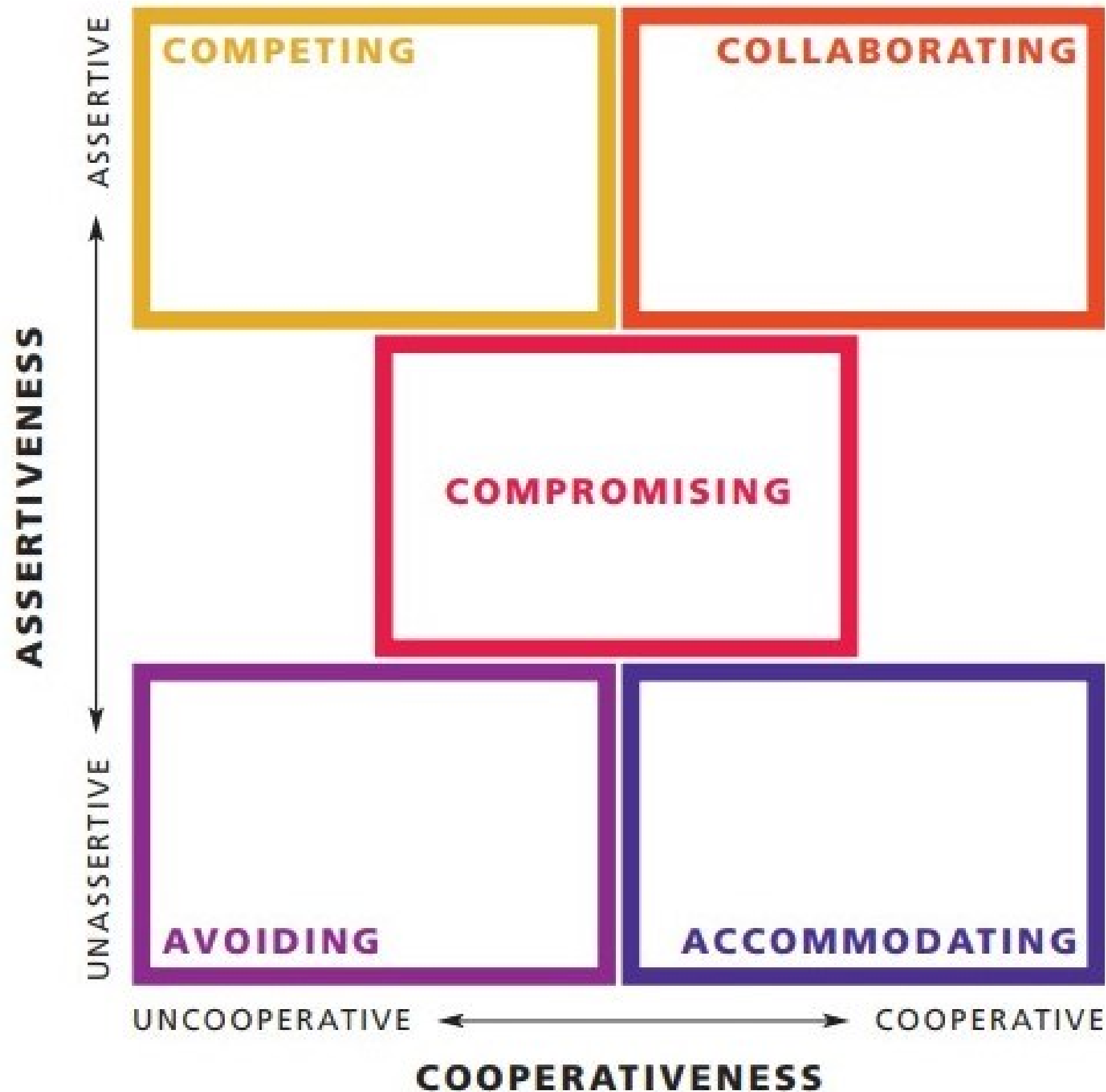
He or she does not address the conflict.

Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

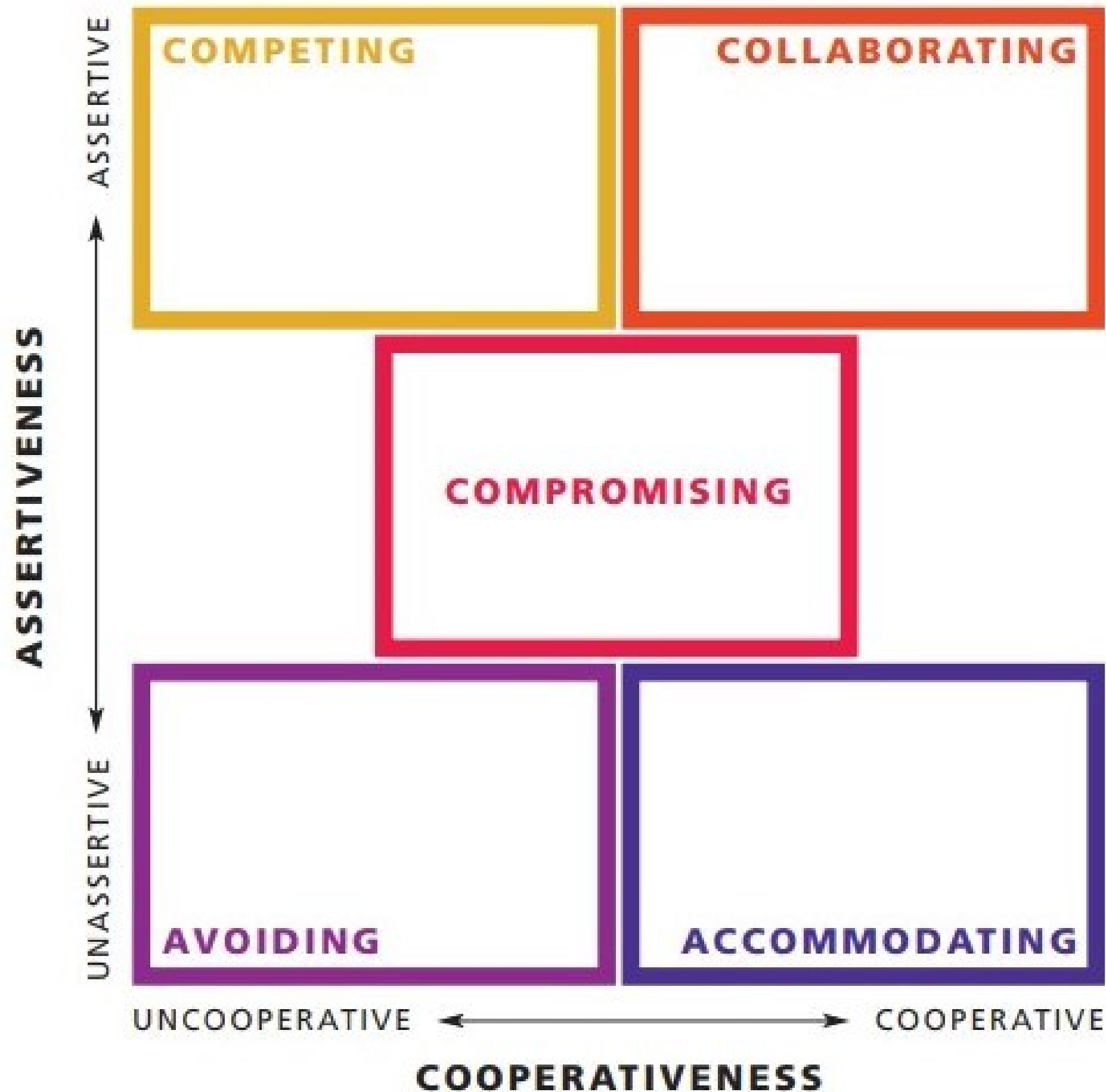
Accommodating is unassertive and cooperative—the opposite of competing.

When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode.

Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.



Exercise 1:
Self-reflect and use a colour sticker dot to select the position in the managerial grid that represents your preference in handling conflicts or behaviour in conflict situations.

