

SUB-MODULE 4

Total time: 60 min

What conflict is and how you can deal with it

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare flip chart pages from the template located at Attachment A.

Photocopy the handouts located at Attachments B–D for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2, 4 and 5 to introduce the cadets to conflict and present material on conflict management.

An in-class activity was chosen for TP 3 as it is an interactive way to reinforce the topic of conflict, provoke thought and confirm the cadets' comprehension of what conflict is and how it can be dealt with.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify various types of conflict and apply a conflict management style to de-escalate the conflict.

IMPORTANCE

It is important for cadets to learn what conflict is so they are better prepared to prevent it and manage it in their everyday lives.

TEACHING POINT 1

Introduction

Time: 2 min Method: Interactive Lecture

SUB-MODULE 3: WHAT HARASSMENT, CRIMINAL OFFENCES AND CHILD ABUSE ARE AND WHERE YOU CAN GO FOR HELP

In Sub-Module 3 the following topics were discussed:

- definitions and examples of harassment,
- definitions and examples of criminal offences,
- definitions and examples of child abuse,
- where you can go for help, and
- when you should go for help.

SUB-MODULE 4: WHAT CONFLICT IS AND HOW YOU CAN DEAL WITH IT

In Sub-Module 4 the following topics will be discussed:

- definition, types, causes and the impact of conflict,
- preventing conflict through self-awareness, and
- dealing with conflict.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Definition, types, causes and the impact of conflict

Time: 18 min Method: Interactive Lecture

DEFINITION

Conflict. When two or more people disagree or have different ideas on what they are to do. This can result in stress and / or tension.

TYPES OF CONFLICT

There are three types of conflict. They are:

- **Interpersonal.** Interpersonal conflicts occur when there has been a breakdown in communication and / or competing interests between two people.
- **Structural.** Structural conflicts occur due to problems within the organization, how personnel are used in the organization or a breakdown in communication between members of the organization (eg, structural conflict can occur when a cadet is receiving information from their petty officer / sergeant, training officer and CO, who all have differing demands).
- **Facts / data.** Facts / data conflicts occur when one party has more information than the other or the information is interpreted in a different way.

Note: The types of conflict may overlap.

VIDEO SCENARIO 12 / CONFLICT TYPES

Interpersonal, Structural, Facts / Data

Time: **2 min** Method: **Video**



Show each video clip and then ask the cadets to identify what type of conflict is depicted in each scenario.

OBJECTIVE

The objective of this video is to show the cadets examples of the types of conflict.

SETTING

Local corps.

SITUATION

CONFLICT TYPE #1 – INTERPERSONAL: HOCKEY GAME

Able Seaman (AB) Smith and AB Jones are best friends. There is a sports competition planned for the upcoming weekend and AB Jones really wants to go. However, AB Smith has season tickets for the local hockey game and there is a home game on Saturday afternoon and she really wants to go.

CONFLICT TYPE #2 – STRUCTURAL: VOLLEYBALL PRACTICE

It is a sports competition weekend and AB Smith is on the volleyball team. Her team does not play until the afternoon but her coach, PO1 Johnson, has told his team to meet at 1000 hrs for a final practice. It is 0950 hrs and AB Smith is on her way

to the practice when the Training Officer, Lt(N) Green, tells AB Smith that one of the empty classrooms has to be set-up for a coach's meeting later that day and needs her to help set up. The task should only take approximately 20–30 minutes to complete.

CONFLICT TYPE #3 – FACTS / DATA: NEW UNIFORM

Cadet Montours' uniform has arrived and been issued to him. He is excited and has worked really hard preparing his uniform that he will wear for the first time at the upcoming Commanding Officer's parade. He has studied the uniform handout he received from the Training Officer earlier in the year and has prepared everything to match it. He arrives to cadets early on Tuesday evening. Cadet Montour arrives to cadets, meets up with Cadet Conway who begins to tell him that his name tag is in the wrong location. However, because Cadet Montour joined a few weeks before Cadet Conway, she has not yet received her uniform and handout and in fact Cadet Montours' uniform is entirely correct.

QUESTION:

- Q1.** What type of conflict are these? (Clip #1 Interpersonal, Clip #2 Structural and Clip #3 Facts / Data)

► ACTIVITY

Time: 13 min

OBJECTIVE

The objective of this activity is to have the cadets identify the types / causes of conflict in their everyday lives.

RESOURCES

- Prepared flip chart pages,
- Flip chart paper,
- Flip chart markers, and
- Adhesive putty.

ACTIVITY LAYOUT

Nil.



Some cadets may feel uncomfortable sharing sources of conflict for “self” located in the last column. Allow the cadets to share as much as they feel comfortable with. Cadets could also share types of conflict they have experienced or witnessed.



Present the following information after the activity is complete.

ACTIVITY INSTRUCTIONS

1. Post the prepared flip chart pages prior to starting the activity.
2. Have the cadets come up with some conflicts that they have experienced.
3. In the first column, write the conflicts the cadets have experienced.
4. In the second column, have the cadets identify each type of conflict as interpersonal, structural or facts / data.
5. Once the pages have been completed, conduct a group discussion. Start by asking the following questions:
 - a. What sources have caused the most conflict for you?
 - b. Does this activity make you want to take action somehow? If so, how?

SAFETY

Nil.

THE IMPACT OF CONFLICT

Conflict has consequences whether you manage the issues or not. Conflict can be constructive and can have positive outcomes. Sometimes conflict can be destructive if not dealt with or managed positively and can have negative results.

Constructive conflict. Behaviours that help to build relationships, manage emotions and accept and resolve conflict.

Constructive conflict can:

- create the ability to challenge and change practices and structures that do not work;
- change attitudes and perceptions;
- foster understanding and respect for differences;
- enhance awareness of self and others;
- build morale;
- address underlying causes of problems;
- empower parties to take responsibility;
- improve relationships and thus the capacity to solve problems collaboratively; and
- develop common ground to build solutions that create positive social change.

Destructive conflict. Tries to win no matter what, lacks respect for others, avoids conflict and negatively expresses emotions.

