

**PJSC Higher Education Institution  
Interregional Academy of Personnel Management**

**APPROVED by:**

The Academic Council of PJSC HEI IAPM  
minutes № 1 of January \_\_, 2021  
Chair of the Academic Council  
President of the IAPM \_\_\_\_\_ R.G. Schokin

**Regulations  
on the practice of and procedures for  
settling conflict situations at PJSC HEI Interregional Academy of  
Personnel Management**

Kyiv - 2021

## Letter of approval

Rector of IAPM

\_\_\_\_\_ M.F. Honcharenko

Vice-Rector of IAPM

\_\_\_\_\_ Ye.O. Romanenko

Director of Department -- Head of the  
Human Resources Division

\_\_\_\_\_ L.Yu. Chulova

Director of the Safety and Control Department

\_\_\_\_\_ S.O. Lysenko

Director of the Educational-methodological  
Institute

\_\_\_\_\_ N.V. Hrabovenko

## **I. General provisions**

1.1. The Regulations on the Practice of and Procedures for Settling Conflict Situations at Private Joint-Stock Company Higher Educational Institution Interregional Academy of Personnel Management (hereinafter referred to as the Academy) are designed for settling and resolving conflict situations, assimilation by research and teaching staff and tertiary students of behavioral patterns in a conflict, rules for organizing conflict-free interaction; measures aimed at improving quality of education and raising performance of the Academy in order to ensure a transparent process intended to resolve conflict situations and problems as soon as possible.

1.2. The Regulations were developed in accordance with the Constitution of Ukraine, the Labor Code of Ukraine, the Laws of Ukraine “On Higher Education,” “On Education,” “On Professional Pre-Higher Education,” “On Prevention of Corruption,” “On Principles of Preventing and Countering Discrimination in Ukraine,” “On Ensuring Equal Rights and Opportunities for Women and Men,” Guidelines for Preventing and Settling Conflicts of Interest approved by the decision of the National Agency for Prevention of Corruption of 29.09.2017 № 839, Internal Regulations of the Academy, Charter of PJSC HEI Interregional Academy of Personnel Management, orders and instructions of the President of the Academy, and other regulatory documents.

1.3. The Regulations substantiate the strategy for preventing conflict situations of participants in the educational process at the Academy.

1.4. The Regulations govern application of measures to identify and prevent conflict situations, the modus operandi in case of conflict situations being established and ways to settle them.

1.5. The Regulations determine the practice of and procedures for settling conflict situations in the following areas:

1.5.1. prevention of corruption and settlement of conflicts of interest;

1.5.2. settlement of conflicts in interpersonal relations of actors of the educational environment; and

1.5.3. conflicts in the educational environment.

Conflict situations arising in the areas of countering discrimination, bullying (harassment), and sexual harassment are resolved by the “Regulations on Countering Bullying (Harassment) at PJSC HEI IAPM” approved by the Academic Council on 07.10.2020, minutes №7.

Disputable issues concerning academic honesty and integrity are resolved on the basis of the provisions of the Code of Academic Honesty and Integrity of PJSC HEI IAPM approved by the Academic Council on August 29, 2019 № 8.

## II. Main definitions

### 2.1. Terms used in these Regulations:

-- *academic ethics* -- a set of ethical principles and rules defined by law, which should guide the participants in the educational process and actors of the educational environment of the Academy;

-- *academic etiquette* -- rules of interaction and behavior of the participants in the educational process and actors of the educational environment of the Academy in the process of joint activities and communication;

-- *conflict* -- a process of extreme aggravation of contradictions and struggle of two or more parties in solving a problem that is significant to them, which is accompanied by negative emotions and requires resolution; it is a collision of interests of individuals and groups, their ideas, opposing views, needs, assessments, level of aspirations, aspirations etc.;

-- *conflict of interest* -- real or seemingly real contradictions between the private interests of a person and his/her official powers, the existence of which may affect objectivity or impartiality of decision-making, as well as commission or failure to commit actions when exercising his/her official powers;

-- *conflict situation* -- a situation that records the emergence of a real contradiction related to sexual harassment, discrimination and corruption, needs and social expectations of teachers and tertiary students, or a situation that represents an obstacle to achieving the set goal of at least one of the interaction participants; a certain set of characteristics of the educational process / educational environment and psychological attributes of the participants in the educational process / actors of the educational environment (tertiary students, teachers, management team of the Academy, and support staff), which determines a collision in value, emotional, cognitive and behavioral manifestations of individuals;