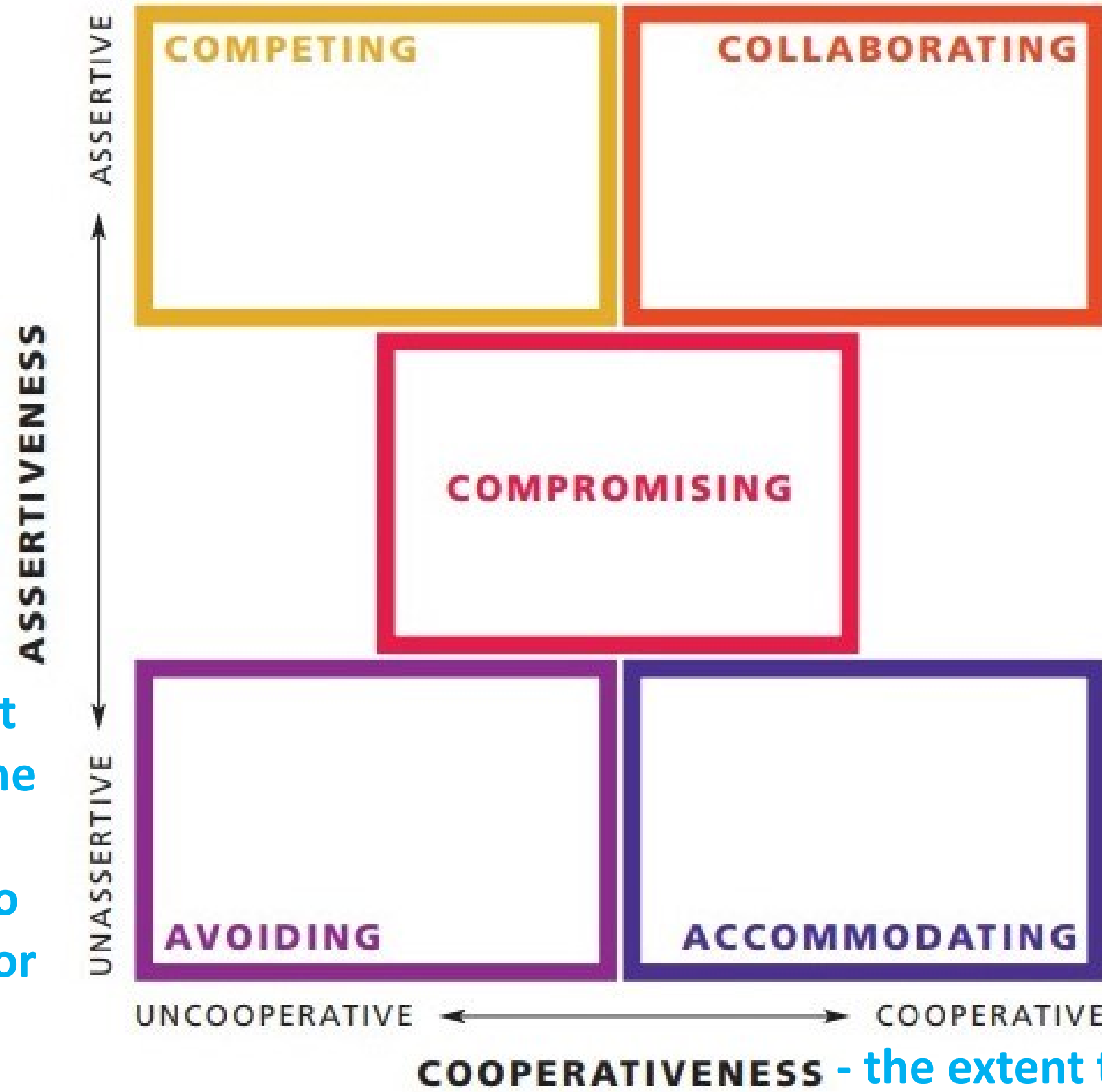


Exercise 2:

Complete the “THOMAS KILMAN CONFLICT MODE INSTRUMENT” and use a different colour sticker dot to select the position in the managerial grid that represents your score.

The Five Conflict-Handling Modes

- the extent to which the individual attempts to satisfy his or her own concerns



- the extent to which the individual attempts to satisfy the other person's

Competing

High score:

- Are you surrounded by “yes” people?
- Are others afraid to admit uncertainties?
- Must others fight for respect?

Low score:

- Are you unaware of the power you really have (e.g., expertise)?
- Are you anxious to use the power you have (for the benefit of the faculty) because you are concerned about the other's feelings?

When to use this mode:

- ✓ When quick decisions are vital, in emergencies, in a crisis.
- ✓ When unpopular decisions MUST be made for the benefit of the faculty (discipline, cost cutting...).
- ✓ If you are very sure you are right and it's for the faculty's welfare.
- ✓ To protect yourself.

Collaborating

High score:

- Do you spend (too much) time to discuss issues that are not so important?
- If you behave collaborative, do others do this as well?

Low score:

- Is it difficult for you to see differences as a chance or opportunity?
- Is it difficult to see the benefit of the conflict, the chance to learn?
- Are your subordinates uncommitted to your decisions because their concerns are not regarded?

When to use this mode:

- ✓ If the issue is too important to be compromised, when a 50:50-solution is not enough.
- ✓ When the objective is to learn from experience, to find a best solution.
- ✓ If it is important to reach commitment for the future, then the concern of others must all be integrated into a consensual solution.
- ✓ In a relationship conflict if the relation is important.
- ✓ If you have the time or want to invest the time needed.