Destructive conflict can:

- break down relationships—disconnect people from others and from their community;
- intensify hostility and resentment;
- escalate conflict or create destructive power struggles;
- be costly;
- deny opportunities for constructive change or prevent agreements; and
- create unstable agreements.

Conflict if avoided or suppressed can:

- disconnect people;
- escalate tensions in oneself and with others;
- drain energy from individual and groups;
- impact team morale and esprit de corps; and
- erupt unexpectedly.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the conflict activity will serve as the confirmation of this TP.

TEACHING POINT 3

Preventing conflict through self-awareness

Time: 20 min Method: In-Class Activity

ESCALATION VERSUS DE-ESCALATION

Escalate. To increase or intensify.

De-escalate. To decrease or make less intense.

CONFLICT TORNADO

Conflict can be thought of as a tornado, which spins out of control. It often follows a pattern of escalation unless we choose to intervene with positive, constructive, de-escalating actions and communication.

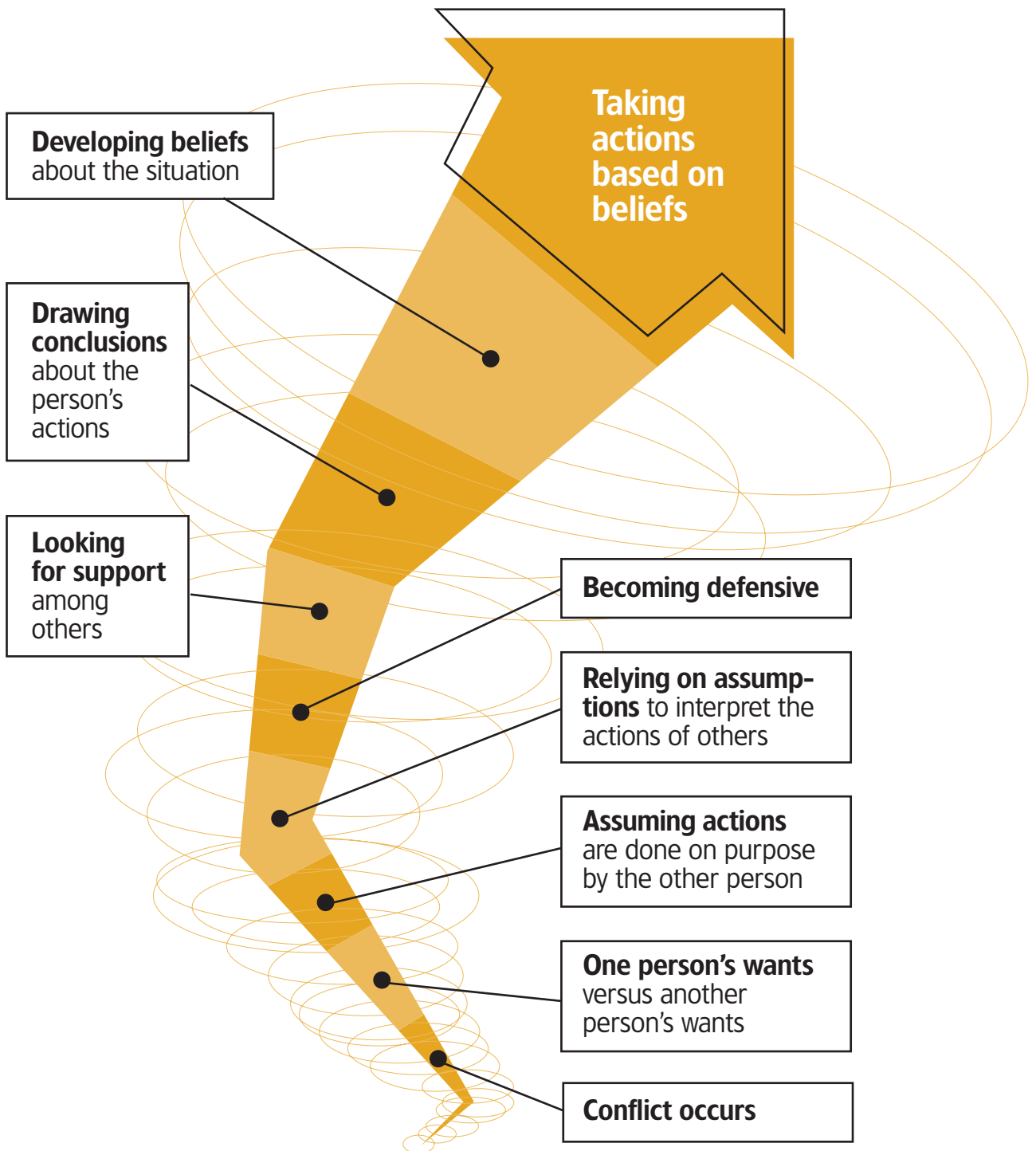
(See figure 1 - Conflict Tornado on page 72)



Distribute copies of Attachment B to each cadet.

FIGURE 1 CONFLICT TORNADO

Note. Created by Director General Alternative Dispute Resolution, 2008, Ottawa, ON: Department of National Defence.



ESCALATION

Conflict will escalate if:

- other people become involved and take sides;
- one or both people feel threatened by the other;
- there is no interest or investment in maintaining the relationship, or there is a history of unproductive, negative conflict between the individuals;
- there is an increase in the acting out (indirect expression) of anger, fear or frustration;
- important needs involved are not acknowledged and met;
- there is a lack of the skills necessary for peacemaking or a lack of awareness of the skill the person does in fact possess; and / or
- cultural elements are not taken into consideration.

