

Abstract

This Session Long Project (SLP) proposal will address and discuss Conflict Resolution Management (CRM) between students and faculties of John Garang Memorial University of Science and Technology located in Jonglei State, South Sudan. This project will incorporate and implement educational conflict management policies to govern and ensure that there is an ethical loyalty to respect diverse populations being served by the university. It will also attempt to propose a program that will reduce the occurrence of conflicts and perhaps, how to deal with them in the most effective manner.

There are five different modules that will discuss and explain the short term and long term benefits for implementing CRM in the university grounds. Each module will be subdivided into parts that explain the process of analyzing and providing a correctional conflict resolution management to promote quality academic progress in the university. This project will look at how to improve John Garang Memorial University of Science and Technology educational outcomes and engage all parties in a convectional relationship through collaborative efforts among students, families, school teachers and community agencies.

1st Module: Identified Institution: John Garang Memorial University of Science and Technology

I have selected John Garang Memorial University of Science and Technology to explore and discuss the ending of personalized conflict between students and faculties. This university was officially founded and incorporated in February of 2009, as one of the top 5 public universities in the Republic of South Sudan. It was purposely introduced to educate upcoming generation citizens of the Republic of South Sudan to memorably and consistently retain memories about the unfortunate death of Dr. John Garang De Mabior. He fought the civic war against the Arabs (Northern Government of Sudan) for 22 years. He was hijacked and killed in a plane on July 30th, 2007.

Identified target audience: Students and Faculties

I have identified my audiences as students and faculties. I feel that students and faculties are the family of the university. The article states “This power differential often determines the way students and faculty members manage conflicts, but individual preferences or conflict management styles are also important determinants of how effectively conflicts are resolved. (Brockman, Nunez, & Basu, 2010).” Their relationship to work together is significantly important to attain and meet the university objectives. Faculty members are individuals who work at the university, while students are individuals who seek for learning opportunities to further their professions at the university. Below, I will discuss and explain the roles that each party should play on the university grounds.

Faculty Members’ responsibilities

The role of the faculty is to support the mission of the university to make sure that students who come and study in their institution deserve rightful academic learning. Each faculty

member has his/her role to commit themselves fully in their teaching obligations, participation in the development of the program in their college and engage by supporting the university's goals to publicly deliver quality education to the society.

Students' Responsibilities

The role of students on the university compound is to evolve by working together with their faculties during the course of their program completion. Students must accept accountability to cooperate and achieve the goals of their learning responsibilities. It is their responsibility to complete their work project to receive grades. They must communicate any foreseeable issues to their faculties to make sure these issues are handled and resolved within a given time frame.

Type of Conflict: Personalized Conflict in Education with Students and Faculties

The conflict between students and faculties is an example of personalized conflict. Personalized conflict involves conflict of personalities. The examples of conflict personalities are anger and frustration. These misbehaviors are unacceptable to be performed on the university campus. Students among their peers create conflict. Students who show these behaviors treated their faculties disrespectfully. They are unlikely to succeed and achieve their academic studies. Personalized conflict becomes worse if there is no attention to resolve it in a timely manner.

CRM approaches between Students and faculties

As a student, there has been many times where I experienced the tension of conflict between students and faculties on the school campus. The article states "the combination of how both parties manage conflict within a particular context determines whether the outcome is desirable or undesirable (Lander, 2009)." This tension can be reduced and resolved by

incorporating conflict resolution management to ensure that everyone serving on the university grounds is aware with how to manage crisis.

These approaches are to provide an acceptable personalized conflict resolution management between students and faculties: the school administration must respond to a conflict resolution management in a timely manner; they should identify who caused the problem before they reach or judge who was wrong; they should immediately establish and maintain a safe and healthy educational environment where the students and faculty members feel welcome and appreciated in order to attain long-term goals for the university; the school administration must give consideration to when and how to confront the conflict to make sure it is completely resolved; and, they should also give consideration on how to approach the conflict.

