

Conflict resolution interviews, field experience activity, the three cs of confli...

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Conflict Resolution Interviews, Field Experience Activity, The Three Cs of Conflict Resolution

Teaching colleagues within the campus were interviewed regarding human resources and personnel management. Based on my school experiences, personnel conflicts in school settings include criticisms, racial stereotyping, role ambiguity, religious values, remarks, lack of contact and disagreements. Filing grievances, threatening, spreading rumors, calling names, hitting, yelling, absenteeism, teasing and shooting, constitute responses by conflicting parties to identified conflicts. These responses contribute to both short and long-term consequences such as reduced trust, ineffective and difficult direct communication, and the involvement of extraneous persons. Conflicting parties capitalize on others deficiencies as well as intensifying painful emotions. Conflicts could also satisfy the psychological needs of those indirectly involved. Fix solutions to these conflicts comprise of considering the consequences, which helps in avoidance of negative outcomes thereby solving the conflict. In addition, dialogue, mediation and negotiation could be employed in resolving conflicts between personnel (Morill 245-256).

Week 1 Assignment, part 5: Reflection

The principal's role in dealing with conflicts entails an integrative and collaborative process as well as the discipline of decision making as elements of strategic leadership. These aspects of leadership enable the principal to adopt, define, and understand shared managerial purposes, goals, and priorities based on the vision and identity of the human resource personnel. The principal's role in conflict resolution, therefore, encompasses

elements of human values, information, responsibility and responsiveness, organizational culture as well as conceptual and integrative thinking.

Week 1 Assignment, Part 6: Campus Improvement Plan Review

The principal's key responsibility revolves around his ability to communicate effectively with stakeholders, faculty, and students. Communication strategies have offered numerous opportunities for non-campus or central office based interns' improvement plans. The principal could influence interns' through their relationships, credibility, expertise, and knowledge. In addition, the principal could generate new realities for interns concerning the campus activities and its organization. Communication strategies also enable the principal to understand and use appropriate tactics in dealing with interns in writing and orally.

Communication systems take into account other people's points of views as well as acknowledging the different perspectives of both the principal and the stakeholders in providing their contributions. Stakeholders include students, teachers, parents, and administrators. An awareness of stakeholders' perceptions in addition to an understanding of self, attitudes, beliefs, values, weaknesses, and strengths facilitate the contributions of stakeholders through the communication system. A consistent relationship between the principal and the stakeholders also provides for stakeholders' contributions in the communication system.

Communication strategies address issues of diversity in various ways. They facilitate the delivery of information required by stakeholders by means of analyzing audiences. They also provide presentations of evidence as well as explanations with formal analysis, presentation, or proposal. The use of

various communication channels and staff development as communication strategies also helps address diversity issues. Principals establish and maintain positive and productive relationships and this helps them to address personnel issues on the campus.

Work Cited

Morill, L. Richard. Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities. Westport, CT: Greenwood Publishing Group, 2007. Print.