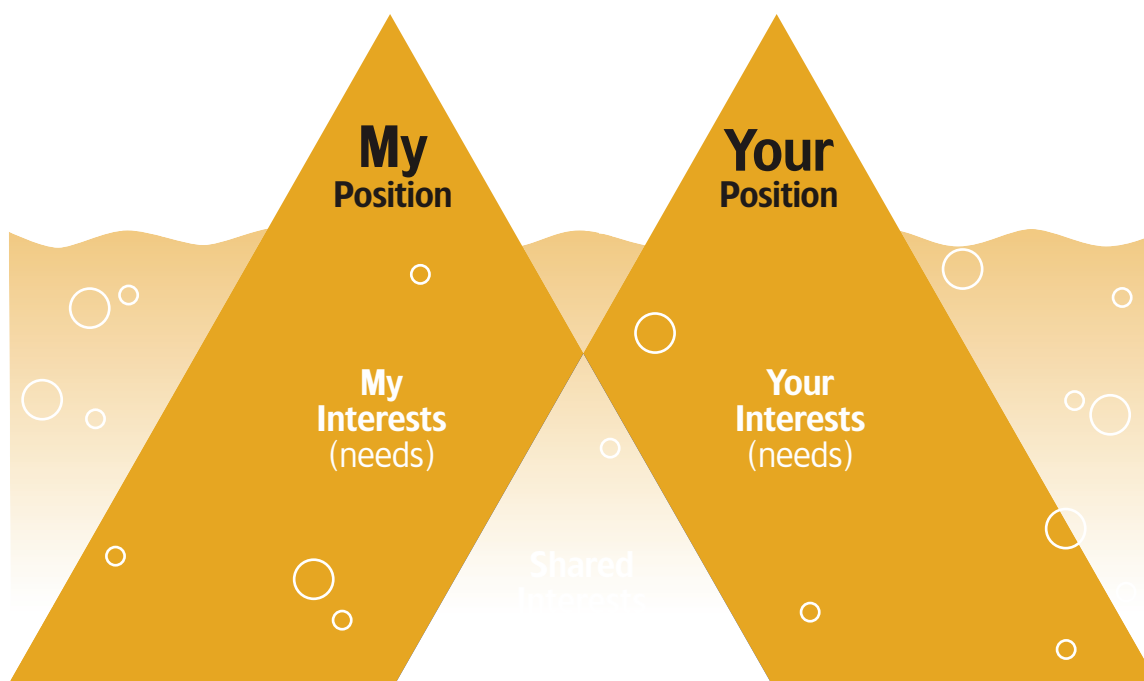
Position (What you want). An ideal solution for one person. The position is expressed as a solution to a problem to which the other person should agree.

Interest (Why you want it). The underlying and often unspoken reasons (and unmet needs) for taking a position in a conflict.

FIGURE 2 ICEBERG OF INTERESTS

Note. Created by Director General Alternative Dispute Resolution, 2008, Ottawa, ON: Department of National Defence.

Positions are like icebergs. The portion seen above the water is only a hint of what is below the surface.





IMPACT NOT INTENT

Choices made through actions and words can have a great impact, both positively and negatively, on a person. It is the **impact not intent** of these choices on others that is key.

DE-ESCALATION

Conflict will de-escalate if:

- those involved focus on the problem rather than on each other;
- emotions of anger, fear and frustration are expressed directly rather than demonstrated indirectly;
- threats are reduced or eliminated;
- the people involved have cooperated prior to the dispute;
- needs are openly discussed; and / or
- the people involved are able to use their / conflict management skills (Alternative Dispute Resolution [ADR]) or receive some assistance applying them.

VIDEO SCENARIO 13 / CONFLICT

Escalation Versus De-Escalation

Time: **2 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what escalation versus de-escalation can look like.

SETTING

Local squadron.

SITUATION

CONFLICT: ESCALATION VERSUS DE-ESCALATION

A flight of cadets is interested in working hard to receive top flight and there is one cadet who does not want to work hard. The cadet refuses to iron their uniform, do drill correctly and has a very uncaring attitude. Other members of the flight want to win as they get a pizza party at the end of the month. The cadet always says, "I don't really care about a pizza party. My parents let me have pizza whenever I want anyways!"

QUESTIONS:

- Q1.** How could this scenario escalate into a large conflict? (Answers may vary.)
- Q2.** What are some ways this conflict could be de-escalated? (Answers may vary.)

CONCLUSION A

CONFLICT: ESCALATION – YELLING MATCH

The cadets of the flight are angry at this cadet because they may not win the pizza party at the end of the month because this cadet is not cooperating with the team. When the cadet yells about getting pizza at home and does not care about getting it at cadets, the flight ends up in a yelling match on the parade square.

CONCLUSION B

CONFLICT: DE-ESCALATION – TEAM DISCUSSION

First, members of the flight talk to this cadet individually and let the cadet know how important it is for them “personally” to win this reward. When talking to the cadet does not seem to work, the flight decides to have a meeting with the whole “team”. They talk about personal responsibility in contributing to the “team” and that being responsible for their own drill, dress and deportment is not only important because it benefits the team, but it also has the added benefit of potential personal recognition and rewards (eg, promotions, awards).

CONFLICT MANAGEMENT STYLES

There are five conflict management styles to choose from when dealing with conflict.

AVOIDING

Quote: “Leave me alone!...It’s not my fault.”

By avoiding a conflict the person:

- may be unassertive and uncooperative;
- may avoid confrontation and conflict;
- may deny that problems exist;
- does not necessarily give in to other people; just does not offer an opinion; and
- sidesteps an issue, postpones an issue until a better time or simply withdraws from a threatening situation.

Perspective: It’s better to stay away from conflict. It may go away on its own.

COMPETING

Quote: “My way or the highway, buddy!”

By competing in conflict the person:

- is self-focused;
- is least likely to be received as cooperative;
- tends to be very forceful and domineering;



Present the following information after the cadets have watched the video.

- is assertive and is a person who gets what they want without considering other people's interests / values; and
- uses power.

Perspective: If I have to deal with conflict, I want to be in charge.

ACCOMMODATING

Quote: "Whatever you say is fine with me."

By accommodating in a conflict the person:

- may be seen as unassertive and uncooperative;
- is willing to help others (forgets about own needs in order to make others happy);
- is most focused on the other person and least focused on self;
- chooses solutions which favour the other person; and
- tends to give in or sacrifice.

Perspective: Often in conflict it's better to give in. It saves a lot of problems.