Compromising

High score:

- Is practicability so important to you that you lose sight of larger issues like long term objectives or values?
- Is there a climate that everything can be bargained?

Low score:

- Do you feel embarrassed in bargaining situations?
- Do you find it hard to make concessions?

When to use this mode:

- ✓ If the issue is moderately important or
- ✓ not worth the effort for collaborating or
- ✓ if assertive mode would lead to disruption.
- ✓ If opponents have diverging goals but equally strong power.
- ✓ For temporary settlement of a conflict.
- ✓ As a first step in complex issues.
- ✓ Under time pressure
- ✓ When collaboration failed

Avoiding

High score:

- Do people “walk on tiptoes” in your organization (and use much energy to avoid issues that needed to be faced and resolved)?
- Are decisions on important issues made by default?

Low score:

- Are you able to frame issues in non-threatening ways?
- Do you set your priorities?

When to use this mode:

- ✓ If the issue is unimportant
- ✓ If you have no chance or not enough power
- ✓ To let people, cool down
- ✓ When you need time to collect more information
- ✓ When others can solve the conflict more effectively

Accommodating

High score:

- Do you feel you and your ideas and concerns do not get enough attention (can the faculty do without your contribution)?
- Is the discipline in your faculty low, are rules followed?

Low score:

- Do you have trouble to admit when you are wrong?
- Is it difficult for you to show a gesture of good will?
- Do you allow legitimate exceptions from the rule?

When to use this mode:

- ✓ When you realize you are wrong.
- ✓ If the issue is more important to the other person than to yourself.
- ✓ If a goodwill gesture is needed to keep a good and cooperative relationship
- ✓ To build up social credits for later use.
- ✓ When you have lost a competition – don't be a bad loser
- ✓ To allow others to learn from their mistakes, even if you are right.

Summary

1. We all have a preferred conflict handling mode.
2. There is no “patent” conflict handling mode which always fits.
3. In a leading position, you should be able to use all 5 modes. This flexibility gives you more options.
4. The appropriate handling mode depends on the situation:
 - Importance of the issue
 - Time to handle the conflict
 - Goal to be reached
 - Long-term or short-term issues.
5. We must reflect the situation and to prepare. The time is well invested!

Conflict Management II

14:00 – 15:30

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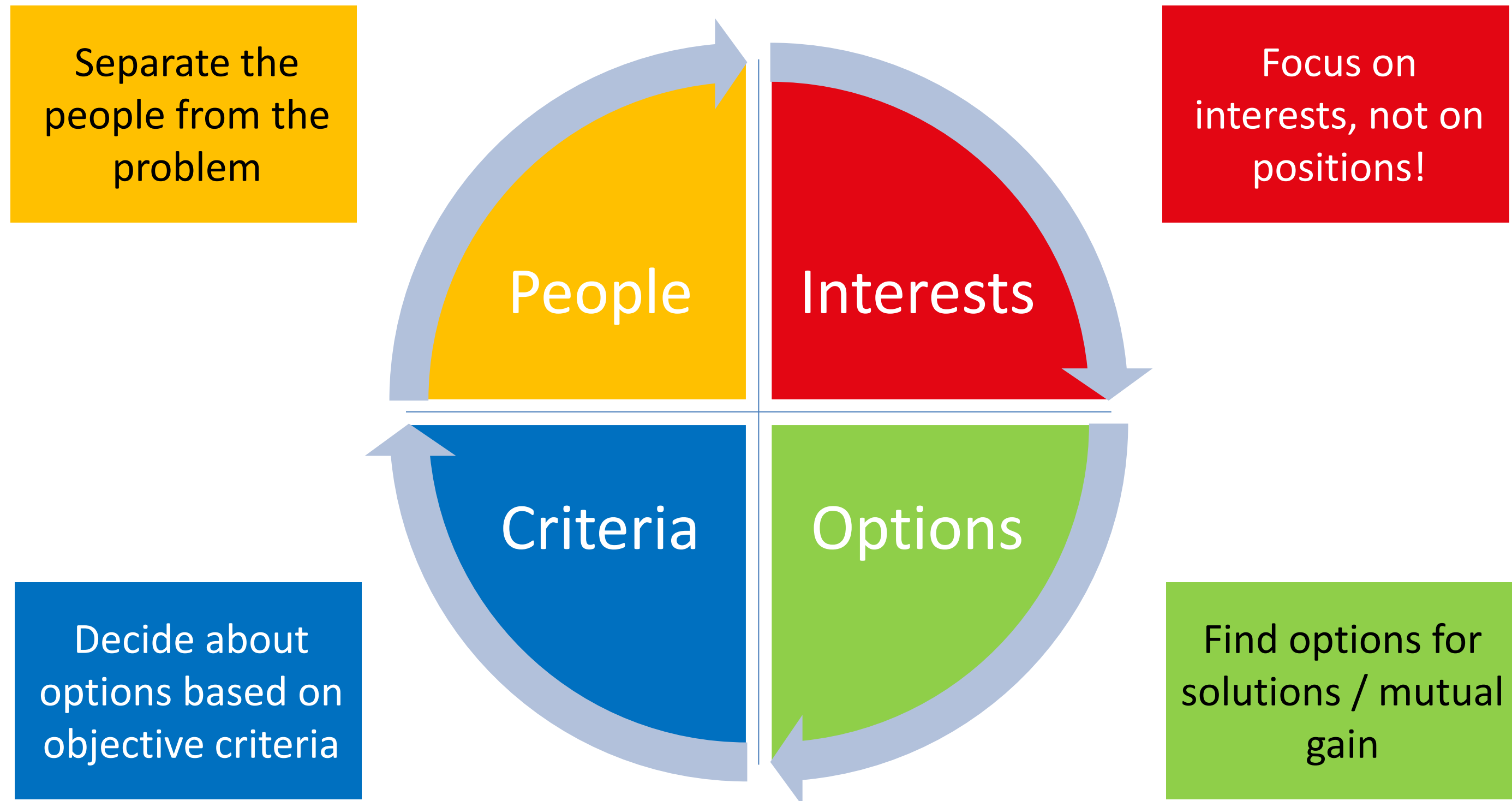
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Negotiation strategies and principles in conflict management

