

CONFLICT MANAGEMENT ACTIVITY

Developed by
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Goal: To enable awareness of conflict management and discussion potential strategies to address conflicts in the group.

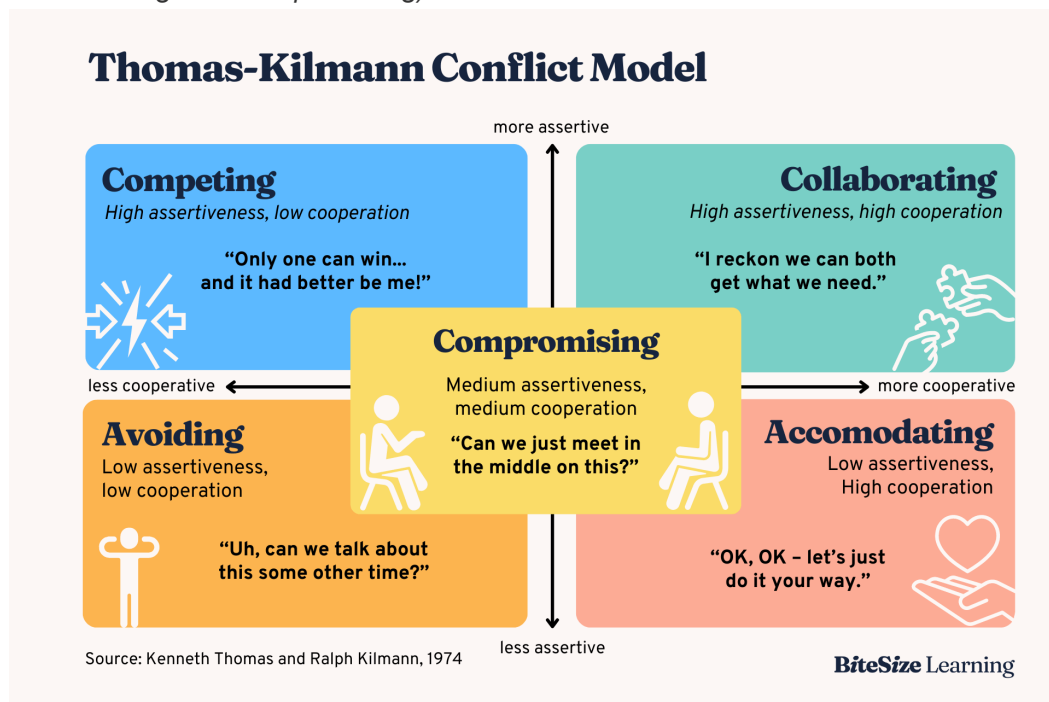
ICE BREAKER & INTRODUCTION

- ⇒ Share an instance of a memorable collaboration from the past.
- ⇒ Plenary discussion on “What kind of obstacles might you encounter in reaching your goals?” [note down conflicts to address for activity]

ACTIVITY OPTION 1

- ⇒ Use Thomas Kilmann’s Conflict Model:

*** (Ref: Thomas Kilmann’s Conflict Model: Competing, Accommodating, Avoiding, Collaborating and Compromising)*



- ⇒ Present the TK Conflict model with description. In plenary ask students which they resonate with (choose a colour per type)
- ⇒ Present conflict scenarios (select within small groups)
- ⇒ Each student in the group picks the conflict management strategy they are most likely to choose in the given context.

- ⇒ One by one each student describes a pro and con of that conflict handling strategy.
- ⇒ Come to final positions per group.
- ⇒ Plenary discussion

Conflict Examples:

- Expectations don't match
 - What happens if all of you decide you want to get an A grade, but because of time constraints, one person decides that a B will be acceptable?
Is it acceptable for one or two team members to do more work than the others to get the team an A?
How could we address unequal contribution in teamwork?
- Unequal contribution
 - What happens when a group member is unable to make it consecutive meetings, and meet deadlines?
 - I worked more than my group members
One or more members had to take over additional responsibilities to make the submission on time.

ACTIVITY OPTION 2

- ⇒ Brainstorm strategies for contribution management (Refer to conflict example 1)

Possible Examples: From Pertegal-Felices et al. (2019):

- In the next phase of the project the partner who made the extra work is rewarded. The reward consists in assigning part of his work to the colleague who could not fulfil their part in the previous phase.
- A percentage of the score of the colleague who was not able to do his part is distributed to the one or those who have assumed responsibility for this part.
- The "bag of points". It is one of the most chosen strategies by students in contracts. To explain it the following case is proposed: if the work of a team of 5 students has a global assessment of 8 points out of 10, then at the requirement of the team, instead of assigning 8 points to each member, the teacher grants a "bag of points" of 40 points (5 × 8). The students are responsible for managing the distribution and communicating their decision to the teacher.

CLOSING

- ⇒ Wrap up with discussion on skills for conflict resolution to support collaboration.