COMPROMISING

Quote: "Have I got a deal for you!"

By compromising in a conflict the person:

- makes quick-fix decisions to satisfy people involved;
- finds solutions that only partially satisfy both people with a preference towards self; and
- tends toward "split the difference" or middle ground solutions and a competitive atmosphere.

Perspective: Each person must give up something. We may not get exactly what we want, but at least it will be settled.

COLLABORATING

Quote: "Let's work it out together!"

By collaborating in a conflict the person:

- is assertive and cooperative;
- tries to work with people to find the best solution(s) for everybody;
- digs deep into issues to identify underlying concerns; and
- tries to find a win-win solution.

Perspective: I want to be reasonable. Let's put our heads together and try to find a solution we BOTH like.

► ACTIVITY

Time: **5 min**

OBJECTIVE

The objective of “The Orange” activity is to demonstrate the five conflict styles.

RESOURCES

- An orange
- A knife, and
- Cookies.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadet volunteer pick the orange up off the table.
2. Say, “Oh, I needed that orange.”
3. Role play with the volunteer cadet and demonstrate the five styles following the examples listed in the table:

STYLE	TWO PEOPLE
Competing	Fight over the orange.
Avoiding	Second person changes the subject.
Accommodating	Give the orange to the other person and add the cookies.
Compromising	Cut the orange in half and give one half to each person.
Collaborating	Why do you want the orange? I need the rind for a cake. Hey, I want to make orange juice. How about you take the peel and I keep the sections?

SAFETY

Nil.



Choose a volunteer to help with the demonstration. Preface the demonstration by saying that both people want the orange but there is only one orange.



The volunteer acts as the constant, unchanging person who grabs the orange first, while the instructor role plays the various styles.

► ACTIVITY

Time: **10 min**

OBJECTIVE

The objective of this activity is to have the cadets identify their conflict management style.

RESOURCES

- Handouts located at Attachment C, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the handout located at Attachment C to each cadet.
2. Describe the rule / guidelines for the activity (located at Attachment C).
3. Allow the cadets six minutes to complete the quiz.
4. Describe how to score the quiz and have the cadets tally their score.
5. Read out the categories for the cadets.
6. Discuss the conflict management styles with the cadets.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the conflict management style activity will serve as the confirmation of this TP.



It is important to recognize that the conflict management style you have identified is the one that you may use most often or that you may be most comfortable with. There are times, however, in which you may utilize another style when faced with another situation.

TEACHING POINT 4

Dealing with conflict

Time: **15 min** Method: **Interactive Lecture**

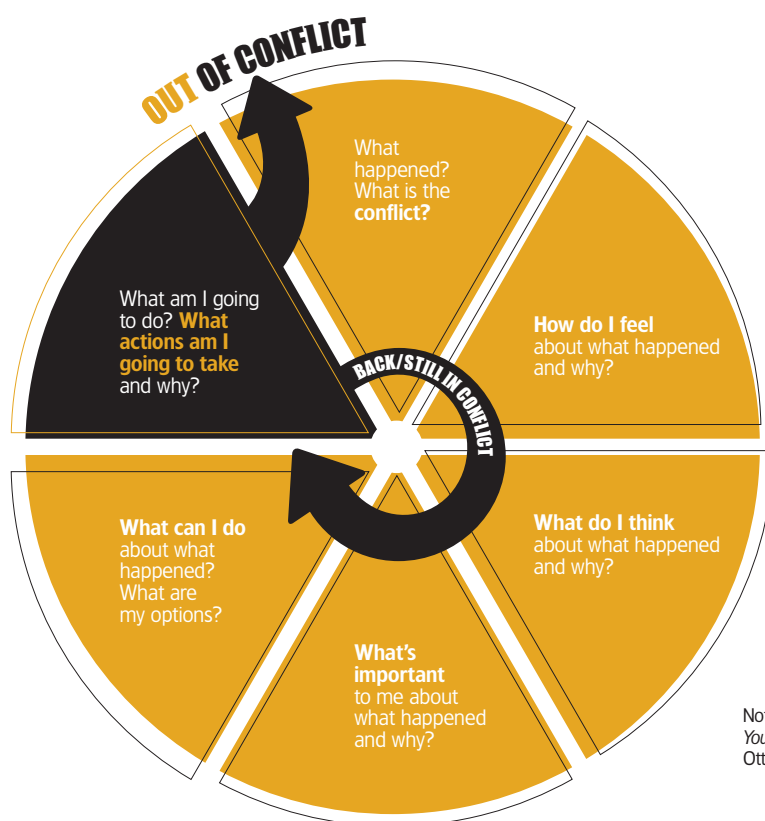
HOW TO MANAGE DIFFERENT TYPES OF CONFLICT

Conflict management. An approach to conflict whereby parties can develop protocols or arrangements for preventing disputes from occurring and pre-determining the range of appropriate responses to conflict should one arise.

Reflection. Reflection is an invaluable tool to use when dealing with and managing conflict. It is important to be clear on what you feel happened, how it makes you feel, what you think about it, why it is important to you and what you can do about it before confronting other parties involved. Going through the steps of the reflection wheel will allow you to respond to conflict rather than reacting quickly (and possibly angrily). This is a process that will help you manage the conflict but it does not mean the conflict will be totally resolved.

Going through the steps of the wheel in your head or writing them down will give you perspective on the conflict.

FIGURE 3 THE REFLECTION WHEEL



Note. From *Peacebuilders 1: Conflict Resolution Youth Reference Guide*, (p. 38), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!



Refer to CATO 13–25, *Cadet Conflict Management System (CCMS)*, for the complete description of conflict management systems and the various protocols.



Distribute copies of the Reflection Wheel located at Attachment D to each cadet.



Always remember to consider what the other person might be thinking.



The following clips are designed to be a follow-up to the first two situations depicted in video scenario #12 showing the types of conflicts that was used in TP 2.

VIDEO SCENARIO 14 / CONFLICT MANAGEMENT APPROACHES

Power-Based, Interest-Based, Rights-Based and Choice to Avoid

Time: 2.5 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets the potential methods for dealing with conflict.

