

DOI: <https://doi.org/10.31392/NZ-npu-148.2020.28>

UDK 378.091:316.48

Polishchuk G.**INVESTIGATING CONFLICT MANAGEMENT STRATEGIES AND TACTICS
IN THE SYSTEM OF HIGHER EDUCATIONAL ESTABLISHMENTS**

The paper deals with conflict management strategies and peculiarities of behavior and actions of conflict participants throughout the conflict situation. Thomas-Kilmann Conflict Model was characterized which identifies and defines five main conflict resolution styles: avoiding (low assertiveness and low cooperation), accommodating (low assertiveness and high cooperation), competing (high assertiveness and low cooperation), compromising (medium assertiveness and medium cooperation), and collaborating (high assertiveness and high cooperation). The author claims that each conflict resolution style has its plus and minus sides and may be effectively used in certain situations with the help of concrete tactics (mild, tough or neutral). It has been substantiated that the same tactics may be used in different strategies (confrontational, distancing, cooperation). Several communicative strategies such as the usage of politeness markers, respect to the partner have been described proving that the attitude to the participants of conflict may be formed due to it. Moreover, they help to differentiate the types of speech behavior of the participants of the conflict. Conflict management strategies are best described in terms of differentiating conflict types of personalities and effective communication strategies for conflict resolution ("Steam roller", "Hidden aggressor", "Angry child", "Plaintiff", "Silent", "Always ready to yield"). Consideration was given to the problem of creating the basis for individual strategies of behavior of each participant of educational process in high educational establishments that must be formed and corrected by the personality himself in the process of real pedagogical activity.

Keywords: *conflict management, styles of behavior, communicative strategies, tactics of realization of conflict discourse.*

(стаття подана мовою оригіналу)

Introduction. In contemporary world, no one will doubt the fact that conflict is a daily reality as conflicts of various magnitudes occur frequently. Every workplace experiences conflict and higher educational establishments are not an exception. It may damage professional relationships and weaken organizational results, so all efforts of administration and the teachers must be concentrated on various strategies of successful conflict management and conflict resolution techniques, as education is a complex system that requires effective teamwork and cooperation to function well. Upon completion of the article, the reader will understand the importance of conflict resolution and management; recognize skill sets applicable to conflict management and summarize the steps involved in a successful confrontational conversation. Such are the objectives of the article.

Theoretical background. In the field of contemporary conflictology, the notion 'conflict management' is used in broad and narrow sense [9, c. 54]. In the broad sense conflict management is realized as any action directed to the components of conflict, in the narrow sense it is a practice of being able to identify and handle

conflicts sensibly, fairly and efficiently. Since conflicts as was mentioned before are a natural part of the workplace, it is crucial for the teachers to understand the nature of conflicts and know how to resolve them. It is important today more than ever.

Pedagogical aspect of the problem of conflict management is closely connected with the right choice of certain strategy and tactic of behavior of the participants of conflict situation and the effective usage of productive methods of its resolution. There is a huge literature about conflict management strategies and tactics: O. Barabash, A. Girnik, I. Glazkova, G. Kovalchuk, K. Thomas and R. Kilmann etc.

The following definition of the notion 'strategy' is found in "The Encyclopedia of Innovations": 1. A well-planned series of actions for achieving an aim directed to strengthen the positions of organization/corporation to satisfy the customers or clients; 2. Basic forms and methods of planned in advance actions connected with solving problems, realization of strategic programs, achieving important strategic aims [10, c. 516]. In the pedagogical perspective, it is recommended to consider strategy as the mode of behavior of the participants of educational process [4, c. 212]. Thus, strategy may be characterized as systemic potential, mode of behavior, well-planned series of actions leading to achievement of certain aims.

The overview of existing approaches to classify the strategies of behavior in conflict situations demonstrated that Thomas-Kilmann Conflict Model may be considered as the most popular one. Five main conflict resolution styles were worked out by American psychologists Kenneth Thomas and Ralph Kilmann in 1972. They created the Thomas-Kilmann Conflict Model, which identifies and defines conflict resolution styles. The authors observed that in a conflict individuals are either trying to be assertive (satisfying one's own interests), or cooperative (satisfying the other person's concerns), or assertive and cooperative (combining both). Accordingly, such conflict resolution styles were suggested: avoiding (low assertiveness and low cooperation), accommodating (low assertiveness and high cooperation), competing (high assertiveness and low cooperation), compromising (medium assertiveness and medium cooperation), and collaborating (high assertiveness and high cooperation) [11; 12]. Now it is relevant to present brief details of each style.

