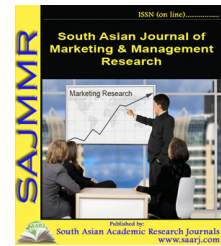




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## INNOVATIVE SOLUTIONS FOR EFFECTIVE CONFLICT RESOLUTION IN HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

*The article discusses innovative solutions for effective conflict resolution in higher education institutions. In the analysis of conflict situations, the predominance of two methods of conflict resolution in the organization, the method of adaptation and conciliation. The results of the use of coordination mechanisms as a method of managing an acute conflict situation are described.*

**KEYWORDS:** *Teamwork, High Level Of Tension In The Team, Conflict Situation Management, Conflict, Personnel Management.*

### INTRODUCTION

The test conducted by K. Thomas showed that the method of competition and the method of compromise prevailed. According to the methodology proposed by K. Thomas, based on the results obtained, it can be noted that the majority of respondents do not have a chance to win in a situation of conflict. The state of cooperation in the team under consideration is not often monitored, but conflicts are resolved through compromise that is beneficial to both parties [1].

Twenty employees of the organization were offered a test for self-assessment of the conflict, where they were asked to rate themselves on this important indicator. The results of the study showed that two people are prone to criticism, looking for the causes of conflicts, overly principled; eight people prefer to defend their opinions, are very sensitive and very important; ten people do not like conflicts for fear that the disagreement will affect their official position or friendly relationship [2-5]. Summarizing the research, the features that lead to conflict can be as follows:

- Inadequate self-esteem, which can be overestimated or underestimated;
- the desire to rule in any way possible or impossible;
- The conservatism of thinking, ideas, beliefs;

- excessive adherence to principles in statements and judgments and the desire to tell the truth directly, in any case, in the face;
- a certain set of psychological qualities of a person: anxiety, aggression, tenacity, nervousness.

Thus, we can conclude that conflict is almost always felt because it has a certain appearance: it leads to high levels of tension in the team, decreased ability to work, deterioration of production and financial performance, and so on.

### **THE MAIN PART**

Often, if the leader does not follow the rules of formal ethics, deviates from the norms of labour law, or allows an unfair assessment of the activities and behaviour of subordinates, he becomes a direct participant in the conflict. Ethical rules include behaviours such as disobedience, arrogance, and disregard; failure to keep promises and lies; abusing one's position, hiding information that is inconvenient for oneself, intolerance of the opinion of others. These traits are, as a rule, characteristic of people whose will is broken, who do not have the culture of behavioural skills, and who are prone to discriminate against subordinates. The impartiality of the leader, which leads to conflict, may also be the result of underestimation or overestimation of the activities and behaviours of subordinates [6-11]. Common mistakes of overestimation include hospitality based on informal communication, the desire to be called kind and generous, personal preferences, and so on. In this regard, it should be borne in mind that personnel management, management in general, is a set of tools and methods that ensure the coordinated work of a certain number of people.

It includes a set of measures that ensure the interaction of psychophysical, technical, financial, social, legal and ethical conditions. Such a complex, of course, involves conflict resolution. Conflict management, in general, personnel management should take into account in all areas - the complexity and multidimensionality of the labour relationship between employer and employee; between the administration of the organization and the trade union committee, the recommendation of the labour collective; between leader and subordinates; between individual employees or allied groups performing interrelated labour operations.

Labour relations are formed under the social environment and functional interaction, depend on legal norms and labour traditions and serve as a basis for constructive resolution of disputes arising in the course of work.

The leader must be an indicator of loyalty (correctness) to employees. Clearly, a manager's desire to see subordinates as executors who are genuinely committed to the overall job should not prevent these employees from being active competitors to their boss. The key to leadership in higher education is to inspire employees, ensure their coordinated interactions, protect them from unwarranted complaints that lead to disagreements, distract them from selfishness and painful competition, and prevent the proliferation of non-working conflicts.

If the leader is one of the opposing parties, he should try to bring the points of contact of interpersonal interests, the convergence of positions within the group and between groups. At the same time, the leader must be "person-centred" in the tasks assigned to him, pay high attention to people's moods, and meet their various needs [12-17]. It is important for him to understand his subordinates and partners, to know about their interests and preferences, to be as aware as possible of family circumstances and difficulties in life, as well as other characteristics, to

consciously maintain the desire to work in connected people. Personnel - is understood as interactive.

But humans are far from being angels, they have never been and never will be. Everyone must be accepted as he is, that is, he must be accepted with all the good and bad things in him. It is very important for the manager to evaluate the employees objectively, to be prudent in using the available material and moral means [14-18]. Thus, for the leader, when situations arise that are a direct participant in conflicts, his or her ability to influence the development of conflicting conflicts, resolve disputes, and manage remains the most important task. The leader consists of the ability to influence the person on the basis of innovative methods and to organize their actions correctly, to express their point of view without provoking the opponent's defensive reaction. Structural methods include the following:

- 1) explanation of job requirements;
- 2) use of coordination elements;
- 3) formation of complex corporate goals;
- 4) apply the concept of salary.

Defining job requirements is one of the most effective ways to manage conflicts. This explains what results are expected from any employee and department. Parameters should be recorded as the level of results that provide and acquire a variety of information, authority and responsibility, and clearly defined strategies, operations, and principles. Another way to manage a sharp conflict situation is to use these coordination mechanisms. The essence of this method is that structural units or officials are involved to help resolve uncertain issues between conflicting parties.

Finally, special attention should be paid to the cultural level of the heads of the structural units of the administrative organization. This situation includes values and attitudes, a moral position as a model of behaviour, human qualities. In this regard, the misconduct of the leader is very important because it creates the initial conditions for the emergence of conflict in the organization. In other words, conflicts lead to:

- injustice to subordinates;
- abuse of power and position;
- disrespect for employees;
- Aggressive perception of non-standard ideas;
- organization of moral persecution of subordinates;
- based on violation of the rules of ethics.

## **CONCLUSION**

The first step in making the work of faculty and staff more productive in the higher education community is the professional purpose and social adaptation in the team. If management is interested in the success of the employee in the new workplace, he must always keep in mind that the organization is a general system, and each employee - an individual. When a new employee comes to the organization, he or she also brings with him or her previous experiences and insights that may or may not fit into the new circle and boundaries. Description of a general guide for faculty to warn of conflict situations that may arise between faculty and students.

Rule 1. Not to react negatively to any negative action of the student.

Rule 2. Thorough preparation for the lesson. Not to allow even the slightest disrespect to his passing subject.

Rule 3. Load assignments for students from simple to complex.

Rule 4. Use special methods in assessing the identity of students.

Rule 5. Bringing relationships closer to students and increasing their prestige among them.

Rule 6. To increase communication and relationship capacity, it is necessary to behave seriously.

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