SETTING

Local corps.

SITUATION (REPRISE 12)

CONFLICT TYPE #1 – INTERPERSONAL: HOCKEY GAME

AB Smith and AB Jones are best friends. There is a sports competition planned for the upcoming weekend and AB Jones really wants to go. However, AB Smith has season tickets for the local hockey game and there is a home game on Saturday afternoon and she really wants to go. They each start arguing for their preference.

CONFLICT TYPE #2 – STRUCTURAL: VOLLEYBALL PRACTICE

It is the sports competition and AB Smith is on the volleyball team. Her team does not play until the afternoon but her coach, PO1 Johnson, has told her team to meet at 1000 hrs for a final practice. It is 0950 hrs and AB Smith is on her way to the practice when the Training Officer, Lt(N) Green, tells AB Smith that one of the empty classrooms has to be set-up for a coach's meeting later that day and needs her to help set up. The task should only take approximately 20–30 minutes to complete.

CONCLUSION A

CONFLICT MANAGEMENT APPROACH #1 – POWER-BASED: VOLLEYBALL PRACTICE – LT(N) GREEN INTERVENES

AB Smith informs Lt(N) Green that she has a volleyball practice at 1000 hrs, but Lt(N) Green tells her that this takes priority over the practice. AB Smith goes to set-up the classroom and is late for the practice.

CONCLUSION B

CONFLICT MANAGEMENT APPROACH #2 – INTEREST-BASED: HOCKEY GAME PROS AND CONS

AB Smith speaks up and suggests that instead of arguing they should work together to find a solution after looking at the pros and cons of attending each activity. After their discussion they determine that since this is the only sports competition for the year and there are several more home games that they would attend the competition but commit to attending the hockey game the next weekend since there are no cadet activities scheduled.

CONCLUSION C

CONFLICT MANAGEMENT APPROACH #3 – RIGHTS BASED: VOLLEYBALL PRACTICE – COMMANDING OFFICER INTERVENES

AB Smith informs Lt(N) Green that she has a volleyball practice at 1000 hrs. Lt(N) Green tells her that this is very important and he needs the help setting the classroom up. The Commanding Officer is nearby and overhears the conversation. He agrees that the classroom is a priority but also informs Lt(N) Green that according to the Operations Order (Ops Order) for the upcoming sports competition, today's practice is mandatory for all cadets on the sports teams and that it is important for AB Smith to spend this one last practice with her team. Therefore, he determines that he will help Lt(N) Green set-up the classroom and tells AB Smith to join her team for the practice.

CONCLUSION D

CONFLICT MANAGEMENT APPROACH #4 – AVOIDANCE: VOLLEYBALL PRACTICE – ARRIVING LATE

AB Smith does not inform Lt(N) Green about her volleyball practice and goes and sets-up the classroom. This takes longer than expected and when she goes to join the volleyball team at their final practice she arrives just as they are wrapping up. Her team looks visibly upset that she was not there and PO1 Johnson asks to speak with her. She explains what happened. However, PO1 Johnson advises her that she should have spoke up and informed Lt(N) Green about the practice so the conflict situation could have been dealt with rather than avoided. He asks her to apologize to her team for missing the practice but explains what happened to them so they can all learn from this experience.

APPROACHES TO MANAGING CONFLICT

There are four approaches to managing conflict, which are:

1. **Power-based.** The person with the most authority determines how the situation will be resolved based on their leadership experience. It has a win-lose outcome.
2. **Interest-based.** This approach is also known as Alternate Dispute Resolution (ADR). It is a voluntary one-on-one conversation with the other person(s) or with the assistance of a neutral person, working together to find a solution. It has a win-win outcome.
3. **Rights-based.** An approach where a third party will measure the problem against policy, guidelines or laws and make a decision. It has a win-lose outcome.



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for all pertinent information regarding conflict resolution approaches.



Before choosing your approach to managing conflict, use the reflection wheel to assess the situation and then make your decision. For the most satisfying outcome for all, it is recommended that the interest-based approach be used whenever and wherever possible.



Conflict manage styles are personal and may influence you when selecting a conflict management approach.

- 4. Choice to avoid.** This approach does not address the situation because the relationship and the issue are not perceived to be important. We often do not know how to handle the situation or hope it will go away.

HOW WE MANAGE THE THREE TYPES OF CONFLICT

Interpersonal

When you are experiencing an interpersonal conflict you need to have a conversation with that person (interest-based approach) or have help from another person to manage the conflict (rights-based approach).

Structural

When you are experiencing structural conflict you must identify the issue and work as best as you can or get involvement from the chain of command (rights-based, power-based or interest-based approach) and the person who has the authority to change the structure (power-based approach).

Facts / Data

When you are experiencing a facts / data conflict someone in the chain of command will assist you (rights-based approach) or you could go to a CATO or policy guide to get the information (you can do your own research or someone can provide the policy for you) (interest-based approach).

RESOURCES AVAILABLE

In addition to self-help and trying to manage conflict on your own, there are a number of resources available that include:

- a senior cadet or staff cadet,
- a trusted adult (parent / guardian, officer, civilian instructor [CI], etc),
- Unit Cadet Conflict Management Advisor (UCCMA),
- the corps / squadron CO, or
- Kids Help Phone (1-800-668-6868) or website (www.kidshelpphone.ca).

The Kids Help Phone and related website are a tremendous resource for youth.

It is Canada's only toll-free, national, bilingual, phone and web counselling, referral and information service for children and youth. They provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

The Kids Help Phone is staffed by trained professional counsellors with a wide variety of backgrounds including social work, psychology, sociology, and child and youth services.

The Kids Help Phone helped Canadian youth in need more than two million times on the phone and online in 2007.



SELF-HELP

In Sub-Module 3 (What Harassment, Criminal Offences and Child Abuse Are and Where You Can Go for Help) we discussed self-help as it relates to conflict. As you will notice here, the following steps still apply to dealing with conflict.

Respondent. Is the individual against whom an allegation of harassment has been made.

