



Competency Framework

Professional Learning Module:

Conflict Management

Educator Workbook

As you read through the Conflict Management Professional Learning Module, please complete this Educator Workbook. It is a fillable PDF, so you can complete the module at your own pace, saving your responses as you go. When complete, submit the PDF via email to researchcollab@ku.edu, and you will receive nine continuing education units (CEUs).

Name:

Email Address:

State:

District:

School:

Role:

Guided Notes: Conflict Management Overview Video

1. While encountering conflict can be a negative experience, experts believe that it can be _____ and _____.
2. Conflict management is the ability to navigate disagreements and effectively _____.
3. Conflict management requires:
 - a. Understand your natural _____ to conflict.
 - b. Understand the _____ of the conflict including the _____ of all involved.
 - c. Apply a conflict management approach that is _____.

Assessment Key

1. psychologically healthy, has many positive benefits 2. alleviate tensions/diffuse conflicts 3. a. response b. context, perspectives c. appropriate to the situation

Overview

Reflect and Apply:

Now that you know a little more about conflict management and why it is essential, as well as how to measure it, take a few minutes to reflect and consider the below questions:

1. What are your reasons for wanting to teach conflict management?
2. What changes do you want to see within your students resulting from teaching conflict management?

Part 1: Teaching Students What Conflict Management Is and Why It Is Important

1a. Reflect and Apply:

Reflect on a recent interaction with a colleague or family member that involved a conflict.

1. What was the conflict about?
2. What were the different perspectives represented in the interaction?
3. Why did the conflict happen (e.g., differing needs, ideas, beliefs, or goals)?

1b. Reflect and Apply:

1. Do your students sometimes miscommunicate or communicate disrespectfully? Explain.
2. How will you use what you have learned about conflict to support students in learning to communicate clearly and respectfully in the future?

1c. Reflect and Apply:

Develop a personal example of how you used conflict management in your life, and remember to explain how you addressed or did not address each component.

Component 1: Know your usual response to conflict

Component 2: Know the reasons for the conflict

Component 3: Take steps to manage the conflict

1d. Reflect and Apply:

There are many ways the activity **Teach Students: 1d. Reflecting on Conflict Management Quotes** could be modified to meet the needs and interests of your students. Consider the questions below.

1. Will you teach the activity as written, or do you plan to modify the quotes?
2. Are there content-specific figures who you might include in the list of quotes or modern-day figures such as actors or athletes who have shared how they handle conflict?

1e. Reflect and Apply:

Reflect on the student impacts of learning conflict management summarized below. Which impact is the most compelling to you? Which impact do you believe will benefit your students the most?

Impacts Observed in Students Who Received Conflict Management Instruction

- Makes relationships stronger/more insightful due to increased communication
- Improves your ability to work under stress
- Brings attention to issues and promotes needed change
- Increases academic achievement

Sources: Johnson & Johnson, 1995; Johnson & Johnson, 2002; Johnson & Johnson, 2004; Reio & Trudel, 2013; Roberson, Fish, Olmstead, & Fincham, 2015; Stevahn, Johnson, Johnson, Green, & Laginski, 1997; Ubinger, Handal, & Massura, 2013

Part 2: Understanding Your Ability to Manage Conflicts

2a. Reflect and Apply:

Think about conflicts you have helped resolve between students.

1. How often do you start by identifying the reason for the conflict? Summarize the sorts of questions you ask your students when identifying the reason for the conflict.
2. How do you help your students identify the different perspectives of everyone involved in the conflict?
3. How often do you suggest alternative strategies for managing their conflicts, such as talking things through before reacting or walking away from the situation instead of responding to it? Is there a particular strategy that you frequently recommend?
4. How will you respond differently the next time you have to help students resolve a conflict now that you know more about conflict management?

2b. Reflect and Apply:

Review the Feeling Words Wheel. Consider the questions and how you might use the Feeling Words Wheel to support your students.

1. How could providing students with a copy of the Feeling Words Wheel help them analyze conflicts? How could you incorporate it into conflict management instruction?
2. How could you incorporate the Feeling Words Wheel into your classroom or context?

Part 3: Understanding Your Usual Response to Conflict

3a. Reflect and Apply:

Review the five conflict management styles and think about a recent interaction that involved a conflict. Respond to the below reflection questions.

1. Which conflict management style best captures how you responded to the conflict and why?
2. Describe a time when you reacted with one style but wish you had chosen another style instead.
3. Is there one particular conflict management style that you frequently use? If so, what are the benefits and drawback of this style?

3b. Reflect and Apply:

Take the Conflict Management Styles assessment yourself. Determine which conflict management style is the one you naturally use.

1. Think of 3-4 daily interactions in which your usual conflict management style is appropriate.
2. Think of 3-4 daily interactions in which your usual conflict management style is not the best option.

3c. Reflect and Apply:

Review each of the scenarios from **Teach Students: Determining the Most Appropriate Conflict Management Style**. Do you plan to teach this activity using the scenarios as written, or would you modify the scenarios to meet the needs of your students? What are some everyday situations in which your students experience conflict that you could develop into scenarios?