Human Behaviors and Cultural Diversity

The university is comprised of students and faculty members who come from many different tribes with distinctive cultural diversities. There are about 150 tribes with different languages; the university serves these tribes equally. These misbehaviors may have influenced in the university because there are different tribes with distinctive cultural norms that must be respected and treated differently. For example, in the Dinka tribe, female students cannot eat together with male students because they feel shy and distrustful. Other tribes do not allow men to eat eggs. These cultural differences must be noticed early because they can develop and increase conflict within the classrooms.

My Short-term and Long-term goals for CRM Proposal

I do not have short-term goal approach for this proposal, my long-term goal approach is to establish a mentoring and/or coaching relationship between students and faculty members by making sure that they work together to achieve goals. I would follow this type of personalized

CRM long-term goal approach in order to transform and meet the needs of the university. I would take these following steps to continue to improve the complexities between the faculty and students to be friendly, visionary, be creative, be engaging and listen well. I believe that students and faculties in a safe university environment are generally more supportive, cooperative and accepting of long-term goal plans.

I would achieve these long-terms goals by delegating, providing direction and monitoring the students and faculties relationship to ensure that the university mission statement is being carried out. The article states “we live in a society rooted in the values of tolerance, respect for others, diversity, and even forgiveness (Brockman, Nunez, & Basu, 2010).” It is extremely important to manage the conflict by establishing and maintaining a safe university environment. The reason for doing this research is to ensure that John Garang Memorial University of Science and Technology achieves its goals, meets expectations and provides students of all backgrounds an equal access to educational opportunities.

2nd Module: Effective Student Teams

The reason for forming a student team projects is to provide a conflict resolution and fairness for effective education. I think there is a need for better methods of forming teams and a process to assure goals that would be followed by each team members.

The purpose of this project is to create a team that will help support the process of conflict resolution. The cultural diversity within the student teams will help maintain positive team interaction to increase efficiency, long-term productive relationships within the group and also creates strength for a unified organizational culture. The article states, “Businesses benefit from the synergies and communications that result from team interactions (Lane, 2011).” The

use of teams in educational conflict resolution is prevalent and the need for work is to resolve issues within the school compound.

I believe it is significantly important for the student teams to use effective communication during the process of investigating and finding answers for conflict resolution. The article states, “the culture within the team that supports positive team interactions will help create a supportive and open environment (Williams & Anderson, 2008).” The student teams are part of the school administration that would help to implement the strategies of conflict resolution. Below is the process of team selection and formation involved:

I believe that communication flow is the other component to the model and reflect the importance of information that is available to the team at all times to ensure that accurate information for the conflict resolution process is obtained. The purpose of forming the student team projects is to reduce conflict and improve student relationships at John Garang Memorial University of Science and Technology. It is vital to create student teams that would help in the formation process to resolve conflict among students to attain their careers future goals. The article states, “this can be accomplished through a discussion board or class wiki and contains information about themselves and their major, career goals, expected grade in the class, leadership ability, and good and bad past team experiences (Lane, 2011).” Ultimately, the research suggests creating various teams where students have some input into the process and knowledge about their classmates should perform better than randomly assigning individuals to complete the research.

3rd Module: Conflict Management Strategies, Procedures, and Human Interactions

This section discusses the procedure of conflict management and conflict resolution strategies between student and faculty conflict settlement. It also discuss the process of involving

parents to help organizational leaders provide the most appropriate conflict management strategy to stabilize good relationships between the students and faculty members. The purpose is to ensure that educational leadership at John Garang Memorial University of Science and Technology creates criteria for conflict management procedures and conflict resolution strategies.

Procedure of Conflicts Managements and Conflict Resolution Strategies between Student and Faculty

Conflict extensively affects all levels of educational management, students and everyone serving on the institutional compound. If conflict is not properly examined and time resolved, it can affect the prosperity of the organization. John Garang Memorial University serves cultural diversified communities. The process of conflict management and conflict resolution strategies between students and faculties would requires professional development programs that address confliction using an interest-based approach. An interest-based approach is a method of setting conflict management expectations and resolving conflict while engaging both parties involved in the conflict. The article states “it is crucial that faculty develop and enforce strategies that support character development and cultivate social skills in students (Walmsley & McManemy, 2008). It is crucial to manage conflict constructively to avoid future conflict implications.