Complainant. Is an individual alleging that an incident of harassment may have occurred.

Self-help may be used to resolve a conflict at the lowest level. Individuals who believe harassment has occurred are strongly encouraged to take direct action by communicating with the perceived respondent as soon as possible by:

- reflecting on the issue or concern,
- raising the issue or concern in a respectful manner and allowing the other person to do the same;
- allowing the other person to clarify the issues and concerns to gain a better understanding of each other; and
- allowing the other person to identify possible solutions and to decide on a mutually agreeable resolution.

If the conduct does not stop, or if the other person does not wish to use the self-help method, they may notify their immediate supervisor, the UCCMA or higher authority if the supervisor is the respondent.

If self-help is unsuccessful or inappropriate, then supervisor intervention may be considered.

ROLES AND RESPONSIBILITIES

Cadets are expected to:

- attempt to resolve their conflicts at the lowest level by having an interest-based conversation with each other;
- seek assistance from an officer / supervisor in the chain of command to act as a third party in guiding them through a conversation using the interest-based model;
- seek assistance if the outcome of the conflict is not satisfactory to the parties involved;
- undertake cadet training in managing conflict; and
- promote the interest-based approach / ADR as a viable option for resolving conflict.



Refer to CATO 13-24, *Harassment Prevention and Resolution* and / or CATO 13-25 *Cadet Conflict Management System* for the complete details pertaining to self-help.



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for complete details on the roles and responsibilities of all members of the Cadet Program.

PERSONAL LIMITATIONS

Not all conflict can be resolved using the interest-based approach / ADR. Some situations will require advice from a third party (eg, someone in the chain of command or the UCCMA). Circumstances or situations that are more severe or criminal in nature will always be dealt with by adult personnel. You may only be able to resolve a portion of the conflict at one time and you may need assistance in resolving the other parts. Guidance may be sought at any time and is highly encouraged if you are not sure what to do in any situation.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



Throughout this Sub-Module the cadets have been made aware of the definition of conflict, examples of conflict, how to prevent conflict and how to manage conflict.

TEACHING POINT 5

Conclusion

Time: 5 min Method: Interactive Lecture

THE OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of *Positive Social Relations for Youth* training is to prepare the cadets to:

- interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment;
- accept personal accountability for actions and choices;
- deal with interpersonal conflict; and
- seek assistance from available resources when needed.

***Positive Social Relations for Youth* training will include:**

- Building Positive Social Relations module: 180 minutes of formal training in Year 1 of the Cadet Program;
- Influencing Positive Social Relations module: 180 minutes of formal training in Year 4 of the Cadet Program; and
- Maintaining Positive Social Relations: Informal training (eg, posters, pamphlets, wallet cards, interactive DVD) ongoing throughout the Cadet Program.

The Building Positive Social Relations module is comprised of four sub-modules:

- Sub-Module 1: What we expect from you as a cadet (60 minutes),
- Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes),
- Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes), and
- Sub-Module 4: What conflict is and how you can deal with it (60 minutes).

This was the final module of Building Positive Social Relations. Three more Sub-Modules will be taught in Year 4 of the Cadet Program entitled Influencing Positive Social Relations, to include:

- Sub-Module 1: Your responsibility as a leader to influence positive social relations (60 minutes),
- Sub-Module 2: What complaints and consent are and how to practice risk reduction (60 minutes), and
- Sub-Module 3: Your responsibility as a leader to help manage conflict (60 minutes).

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the interactive lectures and in-class activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to be able to recognize and manage conflict so that you may be able to cope and resolve problems which are important in getting along with others in a team and in your community.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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A0-105 CATO 13-25 Director Cadets 4. (2008). *Cadet conflict management system*. Ottawa, ON: Department of National Defence.

CO-262 MacDonald, K. (2002). *Interpersonal conflict resolution skills for youth. Module 1: Fundamentals of conflict resolution*. Burnaby, BC: Justice Institute of B.C.

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XX-XXX Bronwyn Ritchie's Pivotal Points. (2008). *Conflict - constructive or destructive?* Retrieved April 23, 2008, from <http://www.consultpivotal.com/conflict.htm>