4. Reflect and Apply:

1. Instructional Criteria 1 (facilitating understanding) –

2. Instructional Criteria 2 (applies to them personally) –

3. Instructional Criteria 3 (strengths and challenges in conflict management) –

4. Instructional Criteria 4 (practice) –

5. Instructional Criteria 5 (feedback) –

6. Instructional Criteria 6 (reflection) -

Guided Notes: College and Career Competency Overview Video

1. The College and Career Competency Framework is an approach that systematically develops students' intrapersonal and interpersonal competencies with practice opportunities integrated into _____.
2. The National Academy of Sciences defined the skills students need for success as falling into these three domains: 1.) _____ 2.) _____ 3.) _____
3. The **interpersonal** domain includes competencies such as:
 - _____
 - _____
 - _____
4. Research has shown that students who have competencies from the **interpersonal** domain:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
5. Students need opportunities to _____ and receive _____.
6. The _____ make up the competency and can be used to teach the competency.
7. There are many resources available for educators at <https://cccframework.org/>. Two of them are:
 - a. _____
 - b. _____

Answer Key

1. academic content 2. 1) intrapersonal 2) interpersonal 3) cognitive 3. assertiveness, conflict management, empathy 4. a. have higher school attendance rates b. improved social skills c. earn better grades and achievement scores d. experience higher financial success rates 5. practice, feedback 6. components 7. 1) competency videos 2) Padlets

Educator Post-Assessment

1. The three domains on the College and Career Competency Wheel are:
 - a. Intrapersonal, Interpersonal, and Social-emotional
 - b. Self-efficacy, Self-Regulation, and Conflict Management
 - c. Intrapersonal, Interpersonal, and Cognitive
2. For students to develop a competency, they need:
 - a. to be high-level learners.
 - b. to be given opportunities to practice applying the competency and receive feedback.
 - c. to understand the College and Career Competency Wheel.
 - d. support from their peers.
3. Choose the best description of conflict management.
 - a. Resolving the conflict by talking to the other person and coming to a compromise through either negotiation or mediation.
 - b. Resolving the conflict by agreeing to what the other person wants.
 - c. Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts.
 - d. Knowing how other people usually respond to conflict so that you can avoid it.
4. Research shows that being able to manage conflicts effectively has many benefits, such as:
 - a. all of the following
 - b. improves your availability to work under stress
 - c. makes relationships strong due to increased communications
 - d. encourages self-reflection
5. The five styles of conflict management are:
 - a. avoiding, succeeding, overcoming, and collaborating
 - b. avoiding, competing, accommodating, compromising, and collaborating
 - c. collaborating, competing, compromising, creating, correcting
 - d. accommodating, accepting, avoiding, asking, agreeing
6. Conflicts happen infrequently and can typically be avoided.
 - a. True
 - b. False
7. Each conflict management style is appropriate in certain situations, so it is vital to evaluate each conflict to determine which style is most likely to lead to the best outcome.
 - a. True
 - b. False

Assessment Answer Key

1c. Intrapersonal, Interpersonal, and Cognitive 2b. to be given opportunities to practice applying the competency and receive feedback. 3c. Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts. 4a. all of the following 5b. avoiding, competing, accommodating, compromising, and collaborating 6b. False 7a. True

Teaching Students Module Activities

Handouts for many of the activities described in the module are provided. The following table provides a cross-reference and links to aid your instruction.

Teach Students Activity	Handout
Teach Students: 1a. Defining Conflict	Handout 1a
Teach Students: 1b. Identifying the Reasons for Conflict	Handout 1b
Teach Students: 1c. Defining Conflict Management	Handout 1c
Teach Students: 1d. Reflecting on Conflict Management Quotes	Handout 1d
Teach Students: 1e. Conflict Management is Important to Me	N/A
Teach Students: 2a. Summarizing My Current Ability to Manage Conflict	Handout 2a
Teach Students: 2b. How Does my Response to Conflict Affect the Outcome?	Handout 2b
Teach Students: 3a. Conflict Management Styles	Handout 3a
Teach Students: 3b. Understanding the Five Conflict Management Styles	Handout 3b
Teach Students: 3c. Determining the Most Appropriate Conflict Management Style	Handout 3c

Next Steps

You have explored some instructional activities shared within Lessons 1-3 of *Teaching Conflict Management in Middle and High School Classrooms* (Noonan & Gaumer Erickson, 2017, pp. 1-14). Test your knowledge by completing the quiz on page 10 of the **Educator Workbook**.

On www.cccframework.org we provide numerous resources to help you facilitate students' development of conflict management. Use the checklist below to identify the activities that you plan to pursue.

Activity
1. Use the Teach Students instructional activities to introduce the concept of conflict management to your students and encourage them to understand their ability to manage conflicts and their natural response to conflict (Lessons 2 & 3).
2. Purchase Teaching Conflict Management in Middle and High School Classrooms and extend your instruction by incorporating additional instructional activities that focus on understanding anger (Lesson 4), understanding context (Lesson 5), managing the conflict (Lesson 6), and helping others manage conflict (Lesson 7).
3. Review the Conflict Management Assessment Suite: Technical Report on https://cccframework.org . Create an account to launch the online assessments.
4. Explore the https://cccframework.org website. Locate the Conflict Management Exploration Resources Padlet and identify two different resources for use in your classroom.
5. Review the Conflict Management Practice Profile for Teachers and rate yourself on Section A.
6. Review the Conflict Management Guidance for Families webpage on https://cccframework.org/ and consider how to provide the information to families in your school.
7. Share what you have learned about conflict management with a colleague or administrator. Include information about the student impacts of teaching conflict management.
8. Continue your learning through the variety of professional development options. The Professional Learning section on https://cccframework.org outlines numerous options.

Congratulations on finishing the module! Don't forget to submit your PDF for CEUs (see first page of this Educator Workbook for submission instructions).