Formally, to process conflict management and resolution strategies, the school administrative should examine and evaluate how the two parties can come together in agreement and avoid uprising conflict. Below are ways that the student and faculty would perceive and acknowledge the process of conflict settlement:

1. Through collaboration – the student and faculty would be brought together face to face to discuss and create possible alternatives to maintain their relationship;

2. Conflict accommodation – this would help to gain knowledge by listening to both parties interest. Accommodating disputants interest in the process of conflict and resolution would help maintain and foster interactions.
3. Mediation processing – would help develop expectations, communicate, set goals and create align between the student and faculty.

These conflict approaches would increase an atmosphere that supports confliction management and conflict resolution strategies. It would also decrease bad confrontation, relationship problems, communication barriers, misunderstandings and others. The article states “faculty should be clear about setting boundaries, react consequentially to inappropriate behavior, and themselves model expected behaviors (Walmsley & McManemy, 2008). When conflict intervention is properly approached and addressed by including mechanisms for managing a disagreement such as negotiation and mediation, they would feel valuable.

Discuss the Process of Involving Parents to help Organizational Leaders Provide the most Appropriate Conflict Management Strategy

Parents should be involved in the process of conflict management strategies because they would help create action plan to be able to manage or resolve a conflict between the student and faculty. Parents would work to investigate their children to identify the cause of the conflict and determine the strategy selection process for conflict management. It is important for every parent to get involved and implement appropriate behaviors. A child listens and copies what his/her parent says.

It is crucial that a child receives special care during his/her life development. It is vital that parents must be willing to teach their children to make positive choices, and praise them for good activities, behaviors and positive personality attributes they acquire. Students problem-

solving skills represent a key feature in the development of social competence and allow students to stay calm during difficult situations, repair social relations quickly, and get their needs met in ways that are safe and fair. The article states “the ultimate purpose of caring, helping and loving suggests the action of visiting and greeting students (Brockman, Nunez, & Basu, 2010).” As a parent, it is essential that my children feel respected throughout their development. You can fulfill your child’s life expectations through understanding and give them reachable hope.

4th Module: Bilateral Strategies: Positional vs. Collaborative

The section discusses the strategies that school counselors would use to help implement conflict management and conflict resolution processes between the students and faculty members. This study will also discuss the influence of Thomas and Chess’s Temperament theory on how parents, teachers or counselors can help in the process conflict resolution. It will explain the procedure plan being addressed by the school counselors to ensure both parties understand the resolution analysis.

Discuss the Strategies that School Counselors would use to help implement Conflict Management and Conflict Resolution Process between the Students and Faculty Members

The school counselors at John Garang Memorial University would be involved to initiate the process of conflict management and conflict resolution strategies between students and faculty members. They are part of the school administration on the campus that helps students through their developmental growth in academic studies and social development. Below are discussions on how school counselors help students achieve their lives’ expectations:

1. School counselors help students through their academic development by employing strategies to achieve success in school and understanding their relationships with other people in the community and at home.

2. They help provide the foundation that enables students to make successful transitions from the school to the world of educators. Their role is to help students acquire interpersonal skills and understand safety in the school.

To support this study, I have read and selected Thomas and Chess's Temperament of Personality and Social-Emotional Development Theory. This theory explains how students order their experiences through interactions with parents or teachers as they grow up. On the other hand, it is explainable that the capacity for students to organize their experiences start early in a child's life to adapt social behaviors.

Thomas and Chess's Temperament Theory

This theory explains the fact that environmental facts and primary child's mother, teacher or counselors would be responsible for training the child to understand the world. This theory came as a result of study on how children have varied temperaments and their interaction. Below, I will mention and discuss the applications and what Thomas and Chess's Temperament Theory has to say to parents, teachers or counselors to address aggressive misbehavior in children as they grow up.

