**My Experience of Overcoming Conflict**

Conflicts are inevitable in a person’s day-to-day life. Conflicts in the school can be classified according to their causes and those involved. Conflicts between students and teachers, as they happen due to the lack of understanding of the teacher’s explanation, due to arbitrary grades and divergence in the evaluation criteria, lack of didactic material, discrimination, disinterest in the study material, and because the students are ears.

In turn, conflicts between students can arise due to misunderstandings, fights, the rivalry between groups, discrimination, bullying, use of spaces and assets, sexual harassment, loss or damage of school assets, diverse elections, travel, and parties. Conflicts between parents, teachers, and administrators can arise due to aggressions that occurred between students and between teachers, due to the loss of work material, problems in the school canteen or similar, lack of teachers, lack of pedagogical assistance by teachers, evaluation, approval and disapproval criteria, failure to meet bureaucratic and administrative requirements of management. In this essay, I will discuss about my personal experience on overcome conflict.

I use The Thomas-Kilmann model to identify five ways to respond to conflict situations such as competing, collaborating, compromising, avoiding, and accommodating. To use the Thomas-Kilmann model effectively, I’m aware of my own preferred conflict style and how it affects your interactions with others. I can assess my conflict style by using Thomas-Kilmann Conflict Model, which measures how frequently you use each of the five styles in different situations. The TKI can help me to identify my strengths and weaknesses as a conflict resolver, as well as my areas for improvement and development.

Furthermore, it is essential to be aware of my default conflict style, yet recognize that no single style is suitable for every situation. Thus, adapting my style may be necessary to reach a more positive and constructive outcome. To do so, analyse the conflict by considering the nature, urgency, importance, goals, interests, and emotions of the parties involved. Then, I will choose the style that best fits the situation and desired outcome while using my assertiveness and cooperativeness skills to communicate effectively and respectfully with the other party. Lastly, evaluate the results by reflecting on the feedback that I received from the others.

When I use the Thomas-Kilmann model, it can be challenging to encounter people who have different conflict styles. To deal with this effectively, I will respect the other party's style and recognize that different styles have different strengths and weaknesses. Additionally, it's important to communicate clearly and openly, expressing my own style, preferences, and expectations. I will also listen actively and empathically to the other party's views, feelings, and needs, and clarify any assumptions or disagreements. I also negotiate and collaborate with others if possible, exploring different options and alternatives for win-win solutions that satisfy both sides. I will be flexible and willing to compromise or accommodate with others when appropriate.

Utilizing the Thomas-Kilmann model can also assist in resolving conflicts more effectively and constructively, yet relying on a single tool or technique is not sufficient to improve your conflict resolution skills. To further develop my abilities in this area, I use to practice and hone other related skills, such as self-awareness. This includes being cognizant of your own emotions, triggers, biases, and values, and how its affected on my behaviour in conflict situations. Problem-solving skills are also essential for analysing the problem and generating solutions. Finally, learning skills are key for learning from experiences and seeking feedback for improvement.

The school is an institution that reproduces a microcosm of society, bringing together diverse identities. This context with diverse personalities, rules, and values is full of conflicts, problems, and differences between the different actors that make up the school (students, teachers, staff, and parents). Thus, the school system, in addition to involving a range of people, with different characteristics, includes a significant number of continuous and complex interactions, depending on the stages of development of each one. So, school is a place where individuals with different characteristics, backgrounds, experiences, and personalities live together daily.