-- *corruption* -- the exercise by a person referred to in part one of Article 3 of the Law of Ukraine “On Prevention of Corruption” of the official powers conferred on him/her or related opportunities for the purpose of obtaining an unlawful benefit or accepting such a benefit or accepting a promise/offer of such a benefit for himself/herself or others persons or, accordingly, a promise/offer or furnishing an unlawful benefit to the person specified in Part 1 of Art. 3 of the Law of Ukraine “On Prevention of Corruption,” or at his/her request to other individuals or legal entities in order to induce this person to misuse the official powers granted to him/her or related opportunities;

-- *conflictogenes* -- words, actions (or omission) aimed to offend, humiliate the opponent, and infuriate him/her;

-- *object of a conflict situation* -- a material (resources), social (power) or spiritual (idea, norm, principle) value, possession or use of which parties to a conflict seek;

-- *matter of a conflict situation* – a real-world or apparent problem providing a basis for a conflict situation;

-- *problem of a conflict situation* -- a contradiction that arises because of the object of a conflict situation and causes confrontation between the parties (the problem of power, relations, primacy, competition, psychological compatibility etc.);

-- *settlement of a conflict* – reconciling parties to a conflict interaction by means of negotiations, participation of mediators or arbitration. This is a partial resolution to the conflict, cessation of open struggle, while internal causes that motivate the conflict may remain;

-- *resolution of a conflict* -- ending conflict interaction between parties, overcoming their main contradiction, which is the source of the conflict, eliminating it at the level of internal attitudes, as well as ending the conflict collision with the goodwill of its participants, and reaching complete agreement on the issue;

-- *way to resolve a conflict* -- a set of specific techniques (avoidance, adaptation, confrontation, cooperation, and compromise), which distinguish the behavioral style, modus operandi designed to eliminate the cause of a conflict collision; and

-- *conciliation procedures* -- conditions and methods (conciliation board, mediation, arbitration) for settling a conflict.

2.2. Conflict situations at a higher education institution can arise between:

-- tertiary students and administrations of the Academy, institutes, and departments;

-- tertiary students and teachers as a party that issues learning tasks and oversees their execution;

-- employees and the administration of the Academy;

-- employees and the employees council;

-- tertiary students;

-- research and teaching staff members; and

-- research and teaching staff members, other employees and heads of structural units.

2.3. To monitor the situation as regards conflict situations, the Academy conducts regular (at least once a year) surveys of actors of the educational environment (Annex 1).

### **III. System for preventing, detecting and settling conflict situations at the Academy**

3.1. Ways to prevent conflict situations are as follows:

-- planning of social development of the workforce: creation of appropriate working conditions, opportunities for professional development, conditions for career growth, and organization of recreation;

-- openness of the Academy's activities, keeping employees constantly informed of the results and goals of the Academy's activities;

-- publicity and collective leadership, making sure that each employee understands job assignments, determining the development priorities of both the entire workforce of the Academy and its individual members;

-- a democratic nature of making particular decisions that affect all or some staff members of the Academy;

-- developing clear job descriptions that eliminate confusion and irresponsibility;

-- trust in relationships of tertiary students, research and teaching staff members, employees, and structural units;

-- a justifiably exacting attitude towards subordinates as their compliance with their labor and workplace discipline;

-- fair remuneration for work (moral and material incentives);

-- constant concern for meeting the needs and interests of tertiary, graduate, doctoral students, research and teaching staff of the Academy;

-- adherence to the principle of social justice in any decisions concerning the interests of the workforce and the individual;

-- cultivation psychoeducational high communication culture etc. in research and teaching staff members and tertiary students of the Academy;

-- priority of interests of tertiary students, compliance with the requirements of student-centered training and education; and

-- inclusion of educational content *related to non-discrimination, education of a tolerant attitude to other people* into the working curricula of the Academy, namely: 1) working curricula of the block of humanitarian disciplines include such topics as international understanding, development cooperation, consolidation of just peace, establishment of social justice, respect for and exercise of human rights and fundamental freedoms, eradication of prejudices, misunderstandings, inequality and all forms of injustice that prevent attaining these goals, and cultivation of respect for national customs and patriotic feelings; 2) working curricula of the economic block reflect the problems of economic growth and social development in their connection with social justice and struggle for better quality of life and

achievement of the highest level of health; and 3) working curricula for learning foreign languages include the study of cultures and their mutual influence.

