Curriculum Spring Training: Scenarios & Problem Solving

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Objectives

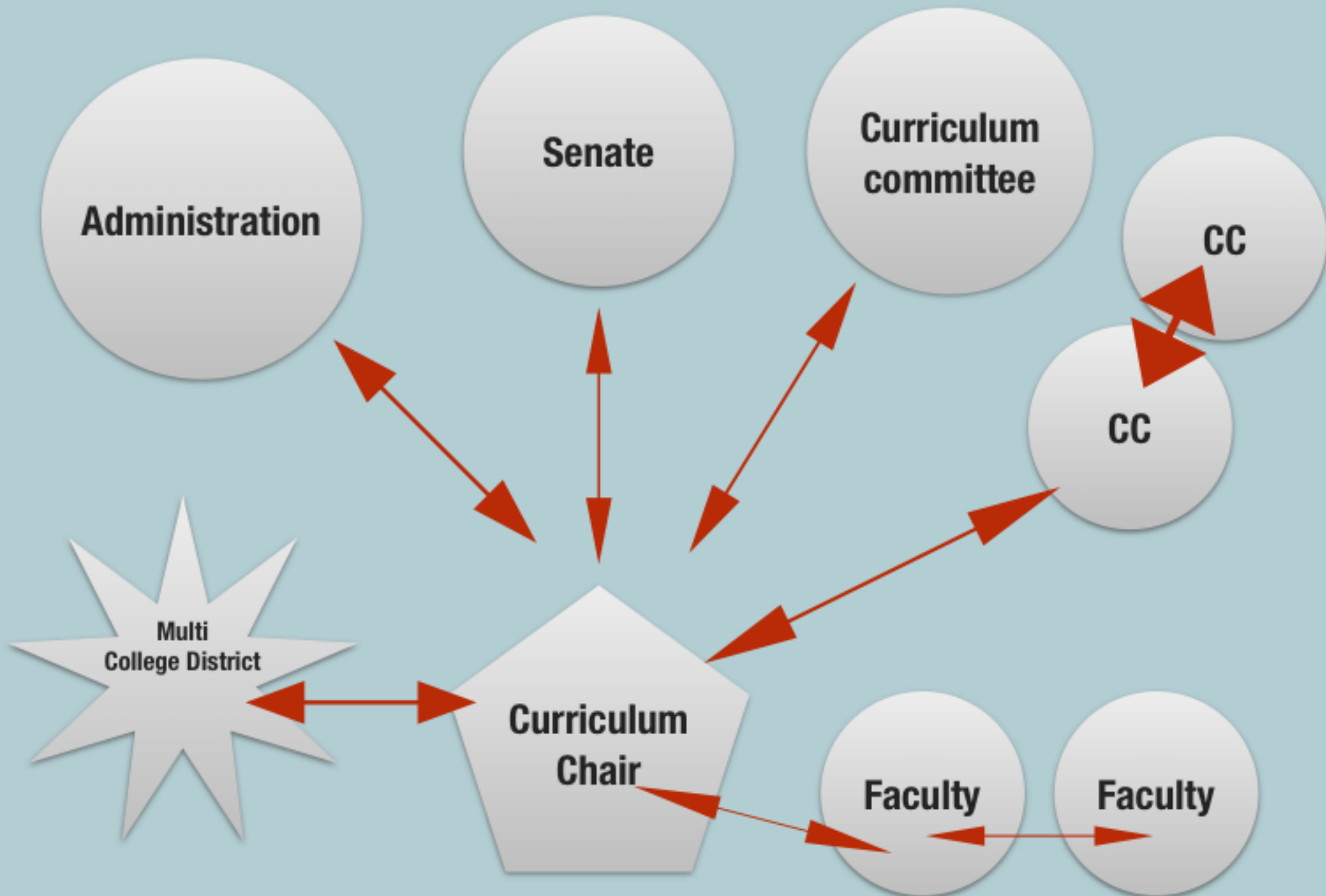Define curriculum challenges within a new context

Identify conflict by underlying type

Collaborate with statewide experts

Continue to problem solve after this session

Specific Sources of Conflict for Curriculum Chairs 2015-2016

"It doesn't work!"