Competing – My way or the highway. It is assertive and uncooperative, a power oriented mode. It means standing up for your rights, defending a position you believe is correct or simply trying to win. When competing, one pursues his own concerns, using whatever power seems appropriate to win his or her position.

Accommodating – It would be my pleasure. It is unassertive and cooperative, the opposite of competing. An individual neglects his concerns to satisfy the concerns of the other person. It may take the form of generosity or charity, obeying another person's order when you prefer not to.

Avoiding – I will think about it tomorrow. It is unassertive and uncooperative. The person does not address the conflict, postpones the issue until a better time.

Compromising – Let us make a deal. A mutually acceptable solution partially satisfies both parties. It addresses the issue more directly than avoiding but does

not explore it in as much depth as collaborating.

Collaborating – Two heads are better than one. It is both assertive and cooperative. The person finds a solution that fully satisfies the concerns of both. It involves digging into an issue and finds the alternative that meets both sets of concerns.

Individuals resolving the conflict situations by using competing style are characterized as skilled at arguing and debating, standing one's ground, using rank or influence, asserting opinions. Those preferring avoiding style develop ability to withdraw, ability to leave things unresolved, ability to sidestep issues. Collaboration style users are skilled at active listening, analyzing input, nonthreatening confrontation, identifying concerns. Compromising style users are skilled at negotiating, finding a middle ground, making concessions. In addition, those individuals who prefer accommodating style are selfless, are good at obeying orders and forgetting their own desires.

We fully agree with O. Barabash that there is no best conflict handling style. Each style is useful in certain situations and each style has its drawbacks, i.e. it has its potential strength and weaknesses or overuses [1, c. 211]. Thus, the usage of one of the styles depends on concrete conflict situation and successful modes of its solution.

Realization of certain strategy of behavior in any conflict situation is possible due to the usage of different methods and techniques – tactics. Tactic from Greek *tasso* – a planned way of doing something, is understood as total combination of methods of exerting influence on the opponent, a way of realization of strategy used to achieve something [2, c. 101]. Tactic of behavior in conflict situation as combination of different methods helping to influence the opponent are best described by L. Gerasina, M. Trebin, V. Vodnik. Such types of tactic behavior are examined: soft, neutral and hard; rational (friendliness, assertion of one's position) and irrational (psychological violence, pressure). Among influence exerting tactics the following are described: tactic of capture and holding the object of conflict; tactic of physical violence; tactic of psychological pressure; tactic of pressure; tactic of demonstrational acts; tactic of sanctions etc. [3, c. 56-57].

It is already widely accepted that any concrete tactic may be used in different strategies, as such tactic as 'pretended cooperation' can be a part of the strategy 'win-lose' or 'lose-lose'. The main characteristic features of this tactic are the imitation of constructive behavior when the partner declares his readiness for cooperation but constantly finds motives to cancel the agreement and plays for time. Tactic 'disorientation of the partner' is used in the strategies 'win – lose' and 'lose-lose' characterized by such methods as criticizing the constructive ideas of the partner, the usage of unpredictable information, lies etc. Tactic 'Provocation of sympathy' is characterized by emotional outbursts, creation of the image of helpless and weak person etc. 'Ultimatum tactic' is used in strategies 'win – lose' or 'lose – lose' and is realized by using blackmail, demonstration of muscles and other manipulations [6, c. 352-354].

The conclusion of I. Glazkova is valuable for our investigation: in the process of

professional growth of young teachers, it is obligatory for them to be able not only to know conflict management tactics but also conflict resolution strategies. The author is convinced that conflict resolution strategies are supported by the combination of tactics that minimize conflicts in educational process. Several tactics are thoroughly examined by the author that are helpful for 'teacher-student' conflicts: forecast tactic, maintenance tactic, stimulation tactic etc. [4, с. 212-213].