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ATTACHMENTS

SUB-MODULE 4

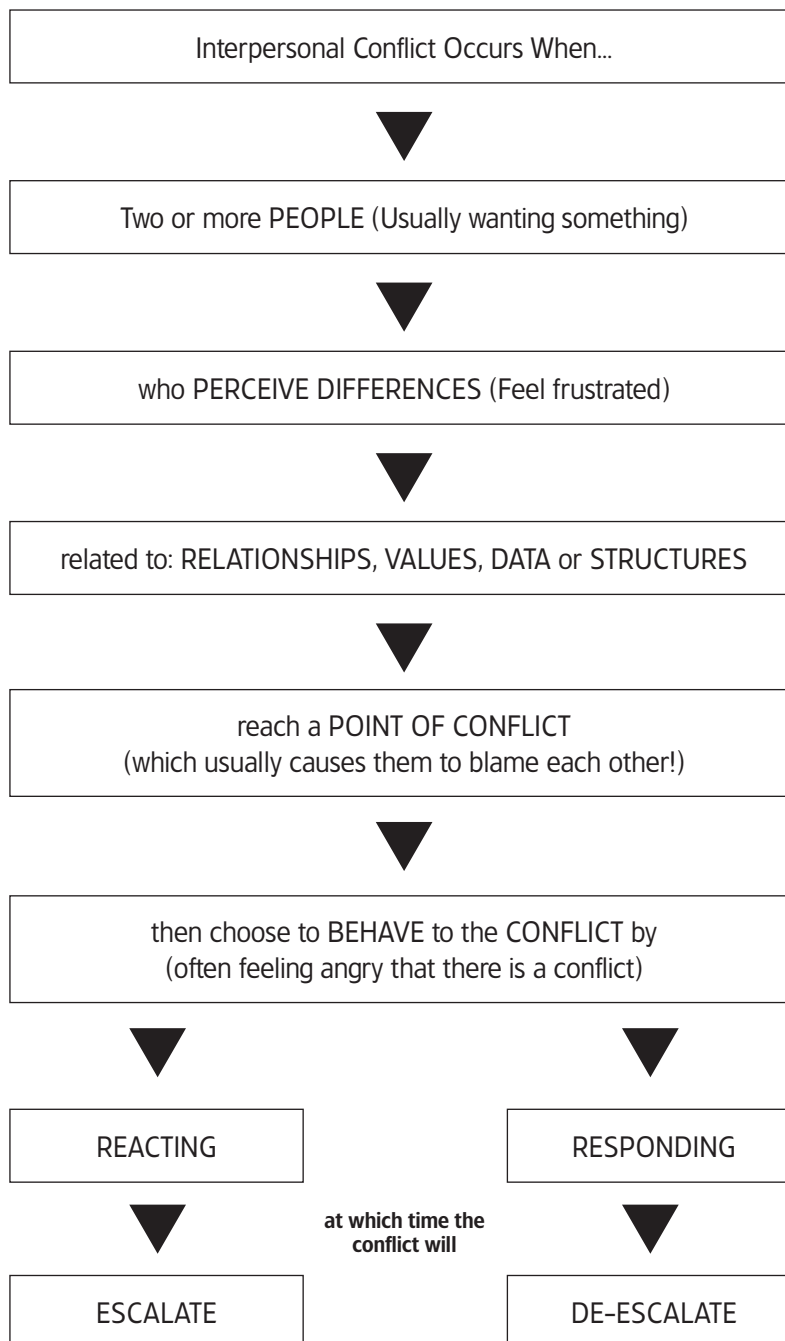
ATTACHMENT A

SOURCES OF CONFLICT

CONFLICTS I HAVE EXPERIENCED	TYPE OF CONFLICT
Home	
Friends	
School	
Community	
Self	

ATTACHMENT B

FIGURE B-1 ESCALATING AND DE-ESCALATING CONFLICT



Note. From *Peacebuilders I: Conflict Resolution Youth Reference Guide*, (p. 17), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!

ATTACHMENT C (1 OF 5)

HANDLING DIFFICULT DISCUSSIONS

A PERSONAL ASSESSMENT

For the best and most accurate results please respond based on what you actually do, NOT what you would like to do.

Please respond to the following questions on the following scale:

1 = LEAST LIKE YOU ----- **5 = MOST LIKE YOU**

There is no right or wrong answer.

- A.** When involved in a difficult discussion, I make sure that we discuss all issues out in the open even if our perceptions are far apart. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- B.** When involved in a difficult discussion, I give more attention to making others understand the logic and merits of my position than to pleasing them. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- C.** When involved in a difficult discussion, I make my needs known but I always tend to evaluate the situation and look for solutions somewhere in the middle. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- D.** When involved in a difficult discussion with my peer, if I think a solution is good, but the other side is hesitant about committing, I will break off discussions until another day. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- E.** When involved in a difficult discussion, I want to create a reputation as someone with whom others like to find solutions. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- F.** When involved in a difficult discussion, I like to first chat about something other than the situation prior to our "formal" discussion. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- G.** When required to explain why a particular choice of discipline is appropriate, I make sure that I explain my ideas totally and that I understand the other cadet's side. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

ATTACHMENT C (2 OF 5)

- H.** When involved in a difficult discussion, I tend to be more concerned about my goals and ideas than how other people feel about the issue.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- I.** When involved in a difficult discussion, I like to leave difficult issues to the end.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- J.** When involved in a difficult discussion, I try to meet people half way (give some and take some).
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- K.** When assisting cadets with a problem, I seriously try to discuss all issues and work hard to find ways to meet everyone's needs.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- L.** When involved in a difficult discussion, I make sure that my opinions and / or feelings are heard rather than try to please people.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- M.** When involved in a difficult discussion with a peer, I try to get some of what I want rather than everything I want.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- N.** When involved in a difficult discussion with cadets, it is important to be fair.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- O.** When involved in a difficult discussion, I do not enjoy having to push the other person too hard.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- P.** When I assist two cadets who have a problem, I hate it when something unexpected happens.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- Q.** When I assist two cadets who have a problem, I do what needs to be done to deal with the issues and hope they can mend it later.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- R.** When involved in a difficult discussion, I do whatever I can do to ensure that the other's feelings are not hurt.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___

ATTACHMENT C (3 OF 5)

- S.** When involved in a difficult discussion with a peer, I pay close attention to the needs of others, but I insist on them meeting my needs as well.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

- T.** When involved in a difficult discussion with a peer, I work for a mutually agreeable solution based on compromise so that we can make a decision and move on.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

SCORING TABLE

Transfer the corresponding numeric answer to each letter below and total the number at the end of each line.

Woodpecker

_____ + _____ + _____ + _____ = _____
B **H** **L** **Q**

Owl

_____ + _____ + _____ + _____ = _____
A **G** **K** **S**

Hummingbird

_____ + _____ + _____ + _____ = _____
C **J** **M** **T**

Ostrich

_____ + _____ + _____ + _____ = _____
D **I** **N** **P**

Parakeet

_____ + _____ + _____ + _____ = _____
E **F** **O** **R**

The highest amount suggests your potential communication approach when dealing with difficult discussions. Remember, these approaches will vary depending on the situation.