PAGE 14 · JULY 26, 1998 · PARADE MA

ADT deadlines

C-ID Deadlines/ Revisions

Non-credit Curriculum

Community Education

CTE Curriculum

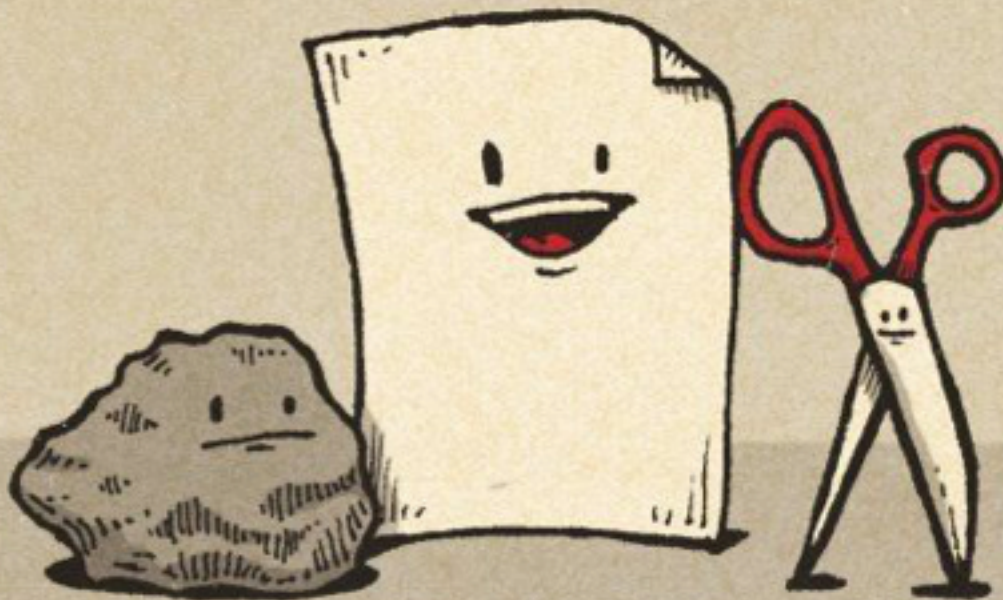# Fielding Skills Required

Team Based Conflict Resolution Strategies

Change Management Skills

Constructive Management Skills

Time Management Skills

Stand-Up Comedy

Team Conflict Resolution

-Clearly define and agree on the issue that is causing conflict
between team members.

-Prepare – do your homework and be specific.

-Have a positive attitude.

-Walk in the other person's shoes.

-Look for similarities.

-Deal with facts, not emotions. Present facts and evidence.

-Provide suggestions and alternatives.

-Establish open communication.
Listen first, talk second.

-Demonstrate interest in the other person's point of view.

-Explore options and possible solutions together.

-End on a positive note. Reaffirm the goals.

Change Management Skills

- Establish a motivation for change

- Analyze the situation

- Plan the direction

- Implement the change

- Review the direction

- Adopt or adjust (or die)

Constructive Feedback Skills

- Define job's goals clearly.

- PREPARE!

- Begin with empathy and appreciation.

- Refer to mistake, not the person.

- Remedy the problem.

- Provide constructive feedback.

- Build trust and level of communication.

Time Management Skills

- Record all activities
- Determine primary goals
- Consider the 80/20 rule
- Evaluate Important vs Urgent
- Rank to begin planning
- Create a schedule
- Revisit goals and adjust
- PURGE

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HAMBURGERS

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WAISGLASS/COULTHART

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"What conflict of interest?!
I work here in my spare time."

US

THEM

IT'S NOT
MY FAULT
THEY DON'T
COMMUNICATE

Process Conflict

Process conflicts refer to the disagreements about how the work should get done. Process conflicts are easily observed in large groups, where disputes and frustrations over responsibilities and assignments are visible.

Low level of process conflict is considered beneficial, because it stimulates healthy competition and motivation among individuals. However, intense arguments should be avoided. Moreover, process conflicts can easily lead to jealousy, loss of motivation and job dissatisfaction. Therefore, it should be kept to a minimum level, where managers and group leaders can easily control it.

Manage Process Conflicts

- Ask yourself, "How much control do I have over this process conflict?"

- Identify the root cause of the problem and analyze the improvement opportunity

- Talk first to the "owner" of the process.

- Describe the current problem and get agreement.

- Suggest a workable solution and action plan.

- Follow-through on the plan and give recognition to the owner of the process.

Interpersonal Conflict

Interpersonal conflict focuses on interpersonal relationships and hostilities among individuals. Because of its volatile and counter-productive nature, interpersonal conflict is considered destructive and harmful. It has a negative impact on the individuals working in a group or organization. Interpersonal conflict also leads to delayed projects and poor outcome.

Interpersonal conflict also takes up the most time in any organization.