Discussing conflict management strategies, the classification of the main communicative strategies with its tactics is valuable for our paper worked out by I. Pevneva. The author highlights three basic communication strategies: confrontational strategy, distancing strategy and cooperation strategy. Each strategy has several peculiar tactics, e.g. confrontational strategy has manipulation tactic, i.e. reproach, threat, refusal, interruption, pressure; tactic of speech aggression: insult, irony, criticism, provocation, jeering; distancing strategy involves tactic of evasion: initiative control, distancing, refusal from dialogue; tactic of stop activity: silence, ignorance; cooperation strategy: tactic of regulation: change of topic, agreement, convincing manner of communication, attracting attention, support; cooperation tactic: support, rational persuasion, agreement, suggestion; compromise tactic: promises, support, sympathy, agreement, compliment, words of comfort, compassion.

The markers of communicative strategy of confrontation at the lexical level in English are words with broad semantics that are able to change any notion, even the situation as is emphasized by the author. From the point of view of grammar, inversion is used as an effective way of showing one's emotional level not only in the strategy of confrontation, but also in cooperation strategy. Distancing strategy in speech is realized by short emotionally neutral sentences and deviations in punctuation. Tactic of promises is realized by usage of future tenses. Sidestep strategy is often used to demonstrate respect and avoid conflict potential with the help of *I think, I guess, I suppose* etc. The usage of modal verbs helps the utterance sound neutral and more polite [8, с. 55-64].

Most scientists agree that it is best to describe conflict management strategies in terms of differentiating conflict types of personalities and effective communication strategies for conflict resolution, e.g. "Steam roller" who is sure in his own right. People of such type are always afraid to lose their self-assurance, their image of VIP persons, so in conflict situations they are usually tactless, impudent and unceremonious. While communicating with such people it is better to use sidestep tactic in conflict resolution strategy [5, с. 40-43]. "Hidden aggressor". These people want to make harm with the help of different hidden manipulations. Having difficulties in communication with such people the best way out is to use avoiding mode of behavior. If there is a necessity for communication it is advisable to remind them of the facts of their harmful behavior and give some proves to illustrate it. "Angry child". Quite pleasant people but very often behave like naughty children having bad mood. Such behavior may be provoked by fear, state of helplessness. If no way to use avoiding strategy, it is better not to interrupt their speech pretending to listen carefully because after those outbursts of anger these people feel frustrated

and exhausted, not comfortable. It is useful not to remind and reprimand, to change the topic of conversation and give the opportunity to calm down. It will help to resolve the conflict in a constructive way. "Plaintiff" as a rule has a bee in his bonnet and always complains blaming people surrounding him. The best communication tactic is to listen to them without agreeing with them. It is better to offer guidance not solution and to use resume tactic. "Silent" people may have different reason to hide his emotions: antagonistic attitude, natural egocentrism, irritability etc. Success in communication depends on disclosing these reasons. It is useful to listen without interrupting and avoid escalating tension. Ask open questions to receive answers and create space for positive conversation. "Always ready to yield" people are very pleasant in conversation: they support any idea, they are unassertive and cooperative, often seem very generous. They are fond of being appreciated by people although they do not keep promises and do not always tell the truth. The best conflict resolution tactic is constructive advice to change such behavior in order to win respect of surrounding people and focus on areas of common interest. In our view, this conception is extremely valuable and while choosing conflict resolution strategies it is important to take into consideration conflict types of personalities.

Thus, it should be borne in mind that each member of educational process should work out individual conflict management style and define acceptable behavior because it influences the outcome of conflict situation. In every conflict situation taking place in the system of higher education, one of the participants of the conflict has a leading role. While resolving a conflict in 'teacher – student' relationships it is the teacher who is responsible for successful conflict handling due to his experience, age, competence, communication style. Ideally conflict resolution is collaborative, problem-solving, a cooperative talking-together process that leads to choosing a strategy of action that teachers and students can feel satisfied about.

While resolving a conflict in 'teacher – teacher' relationships it is the dean or the head of the department who is responsible for successful conflict handling due to their life experience, wisdom, perfect knowledge of individual characteristics of all members of teaching staff and can foretell the course of conflict or stop it by their authority highlighting common goal of reaching a fair and sustainable agreement.

