



Theories on Conflict and Leadership Best Practices



Developed from the Contents of
Reginald Leon Green's

Practicing the Art of Leadership: A
Problem-based Approach to
Implementing the ISLLC Standards

Chapter 6



Theories and Leader Behavior

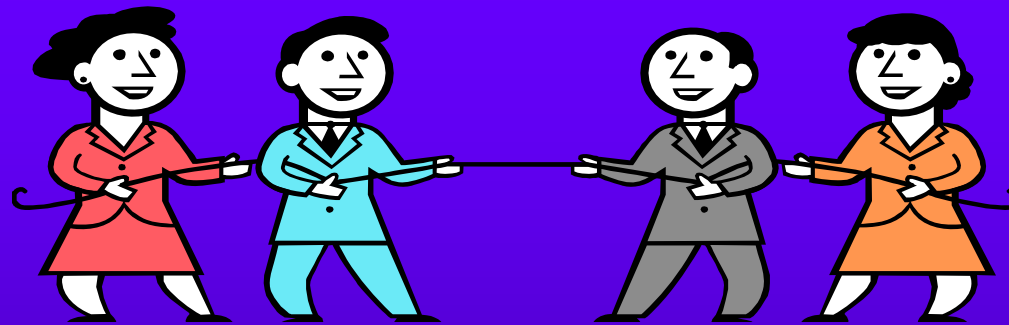
- ◆ Owens on Conflict
- ◆ Path Goal
- ◆ Social Systems Theory
- ◆ Psychological Contract
- ◆ Greenberg's Pro-Active Behavior
- ◆ Equity Norm

Owens on Conflict

- ◆ Conflict in a school is considered to be both functional and dysfunctional.



Owens on Conflict



- ◆ When conflict is dysfunctional, there is a win-lose attitude, and hostility is produced.

Owens on Conflict

- ◆ When conflict is functional, the school benefits; there is a win-win attitude, and harmony exists.





Motivation and Conflict

Path Goal Theory





Path Goal Theory



- ◆ The motivational function of the leader is to clarify the routes followers must travel to reach work-goal attainment and remove any roadblocks and or pitfalls that may exist.

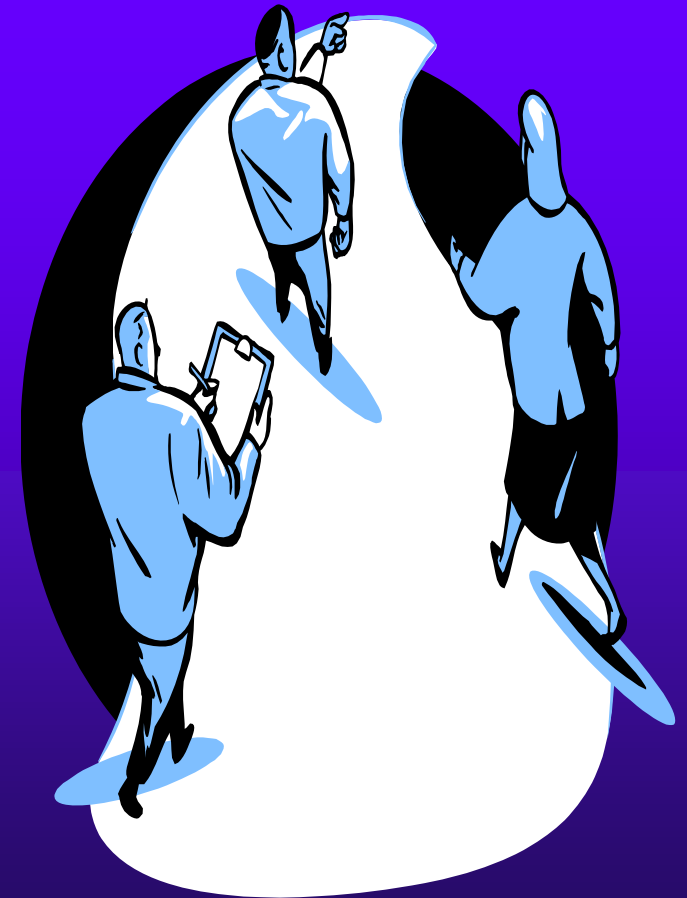
Path Goal Theory

- ◆ This type of leader behavior improves work performance, minimizes conflict, and increases the opportunity for followers to receive personal satisfaction en route to work-goal attainment.



Path Goal Theory

- ◆ Conflict is minimized; clear directions are provided, and faculty members receive assistance in achieving established goals.





Social Interaction and Conflict

Social Systems Theory

Social Systems Theory

- ◆ Conflict in schools occurs as a result of individuals interacting with one another. Understanding Social Systems Theory can assist leaders in minimizing that conflict.



Social Systems Theory

- ◆ The leader must give consideration to the entire school, individuals in the school, and the interaction that occurs between and among individuals and groups.