ATTACHMENT C (4 OF 5)

BIRD	CHARACTERISTICS	USES
WOODPECKER (competitive)	<ul style="list-style-type: none"> • is quick with decisions • does not mind being unpopular • can deal with competition • functions independently • can define position critically and easily 	<ul style="list-style-type: none"> • when quick decisions are required • when unpopular courses of action need to be implemented
OWL (collaborative)	<ul style="list-style-type: none"> • is an integrative solution seeker • challenges assumptions • is willing to understand others' views • is natural at concession • commits to working it out 	<ul style="list-style-type: none"> • to merge insights from people in different perspectives of a problem • to work through hard feelings that have been interfering with an interpersonal relationship
HUMMINGBIRD (compromising)	<ul style="list-style-type: none"> • is natural at bargaining • can achieve temporary settlements • provides back-up • can shift easily • is a team player 	<ul style="list-style-type: none"> • when goals are moderately important but not worth the effort or the potential disruption involved in using more assertive styles
PARAKEET (accommodating)	<ul style="list-style-type: none"> • is able to satisfy the needs of others • wants to help • can prevent things from becoming too serious • is accommodating • has a heightened awareness of what people want and need to hear 	<ul style="list-style-type: none"> • when you realize you are wrong • to allow a better experience to be considered • to show you are reasonable • to show goodwill to maintaining a relationship • when the issues are more important to the other person than it is to you
OSTRICH (avoiding)	<ul style="list-style-type: none"> • recognizes pressing issues • is a damage controller • is natural at reducing tension • monitors intensity 	<ul style="list-style-type: none"> • when the issue is trivial • when costs outweigh the benefits of its resolution • when others can solve the problem more effectively

ATTACHMENT C (5 OF 5)

NEGOTIATION STYLES**WOODPECKER**

Competitive

Win / Lose

Tactics: Compete, control, concentrate**Characteristics:** dislikes disagreement, maintains control, task master

Pursues their own concerns, impatient of others, unhappy with distractions

OWL

Collaborative

Win / Win

Tactics: Gather information**Characteristics:** focuses on process, dialogue, emphasizes examining all options

Learns from each other's insights

HUMMINGBIRD

Compromising

Win some / Lose some

Tactics: Bargain, split the difference **Characteristics:** cautious but open

Modify and change position to get immediate results

OSTRICH

Avoiding

Lose / Lose

Tactics: Flee, delay, avoid, ignore**Characteristics:** uses delaying tactics

Does not immediately pursue their own concerns, refuses to communicate or gather information

PARAKEET

Accommodating

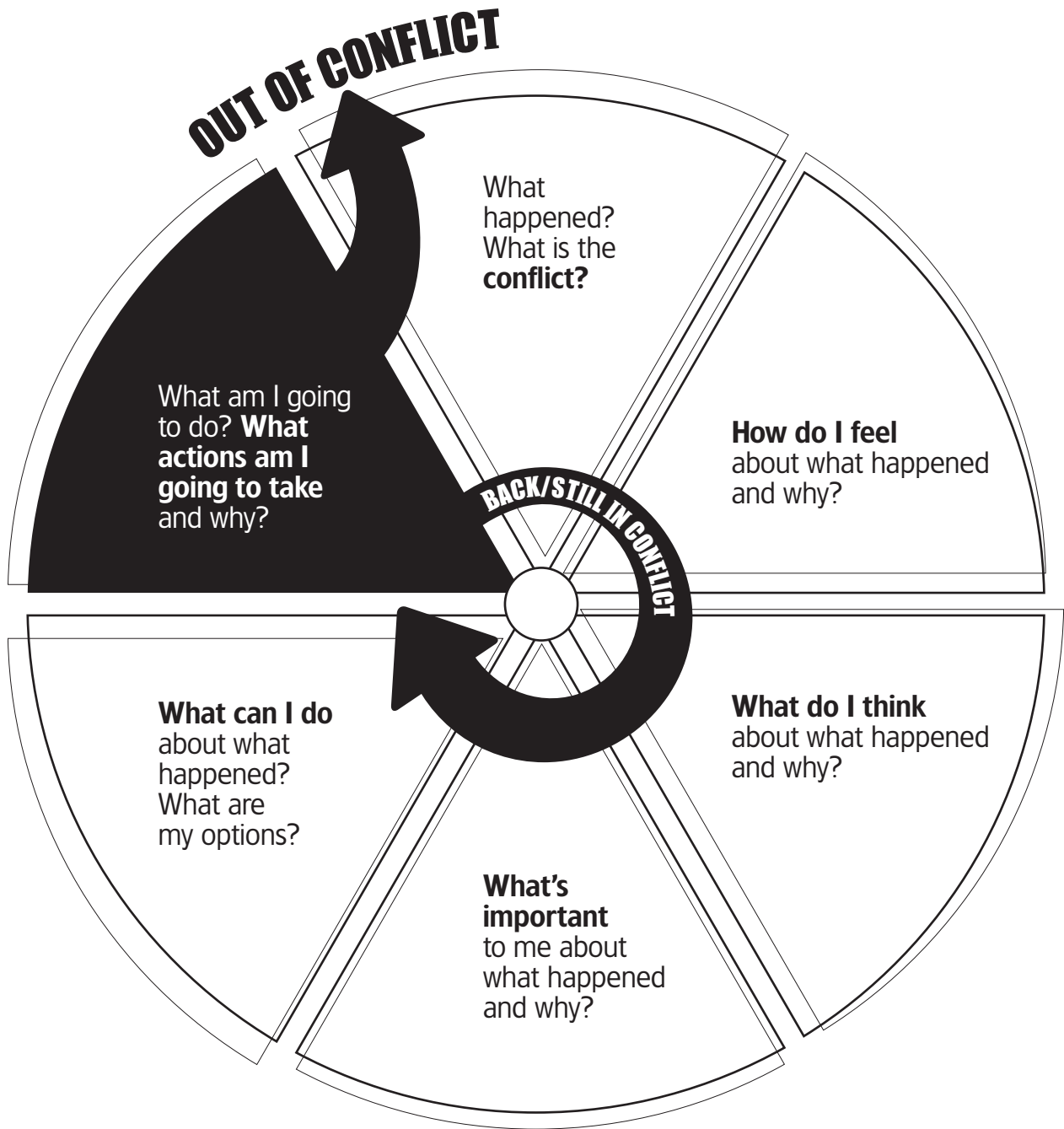
Lose / Win

Tactics: Agree, give-in, flatter**Characteristics:** gives in too readily in negotiating

Neglecting own concerns to satisfy others, interested in others approval and information

ATTACHMENT D

FIGURE D-1 THE REFLECTION WHEEL



Note. From *Peacebuilders 1: Conflict Resolution Youth Reference Guide*, (p. 38), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!