While resolving a conflict in 'teacher – administration' relationships it is the representative from the administration who is responsible for successful conflict handling. Successful conflict management is based on the whole complex of measures where different aspects have to be taken into consideration: the analysis of conflict, differentiating its type, foreseeing the consequences of it on the colleagues, students. Administration of the higher educational establishments, teaching staff and students must be well aware of the strategies and tactics of conflict resolution that will help to learn how to collaborate and create their personal conflict resolution style.

Finally, scientists underline that the choice of personal conflict resolution strategies and behavior models and its usage mainly depend on the following criteria: individual characteristics of conflicting sides, models of behavior of the participants of conflict, the nature of conflict and its importance for the participants [7, c. 151].

Now by the way of conclusion we would like to underline that the problem of conflict management is closely connected with the choice of behavioral tactics and strategies of its participants. Strategy is viewed as systemic potential, mode of behavior, well-planned series of actions leading to achievement of certain aims. There are many different approaches to the classification of conflict resolution styles but the most well-known and widely used are the following: avoiding (low assertiveness and low cooperation), accommodating (low assertiveness and high cooperation), competing (high assertiveness and low cooperation), compromising (medium assertiveness and medium cooperation), and collaborating (high assertiveness and high cooperation). Each of these strategies of behavior in conflict situation has its plus and minus sides and may be effective in certain situations and with the help of some concrete methods and tactics. The same tactic may be used effectively in different strategies. This article cannot pretend to explore in any depth such area as conflict resolution strategies, but it seems worth investigating the problem of creating the basis of individual strategy of behavior of each participant of educational process in the system of higher education, which has to be formed and regulated by the individual in real educational process.

References :

1. Барабаш О. Стратегії поведінки в конфліктній ситуації. *Підприємництво, господарство і право*. 2017. № 3. С. 208-212.
2. Галаган В. Я., Орлов В. Ф., Отич О. М. Конфліктологія: Конспект лекцій. Київ : ДЕДУТ, 2008. 293 с.
3. Герасіна Л. М., Требін М. П., Воднік В. Д. та ін. Конфліктологія : навч. посіб. Харків : Право, 2012. 128 с.
4. Глазкова І. Я. Стратегія запобігання конфліктам суб'єктів навчального процесу ВНЗ. *Вісник Дніпропетровського ун-ту імені Альфреда Нобеля*. Сер: "Педагогіка і психологія". Педагогічні науки. 2015. № 1 (9). С. 210-215.
5. Голованова І. І. Методика управління конфліктами : учеб. пособие. Казань : Центр инновационных технологий, 2011. 79 с.
6. Конфліктологія / под ред. А. С. Карміна. Санкт-Петербург : Издательство "Лань", 1999. 448 с.
7. Ложкин Г. В., Пов'якель Н. І. Практическая психологія конфлікта : учеб. пособие. 2-е изд., стереотип. Київ : МАУП, 2002. 256 с.
8. Певнева І. В. Коммуникативные стратегии и тактики в конфликтных ситуациях общения обиходно-бытового и профессионального педагогического дискурсов русской и американской лингвокультур : дис. ... канд. филол. наук : 10.02.19. Кемерово, 2008. 181 с.
9. Решетникова К. В. Методологические основы квалификации технологий управления организационными конфликтами. *Социологические исследования*. 2008. № 10. С. 52-61.
10. Енциклопедія інновацій / за ред. Р. Дяківа. Київ : Міжнародна економічна фундація, 2012. 599 с.
11. Thomas K. W, Kilmann R. H. Thomas-Kilmann Conflict Mode Instrument, 1974. URL: [http://www.umd.edu/mansfield/twowayexchange/Thomas Kilman Conflict Styles.pdf](http://www.umd.edu/mansfield/twowayexchange/Thomas%20Kilman%20Conflict%20Styles.pdf).
12. Thomas K. W. Introduction to Conflict Management. URL: http://199.0.58.122/ITT_Trad_Sim/4816.pdf.

References :

- [1] Barabash O. Strategiyi povedinky` v konfliktnij sy`tuaciyi. *Pidpry`yemny`czstvo, gospodarstvo i pravo*. 2017. # 3. S. 208-212.
- [2] Galagan V. Ya. , Orlov V. F., Oty`ch O. M. Konfliktologiya : Konspekt lekcij. Ky`yiv : DETUT, 2008. 293 s.
- [3] Gerasina L. M., Trebin M. P., Vodnik V. D. ta in. Konfliktologiya : navch. posib. Xarkiv : Pravo, 2012. 128 s.