An important condition for preventing conflict situations in the socio-educational process at the Academy consists in renunciation of the authoritarian system of managing the educative process, conflict awareness of the participants of the educational process at the Academy, as well as cultivation of their communication culture.

3.2. The tactics for preventing conflict situations of the type “teacher – student” are as follows:

- *forecasting tactics* (the deeper, more trustworthy, versatile predictive activity of the participants in the educational process, the more effective is the prevention strategy);

- *support tactics* (using preventive actions, certain types of it, in particular, help, empathetic listening, and participatory communication);

- *auto-training tactics* (emotion management, tension, anxiety relief, self-regulation, self-direction, and self-suggestion); and

- *stimulation tactics* (excitation of the desire for pursuance, action).

3.3. The primary areas in preventing a conflict situation are as follows:

- 1) creation of objective conditions that prevent the emergence and destructive development of preconflict situations;

- 2) optimization of organizational and managerial conditions for creation and operation of structural units of the Academy;

- 3) elimination of socio-psychological causes of conflict situations; and

- 4) neutralization of personal causes of conflict situations.

Prevention and of constructive resolution of conflict situations is facilitated by opponents’ using the strategy of cooperation and compromise, regulation of conflict situations by the team leader, minimization of negative emotions of opponents, their high moral and professional qualities etc.

3.4. Actions and ways to prevent a conflict situation consist in:

- keeping calm and an equal mind;

- giving the partner the opportunity to voice grievances;

- not starting an argument nor proceeding to assess an opponent as a personality;

- expressing the partner's request, formulating the content of the complaint and the end result he/she seeks;

- clearly and impartially expressing one’s position on the partner's expectations;

- trying to observe equality while reflecting on problems;

- if a mistake was made, admitting it, but calmly, without self-humiliation and with dignity;
- accepting a proposal and agreeing on the future; and
- trying to maintain a balance of business relations within constructive limits.

#### **IV. Resolution of conflict situations in the area of preventing corruption and settling conflicts of interests**

4.1. In case of receiving data on *cases of corruption manifestations* at the Academy, a tertiary student or an employee of the Academy has the right to:

4.1.1. lodge an appeal with the President of the Academy in order to resolve the situation.

4.1.2. address directly the Internal Security Service of the Academy, the hotline of the Ministry of Education and Science of Ukraine and law enforcement agencies.

4.2. The heads of the structural units of the Academy are actively working with participants of the educational process as regards availability and purpose of “trust boxes.”

4.3. Educational environment actors should avoid conflicts of interest arising from personal relationships.

4.4. In case of *a conflict of interests* on the part of any participant in the educational process, a tertiary student or an employee of the Academy has the opportunity to lodge an appeal to the President of the Academy in order to resolve the situation.

4.5. The procedure for considering appeals as to manifestations of corruption and conflict of interests is as follows:

- The President of the Academy appoints (if necessary) a board for considering appeals concerning corruption manifestations and conflicts of interest, the membership of which is formed depending on a specific situation;

- The board for considering appeals concerning corruption manifestations and conflicts of interests may not include a person whose actions are challenged in an appeal;

- anonymous appeals are sent to “trust boxes” and submitted by the Security Service of the Academy together with investigation materials to the board for considering appeals concerning corruption manifestations and conflicts of interests; and

- the board makes a decision on measures concerning the received appeal within **10 working days** from the moment of its receipt.



## **V. Resolution of conflict situations regarding settlement of conflicts in interpersonal relations of actors of the educational environment**

5.1. To receive assistance in resolving a conflict in interpersonal relations, a tertiary student or an employee of the Academy (depending on the nature of a given conflict situation) submits an appeal to the Chair of the Employees Council, Chair of the Student Council, Commissioner for Academy's Student Rights, head of a relevant structural unit, and Rector or President of the Academy.

5.2. On the basis of the appeal, the person to whom it was sent, takes measures to resolve the conflict in interpersonal relations or conflict situation, personally or with the consent of the parties appoints a person responsible for analyzing the conflict situation from among the Academy staff members who underwent conflict management and resolution training (have psychological or teacher education and the like).