1. Parent – Thomas and Chess's Temperament theory believes that parents might be the first people to bring goodness of fit to their children. They are the first people who have the opportunities to explore their children's potentials since the birth and able to reach to the globe. Also, they are the ones to encourage them to always do what they like to do, what interest them, and what make them happy. I believe it is a great opportunity for the parents to teach their children the values of earning and discovering what it would be to attain respect;

2. Teacher – Thomas and Chess’s theory advising teachers how to approach students’ learning tasks and how they interact with others in school. Students who have conflict misbehaviors are lacking parental support and teachers should be able to help guide their social interactions and relationships with others. This theory explains how to address destructive relationship between learning and development in school-aged children. I believe that teachers would be the right people to provide a nurturing and learning atmosphere for social development. They should try their best to encourage them to become active, eager to learn and maintaining social relationships with their peers;
3. Counselors – Thomas and Chess’s Temperament theory helps counselors to understand how to deal with violent students and able to provide them with recommendations life for planning and support their needs. This theory explains that when a child tends to repeat the same misbehaviors, it is important to bring him/her to the counselors to provide them with consistent, positive attention for behaviors that is acceptable.

I believe that students would be successful and possess certain behavior when they receive supportive counseling as they grow up. I think that students without violent behaviors analyze their knowledge and are able to set their own life goals.

Explain the Procedure Plan being addressed by the School Counselor, Teachers and Counselors to ensure both parties understand the Resolution Analysis

In general, this theory is educating parents, teachers or counselors to be responsible when they see the destructive misbehaviors in their children. The article states “all of these parties must work together skillfully in the challenging process of producing the next generation of

highly qualified teachers (Hanshaw, Williams-Black, Boyd & Smothers, 2010).” The parents, teachers or counselors should provide careful action to minimize this misbehavior on time. In doing so, children have opportunities to demonstrate active and social behaviors to meet their expectations.

The counselors should offer immediate assistance to bring students’ attentions back on track. They should also help them work through their lives coaching plans and how they will eliminate conflict among themselves. In order to prevent these harm counselors, parents and teachers would involve as early as possible to make sure students are receiving special behavioral management and expectations of pleasant relationships.

5th Module: General Approach to establish a mentoring and/or coaching relationship between the Student and Faculty

As an educational leader, it is comparative to establish a mentoring or coaching relationship between the student and faculty by prioritizing respect, ensure a positive relationship, good communication, and emphasizing on qualities of good behaviors. It is substantially important to follow the following steps to make sure that conflict management procedure and conflict resolution strategies are implemented:

- 1 To be a successful educational leader – one should be have active expressions, pay attentions, flexibilities, respect, courage, compassion and responsive to promotion and maintain good relationship between students and faculties.
- 2 Set of goals to talk about – leaders should communicate in the best interest of the school. They should foster a framework within the team members to carry out the mission, make decisions, perform functions, and ultimately achieve all objectives.

In this approach, the educational leaders would best use a servant leadership model to establish a mentoring or a coaching approach between students and faculties because it gives respect and encourage them to be part of the decision making in the process of conflict resolution. This type of leadership is important because leaders enjoy and appreciate every achievement that comes from people with desired goals or expectation. The goal for establishing conflict management procedures and conflict resolution strategies is to ensure that disputants' relationship is stabilized. The article states "it helps to understand how students develop strategies to navigate the power differential of their relationships with their advisors and even their guidance or dissertation committees (Sun, J.-P. 2011)." It is vital to practice rules and procedures that emphasize a concern of fairness in the John Garang Memorial University. . It is considerate to establish goals when working with conflicts parties.

My Perspective

The long-term goal is to improve the relation between the students and faculty members, prevent recurrence, help parties to manage conflict effectively in the future, create effective understanding, and learn from the past conflict. The bottom line is to know how violent misbehaviors affect students' social and emotional developments. The faculty members should understand that there are difficult times to deal with aggressive students, but you have to take care, understand and have patience to achieve satisfying interactions. The article states "behavior management patterns and academic curriculum, by virtue of being most of what happens in school, are the main sources of student learning about conflict (Bickmore, 2008)." The earlier you understand the students' aggressive behaviors the easier you can fix it

The Thomas and Chess's Temperament theory of emotional development tells us a great effect by advising parents, teachers or counselors to be aware that students gain experience

through those who care for them. Social and emotional personality according to Thomas and Chess's Temperament theory of emotional development are influenced by parental interactions. The goal is to establish a long-term plan and avoid uprising conflict between the students and faculty members at John Garang Memorial University.

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