Social Systems Theory

- ◆ School leaders are not empire builders; rather, their primary concern should be the growth of the school and the people affiliated with the school.
- ◆ Problems should be resolved through people, and leaders should remain sensitive to the feelings of others.



Social Systems Theory

- ◆ When individuals experience repercussions, barriers to quality work are formed, conflict emerges, and individuals withdraw, leaving the organization void of their creativity.



Social Systems Theory

- ◆ The leader can minimize conflict by creating a school climate and developing a school culture that ensures that all faculty members feel valued, respected, and appreciated.



Social Systems Theory

- ◆ Conflict can also be minimized if leaders develop a shared vision and serve as designers, teachers, and stewards.





Social Systems Theory

- ◆ This type of behavior facilitates team learning and open lines of communication.

Social Systems Theory

- ◆ Conflict is minimized as full participation is fostered and all faculty members feel a sense of importance relative to making a contribution to school goal attainment.





Social Systems Theory

- ◆ Faculty members are sensitive communicators as they understand that meaning is not transmitted; receivers give messages meaning based on their background, knowledge, experience, values, and prior observations.



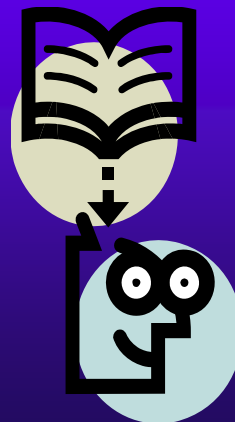
Social System Theory

- ◆ Given that both words and nonverbal actions can insult, injure, and/or exalt, all of which interferes with the communication process, effective school leaders manage conflict by being aware of what they say and the way they portray themselves.