- Role Plays Exercise

Harvard principles for negotiation

“Getting to YES - negotiating agreement without giving in”, Roger Fisher / William L. Ury, 1981



Peer Consulting Method



Peer consulting
is an effective
way to support
each other

When you need advice for a case, but no mentor/consultant is around

When you want to get diverse feedback

When you want to be in different roles

When you want to get clarity by hearing your own ideas/issues through someone else

When you need to generate some new ideas.

Peer Consulting Method: 5-phase



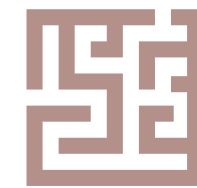
1. Introduction
of topic/case (5
– 10 min)



2. Questioning
phase (10 min)



3. Hypotheses
phase (15 min)



4. Consulting
phase (15 min)



5. Feedback
Phase (5 min)

The Method - Why?

Surface new interpretations and areas of activity that would not be realised in traditional dialogue.

Diagnostic breakthroughs, helping the case owner see the situation in a fundamentally different way than he/she presented it to the peers.

Peer consultants free to brainstorm without constraint.

Peer Consulting Method: 5-phase

1. Introduction of topic/case: The case owner presents his/her case/problem (5 – 10 min)

- i. What exactly is the situation?
- ii. Who is involved?
- iii. What is my problem?
- iv. What did I try to solve it so far?
- v. What helped, what did not?
- vi. What do I expect from the group/my question is...?

2. Questioning phase: The peers are allowed to ask questions; however, the questions have to address issues of clarification and better understanding only! (10 min)

- i. Moderator? Time?
- ii. Be nonjudgmental

Peer Consulting Method: 5-phase

3. Hypotheses phase: The case owner from now on avoids intervention (passive participation) while the peers discuss his/her case and build hypotheses why the situation is as it is, what could be the reasons (15 min)

4. Consulting phase: Then the peers try to find one or more solutions on the basis of the hypotheses for the situation. They give advice on what could be done and how to do it. The case bringer only listens, the rapporteur takes notes (15 min)

5. Feedback Phase: The case owner reflects the peer consulting process. The case owner gives feedback what her/his conclusions are and what his/her next step will be. (5 min)

For case owner

Explains the case shortly and precisely

Uses “Me” and “I”-messages instead of general expressions like “One should” or “We think”

Asks specific key questions, prefers concrete concerns rather than generalization or looking for big solutions for complex situations

Decides which ideas of the consultants are helpful and explains how he/she could put them into practice

Talks about the fitting ideas but does not explain why he/she would not pursue the other ideas

Peer Consulting Method

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THANK YOU