5.3. Based on the results of analyzing existing conflicts or conflict situations, the person responsible for resolving the conflict provides written proposals to the Academy administration on optimizing the conditions for carrying out the educational process and managing the educational environment of the Academy.

## **VI. Resolution of conflict situations in the educational process**

6.1. The procedure for resolving conflict situations related to assessment of knowledge and academic achievements of tertiary students provides for creating by order of the President and for the period of summative end-of-term assessment an Appeals Board comprising its chair – head of institute/department (deputy dean) where a student studies, head of the subdepartment to which the discipline is assigned, teacher of this or another subdepartment who teaches a relevant discipline, but did not participate in a given semester end-of-term assessment, representative of student self-governance of an institute/department or the Academy, and representative of employers, if the student studied in a dual mode. The secretary of the board is elected from among the appeals board members to consider appeals (complaints) of tertiary students regarding summative end-of-term assessment of knowledge of tertiary students. The Appeals Board may include the Commissioner for Academy's Student Rights.

In order to adhere to the principles of honesty and integrity, responsibility, academic freedom, and objectivity:

6.1.1. The Appeals Board considers the appeal (complaint) of a tertiary student **no later than the next day after the submission.**

6.1.2. The results of consideration of the appeal (complaint) are communicated to the tertiary student immediately after the decision, about which the tertiary student and members of the board sign an appropriate protocol.

6.2. Tertiary students of the Academy have the opportunity to initiate a change of teacher of an academic discipline due to dissatisfaction with the process and result of teaching or personal animosity on the part of the teacher.

6.3. An academic group submits to the President of the Academy a motivated (with a detailed explanation of reasons) request to change the teacher of a discipline, which must be adopted at a meeting of the academic group by at least two thirds of the group with its full complement and signed by the head of the subdepartment and director of institute/head of department.

6.4. The procedure for considering appeals of tertiary students as to changing the teacher of an educational discipline is as follows:

-- If necessary, the President of the Academy sets up a board for considering the appeal of an academic group to change the teacher of a discipline, the membership of which is formed depending on the specific situation;

-- the board makes a decision on measures concerning the received appeal within **10 working days from the moment of its receipt.**

## VII. Responsibility and a conflict situation resolution

7.1. The duties of research and teaching staff and heads of structural units of the Academy in relation to conflict situations consist in:

-- *informing* (conducting talks, psychological trainings on prevention, detection and settlement of conflict situations);

-- *preventing* (heads of structural units should prevent the occurrence of conflict situations, detect them in a timely manner and inform the administration of the Academy thereof);

-- *settling* (heads of structural units should set up interim special committees bound to study issues and prepare conclusions, as well as propose draft decisions within 10 days); and

-- *refraining* from any actions or decisions until disclosure of the conclusions of the special committee concerning settlement of a conflict situation.

7.2. Methods of responding to conflict situations by the head of a structural unit are as follows:

-- *a conversation* with the conflicting parties in order to identify the causes and essence of a conflict situation;

-- *initiating* establishment of an interim special committee charged with resolving a conflict situation;

-- *informing* internal affairs agencies in case of a disputable situation or in the event that one of the conflicting parties interprets a conflict situation as a criminal one;

-- *informing* the participants in a conflict situation of the conclusions of the interim special committee and proposed draft decisions; and

-- control over observance of the proposed conclusions and decisions of the interim special committee.

#### 7.3. Technology for settling conflict situations:

-- *information* (removing erroneous, distorted information from the information field, dispelling rumors etc.);

-- *communication* (organizing communication between the participants in conflict interaction and their supporters; ensuring effective communication);

-- *socio-psychological* (working with informal leaders and microgroups, reducing social tension, and strengthening the socio-psychological climate in the workforce); and

-- *organizational* (resolving personnel matters, using reward and punishment methods, and changing conditions of interaction).

#### 7.4. The ways to resolve conflict situations are as follows:

-- *administrative* (warning, reprimand, dismissal, transfer to another area of work, court decision, expulsion etc.) -- in accordance with the Constitution of Ukraine, Labor Code, Law of Ukraine “On the Procedure for Resolving Collective Labor Disputes (Conflicts),” Internal Regulations of the Academy;

-- *educative* (conversation, persuasion, request, explanation, providing psychological assistance and so on).