Manage Interpersonal Conflict

- Reflect on personal biases and prejudices that relate to the conflict

- Write down three behaviors that you could change in order to reduce the conflict in this relationship. Commit to following through on these changes for at least three months.

- Ask the other person involved how you could defuse the existing conflict. Encourage feedback that might seem brutally honest.

- Put yourself in their position. How do you think they view your commitment to reducing conflict in your relationship? Why?

- Make a list of 5 strengths that you see in the other person. Then list five ways that improving this relationship would benefit you.

Six thinking hats

Six thinking hats

- **White hat**—pure facts, figures and objective information.

- **Red hat**—emotions and feelings; hunches and intuition.

- **Black hat**—devil's advocate; logical negative judgment; why it won't work.

- **Yellow hat**— sunshine, brightness and optimism; positive constructive thought.

- **Green hat**—fertile, creative, new ideas, movement, provocation.

- **Blue hat**—cool and controlled; rule over other hats.

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HAMBURGERS

Role Conflict

The term role conflict refers to a clash between two or more of a person's roles or incompatible features within the same role. These incompatibilities can consist of differing expectations, requirements, beliefs, and/or attitudes.

There are two types of role conflict: intrarole conflict, referring to incompatible requirements within the same role, and interrole conflict, referring to clashing expectations from separate roles within the same person.

Intrarole conflict can arise in two ways. Different people sometimes have inconsistent conceptions concerning the requirements and expectations that constitute a particular role. Intrarole conflict can also occur when the role itself has contradictory expectations or requirements.

Manage Role Conflict

- Ask yourself, "Exactly how do I perceive my role in relation to others involved in this issue?"

- Take responsibility for clarifying your role with others involved.

- Be prepared to change your perception of your role.

- Show your willingness to be flexible in achieving your organization's goals.

- Stay positive. View any role change in terms of the opportunities it presents.

Sources

- **Dale Carnegie and Associates**

  - Change Management (2011)

  - Communicating with Diplomacy and Tact Assessment (2011)

  - How to Provide Feedback without Insulting Your Workers (2013)

  - Internal Conflict Resolution Guidebook (2008)

  - Team Conflict Resolution Strategies (2013)

  - Time Management (2011)

What would you do?

Group Activity I

1) You will work with the attendees seated at your table for approximately 15 minutes.
2) The scenario provided has examples of the three types of conflict presented today: Interpersonal, Process, and Role Conflicts
3) Read the scenario, focus on the conflict type assigned to your group.
4) Describes the elements of the scenario that are specific to your "type" of conflict
5) What actions can your group suggest to mediate the conflicts?

ISSUE:

At the first curriculum committee meeting of the year, the Dean of Instruction vociferously raises concerns and objections about a course on the agenda – *SPAN 35 Survey of Hispanic Literature: 1700-Present*. This course is on the agenda as a routine 5 year update. The course was created in 2010. The dean is now challenging why this course is in the <u>Spanish</u> Department and not in the <u>English</u> department with all the other ethnic literature survey courses, including Native American Literature, Survey of British Literature, Asian American Literature and World Literature. This dean, formerly an English instructor himself, wrote the course outline of record for *ENGLISH 85 Latino Literature* which was approved in 2009.

The curriculum committee representative for the Spanish Department (an English instructor himself) brings word back to the Spanish faculty that there seems to be trouble looming on the horizon. The Spanish faculty assume the worst and gear up for battle. The Spanish faculty enlist the district discipline committee There are three other Spanish Literature courses in the Spanish department: *SPAN 36 Survey of Mexican Literature, SPAN 37 Latin American Literature in Translation*, and *SPAN 38 Chicano Literature*.

OTHER INFO TO KNOW:

This college has been identified as a Hispanic Serving Institution by the U.S. Department of Education in 2005.

This college also offers the A.A.-T. in English, as well as in Spanish.

List the components/elements of your review of this issue.

" Knock, knock... Ring, ring... Whatever sound alerts you to an email..”

–everyone on campus

New Developments

New Developments

"I have heard through the grapevine that you as the chair are going to block this course change"

Email: Discipline committee is formally challenging the course "change"

President/VP have decided that the Dean has a point, and need to look deeper into this issue, so I cant approve at this time.

AFT: Grievance has been filed

This is a busy day for you......

Group Activity II

Each attendee completed an index card at the beginning of the session.

Please decide as a group which conflicts you would like to problem solve as group.

Identify the conflict type, and brainstorm possible steps that could be taken to mediate the issue.

Continue with this process for the remainder of the session.

Questions?

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Thank you!