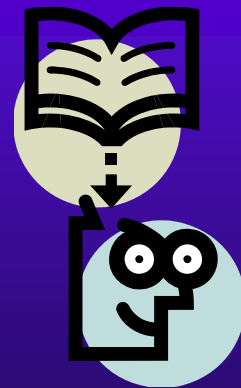
The Psychological Contract

A Conflict Producing Agent



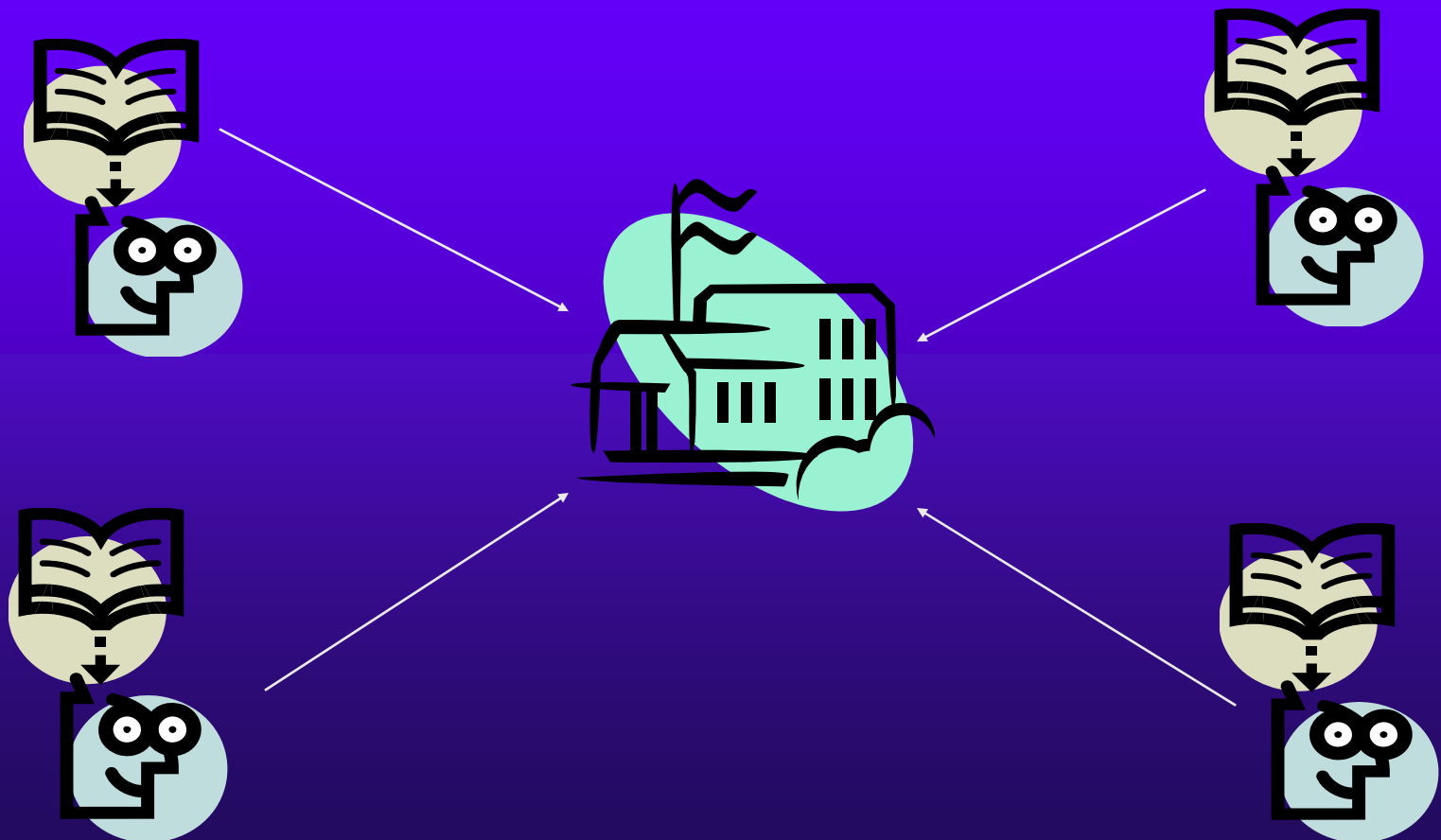
The Psychological Contract

- ◆ Faculty members have expectations for other faculty members, as well as the school leadership. They establish relationships with these individuals and expect that their expectations will be met.



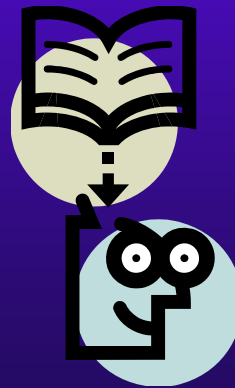
The Psychological Contract

- ◆ These expectations are incorporated into what is known as a psychological contract.



The Psychological Contract

- ◆ When a faculty member's belief about how another faculty member or the leadership should behave in a given situation is not met, the contract is broken and conflict is likely to emerge.





Greenberg on Conflict and Behavior

Pro-Active and Re-Active Behavior:
Making Comparisons in Schools



Pro-Active Behavior

- ◆ In schools, individuals and/or groups make comparisons. In response to those comparisons, they display behavior in an effort to promote justice and create fair treatment and equitable distribution of existing resources.



Re-Active Behavior

- ◆ In schools, individuals and/or groups make comparisons. In response to those comparisons they respond to a particular conflict, displaying behavior in an attempt to escape or avoid a perceived unfair state or occurrence.



Clarity of Expectations

- ◆ It is helpful when leaders have an understanding of the expectations individuals and groups hold for each other.

An open metal padlock is shown on a textured, light-colored surface. The padlock is dark and appears to be made of steel or iron. The shackle is open and curved upwards. The body of the padlock has some markings, including the number '4014' and some illegible text. The background of the slide is a gradient of blue and yellow.

Equity Norm

Avoiding Conflict with Equitable
Treatment

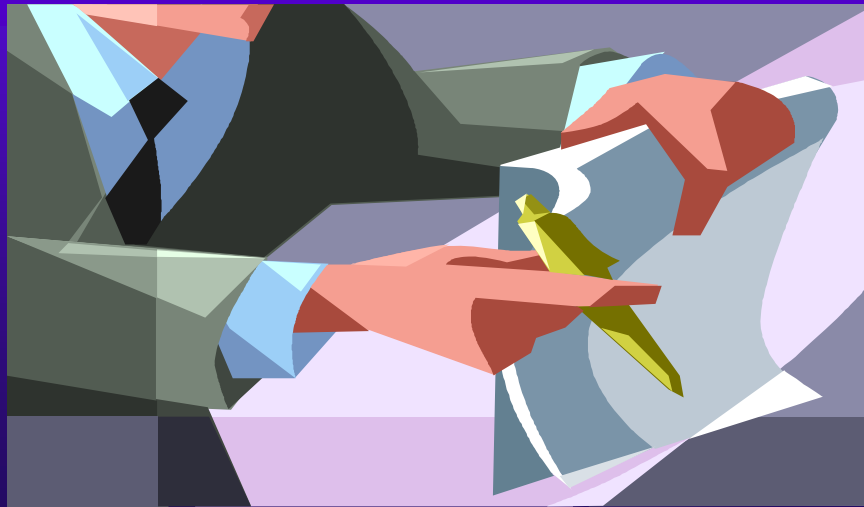
Equity Norm

- ◆ Conflict occurs in schools because individuals observe inequity in the treatment of school personnel relative to the reward system and/or the distribution of resources.



Equity Norm

- ◆ The effective school leader seeks to acquire and implement policies and practices that are just and fair.



Equity Norm

- ◆ If the behavior of the leader places concerns of equity in the school, conflict is likely to emerge, creating a barrier to effectiveness.
- ◆ It is extremely difficult to minimize conflict and have a high level of quality in the organization when people feel they are treated unfairly.





Theories and Leadership Best Practices

- ◆ With the basis for understanding conflict offered by the Path Goal Theory, Social Systems Theory, the Psychological Contract, Greenberg's Pro-Active Behavior, and the Equity Norm, school leaders can become effective in managing conflict in schools.



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