- [4] Glazkova I. Ya. Strategiya zapobigannya konfliktam sub'yektiv navchal'nogo procesu VNZ. *Visnyk Dnipropetrovs'kogo un-tu imeni Al'freda Nobelya*. Ser: "Pedagogika i psy'xologiya". Pedagogichni nauky'. 2015. # 1 (9). S. 210-215.
- [5] Golovanova Y. Y'. *Metody'ka upravleny'ya konfly'ktamy' : ucheb. posoby'e*. Kazan' : Centr y'nnovacy'opnykh technology', 2011. 79s.
- [6] *Konfly'ktology'ya* / Pod red. A. S. Karmy'na. Sankt-Peterburg : Y'zdatel'stvo "Lan'", 1999. 448 s.
- [7] Lozhky'n G. V., Pov'yakel' N. Y'. *Prakty'cheskaya psy'xologiya konfly'kta : ucheb. posoby'e*. 2-e uzd, stereoty'p. Ky'yiv : MAUP, 2002. 256 s.
- [8] Pevneva Y. V. *Kommuny'katy'vnye strategy' y' takty'ky' v konfly'ktnykh sy'tuacy'yax obshheny'ya oby'hodno-bytovogo y' professy'onal'nogo pedagogy'cheskogo dy'skursov russkoj y' amery'kanskoj ly'ngvokul'tur : dy's. ... kand. fy'lol. nauk : 10.02.19*. Kemerovo. 2008. 181 s.
- [9] Reshetny'kova K. V. *Metodology'chesky'e osnovy kvaly'fy'kacy'y' technology'j upravleny'ya organy'zacy'opny'my' konfly'ktamy'*. *Socy'ology'chesky'e y'ssledovany'ya*. 2008. # 10. C. 52-61.
- [10] *Ency'klopediya innovacij / za red. R. Dyakiva*. Ky'yiv : Mizhnarodna ekonomichna fundaciya, 2012. 599 s.
- [11] Thomas K. W, Kilmann R. H. *Thomas-Kilmann Conflict Mode Instrument*, 1974. URL: [http://www.umt.edu/mansfield/twowayexchange/Thomas Kilman Conflict Styles.pdf](http://www.umt.edu/mansfield/twowayexchange/Thomas%20Kilman%20Conflict%20Styles.pdf).
- [12] Thomas K. W. *Introduction to Conflict Management*. URL: http://199.0.58.122/ITT_Trad_Sim/4816.pdf.

Полищук Г. В. Дослідження стратегій і тактик управління педагогічними конфліктами у закладах вищої освіти.

У статті розглянуто стратегії управління конфліктом як напрям й особливості дій конфліктуючих сторін, яких вони дотримуються упродовж усієї конфліктної взаємодії. Охарактеризовано стилі поведінки під час конфлікту, запропоновані К. Томасом і Р. Кілменом (уникання, відхід, ігнорування або відхилення; суперництво, конкуренція, змагання, конфронтація; пристосування, змушена поступка; компроміс; співробітництво). Доведено, що кожна з зазначених стратегій поведінки в конфліктній ситуації має свої недоліки й переваги та може бути ефективною у вирішенні конфлікту лише в певних ситуаціях і за допомогою конкретних тактик (м'яких, жорстких, нейтральних). З'ясовано, що одні й ті ж самі тактики можуть використовуватися у різних стратегіях (спрямованість на партнерство в комунікації, стратегія конфронтації, стратегія дистанціювання, стратегія кооперації). Розглянуто комунікативні стратегії в англійській комунікації (пом'якшення висловлювання, використання маркерів ввічливості, повага до мовного партнера та та.). Доведено, що засоби мови і певні комунікативні стратегії і тактики визначають ставлення до суб'єктів конфліктної ситуації, формують різні типи мовленнєвої поведінки тарший ного у ситуації конфлікту. Охарактеризовано розповсюджені конфліктні типи особистості в спілкуванні ("Паровий каток", "Прихований агресор", "Розгнівана дитина", "Скаржник", "Мовчун", "Дуже поступливий"). Проаналізовано проблему створення базових основ індивідуальної стратегії поведінки кожного учасника освітнього процесу у вищій школі, яка повинна формуватися і коригуватися самою особистістю у процесі реальної педагогічної діяльності.

