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Journal Entry 4
EDLP 320

1. Update me on your goals--what progress have you made? If you don't feel like you are progressing, explain why and explore how your goals might need to be adjusted.

I feel like I am making progress towards my goals, though at a slightly slower rate than the past few weeks. Over the past week, I have had many opportunities to practice my goals, the first goal being to seek elaboration from other members to see why and how they are reasoning, and my second goal, to seek elaboration by relating to familiar events or asking how material is understood by others. I have been fortunate to be in multiple classes where we participated in group work last week, and tried to take advantage of the opportunity to practice. However, as I reflect, I don't believe that I made as large or tangible of a gain in the past week towards my goals as I did in the previous week, where I felt like I made a major breakthrough. This could be due to two factors- I felt like there was less of an opportunity to challenge myself to be vulnerable in group settings due to the content of my classes last week, and I felt slightly more quiet and reserved in group work this week due to my personal life. I am choosing to not view this slowing in the progression towards my goals as a deterrent, but rather a motivating factor to keep pushing myself to learn.

With every gain I make, I feel like I learn more about myself and my collaboration style. With a week like this past week, I believe I can learn from both the speed and consistency in which I am progressing towards my goals. It is clear to me that progress towards my goals is very much context driven, and it is necessary to take advantage of all the opportunities that are offered. If I find myself in a collaborative group setting in either EDLP 320 or EDLP 300, I need to continue pursuing those goals in all contexts to speed up the progression towards my goals. I hope that my vulnerability and dedication will continue to demonstrate progress throughout the next few weeks.

2. After completing the readings and taking the Conflict self assessment, what insights do you have regarding your "preferred" conflict resolution style?

After taking the conflict management style survey, I was categorized as a type 2, or “Assertive/Persuasive (Collaborating)”. The scores “indicate a tendency to stand up for oneself without being pushy, a proactive approach to conflict, and a willingness to collaborate.” This result did not surprise me, for I took it within the context of professional interactions. I believe that I approach conflict differently in professional and personal contexts, and tend to act as “professionally” as possible at work. For me, acting “professionally” includes collaborating with others, mediating conflicts to minimize discontent amongst participants, and maximizing structures and norms that enhance productivity. I feel like this conflict management style also aligns with the goals I have chosen for myself- questioning- and can be utilized to improve my ability to question others in order to resolve conflicts or issues quickly.

The conflict self assessment aligned with my scores on my personality test of ENTJ. Since I was young, I will not stand to the side as a bystander if there is conflict. I find myself working as a mediator in professional situations or meetings, and have called out inflammatory language or behavior when I have seen it in the workplace. I am proud of my ability to stand up to what I consider bullying behavior or negative interactions.

In my view, educators are often thrust into this role above- the “Assertive/Persuasive Collaborator”, due to their work with children and coworkers. When working with students, the teacher must be able to command a classroom and mediate conflict that they encounter, while appearing understanding and compassionate to all involved. When working with other adults, the “proactive approach to conflict” is beneficial to those in education, for anticipating conflict or understanding is necessary when working with differing demographics.