Ключові слова: управління конфліктом, стилі поведінки, комунікативні стратегії, тактичні прийоми реалізації конфліктного дискурсу.

Полищук Г. Исследование стратегий и тактик управления педагогическими конфликтами в учреждениях высшего образования.

В статье рассмотрены стратегии управления конфликтом как направление и особенности действий конфликтующих сторон, которых они придерживаются на протяжении всего конфликтного взаимодействия. Охарактеризованы стили поведения во время конфликта, предложенные К. Томасом и Р. Килменом (уход от конфликта, игнорирование или отклонение; соперничество, конкуренция, соревнование, конфронтация; приспособления, вынужденная уступка; компромисс, сотрудничество). Доказано, что каждая из указанных стратегий поведения в конфликтной ситуации имеет свои недостатки и преимущества и может быть эффективной в решении конфликта только в определенных

ситуациях и с помощью конкретных тактик (мягких, жестких, нейтральных). Выяснено, что одни и те же тактики могут использоваться в различных стратегиях (направленность на партнерство в коммуникации, стратегия конфронтации, стратегия дистанцирования, стратегия кооперации). Рассмотрены коммуникативные стратегии в коммуникации (смягчение высказывания, использование маркеров вежливости, уважение к языковому партнеру и др.). Доказано, что средства языка и определенные коммуникативные стратегии и тактики определяют отношение к субъектам конфликтной ситуации, формируют различные типы речевого поведения коммуникантов в ситуации конфликта. Охарактеризованы распространенные конфликтные типы личности в общении (“Паровой каток”, “Скрытый агрессор”, “Разгневанный ребенок”, “Жалобщик”, “Молчун”, “Очень покладистый”). Проанализирована проблема создания базовых основ индивидуальной стратегии поведения каждого участника образовательного процесса в высшей школе, которая должна формироваться и корректироваться самой личностью в процессе реальной педагогической деятельности.

Ключевые слова: управление конфликтом, стили поведения, коммуникативные стратегии, тактические приемы реализации конфликтного дискурса.

DOI: <https://doi.org/10.31392/NZ-npu-148.2020.29>

УДК: 378:615.1

Довжук В. В.

ВИТОКИ, СТАНОВЛЕННЯ І РОЗВИТОК ОРГАНІЗАЦІЇ ПІДГОТОВКИ МАГІСТРІВ ФАРМАЦІЇ В УНІВЕРСИТЕТАХ КРАЇН ЦЕНТРАЛЬНОЇ ТА СХІДНОЇ ЄВРОПИ

В статті за результатами здійсненого теоретичного аналізу філософських, медичних, фармацевтичних та психолого-педагогічних наукових джерел з проблем підготовки магістрів фармації, витоків і розвитку, порівняльного аналізу досвіду організації підготовки магістрів фармації у університетській освіті на шляху євроінтеграції з'ясовано, що виокремлення передумов становлення організаційної структури підготовки магістрів фармації в університетах країн Центральної та Східної Європи: соціально-економічних – заміна феодального ладу капіталістичним, що зумовило розвиток виробництва, медичної допомоги та потреби суспільства в лікарських засобах, заснування аптечної справи; наукових – прискорений розвиток фундаментальних (філософії, математики, фізики, хімії) і прикладних (анатомії, фізіології, медичної хімії, лікознавства) наук, науково-технічного прогресу; професійно-педагогічних – введення у підготовку магістрів організаційно-дидактичної системи медичних і фармацевтичних навчальних дисциплін, дозволило схарактеризувати її тенеzu в історико-педагогічній ретроспективі.

Визначено періоди розвитку організаційної структури підготовки магістрів фармації в університетах країн Центральної та Східної Європи: період VIII–X ст. (заснування медичних шкіл); період XI–XIV ст. (утворення медичних факультетів у перших класичних університетах Європи, що за структурою стали зразком підготовки магістрів фармації; введення організаційно-дидактичної системи у підготовку на науково-методичній основі поєднання біологічних, медичних і фармацевтичних дисциплін (анатомії, фізіології, лікарської ботаніки лікознавства, технології ліків, медичної хімії)); період XV–XVIII ст. (формування системи