### **VIII. Final provisions**

8.1. The Regulations on the Practice of Procedures for Settling Conflict Situations at the Academy represent a local regulatory legal act easily available to tertiary students, employees of the Academy and all interested persons.

8.2. The Regulations are approved by a decision of the Academic Council of the Academy and put into effect by order of the President of the Academy.

8.3. Amendments to the Regulations may be made by a decision of the Academic Council of the Academy.

**QUESTIONNAIRE**  
**Study of satisfaction of tertiary students with**  
**quality of assessment of academic achievements and with resolution of conflict**  
**situations at PJSC HEI IAPM**

Dear student! The Interregional Academy of Personnel Management conducts a survey of students in order to improve quality of training of specialist. We ask you to answer the questions of the questionnaire by checking the box next to the most acceptable answer for you. The survey findings will be used only in aggregate form and not distributed in a format specifying the person of the respondent. Thank you for your cooperation!

Name of the Educational and Scientific Institute \_\_\_\_\_

Major \_\_\_\_\_:

Educational program: \_\_\_\_\_

**1. In your opinion, the procedures for assessing academic performance were:**

- Unbiased
- Rather unbiased
- Rather biased
- Biased.

**2. Do you think that the means of monitoring academic performance used allowed to qualitatively measuring the level of training material acquisition?**

- Almost always
- More often yes
- More often no
- Almost never.

**3. In your opinion, the assessment system used at the Academy:**

- Is clear and qualitatively reflects the performance level
- Is incomprehensible and does not allow to qualitatively differentiate the performance level.

**4. Have you always received information of the form and number of monitoring measures concerning certain disciplines, as well as of the assessment criteria in time?**

- Always on time
- As a rule, in time – at the beginning of studying of a discipline
- As a rule, at the end of studying a discipline
- very rarely.

**5. Are you familiar with the procedure for resolving conflict situations at the Academy?**

- Yes
- No

**6. Have you ever had to challenge the results of academic performance assessment?**

- Yes
- No

**7. If yes, do you consider the appeal procedure to be perfect, i.e. the one that allows to impartially resolve a conflict situation arisen?**

- Yes

-- No

**8. During your studies, have you come across any facts of dishonesty on the part of teachers during monitoring activities?**

-- Yes, on repeated occasions

-- Yes, in isolated cases

-- No, never

**9. Are you familiar with the procedure for handling complaints related to sexual harassment?**

-- Yes

-- No

**10. Have you encountered cases of sexual harassment on the part of teachers while studying?**

-- Yes, on repeated occasions

-- Yes, sometimes

-- No, never.

**11. Are you familiar with the procedure for handling complaints related to discrimination (bullying)?**

-- Yes

-- No

**12. Have you encountered cases of discrimination against you or your fellow students during your studies?**

-- Yes, on repeated occasions

-- Yes, sometimes

-- No, never.

**13. Are you familiar with the procedure for handling complaints related to corruption?**

-- Yes

-- No

**14. Have you encountered cases of corruption with respect to you or your fellow students during your studies?**

-- Yes, on repeated occasions

-- Yes, sometimes

-- No, never.

**15. What is your assessment of academic, informational, and psychological support on the part of the graduating subdepartment, dean's office, Academy's services in issues of resolving conflict situations?**

-- Favorable

-- Rather favorable than unfavorable

-- Rather unfavorable than favorable

-- Unfavorable.

**16. Your suggestions for improving the above procedures:**

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## ORDER

*On implementing the decision of the Academic Council on the issue “On approving the Regulations on the practice of and procedures for settling conflict situations at PJSC HEI IAPM”*

In order to prevent conflict situations and ensuring a transparent process aimed at resolving conflict situations and problems among employees and tertiary students the Private Joint-Stock Company Higher Educational Institution Interregional Academy of Personnel Management

### **I HEREBY ORDER:**

1. To put into effect the decision of the Academic Council of the University of \_\_. 01.2021, minutes №1 “On approving the Regulations on the practice of and procedures for settling conflict situations at PJSC HEI IAPM.

2. I will personally supervise the implementation of the order.

Grounds: decision of the Academic Council of the Academy of 24.01.2021, minutes №1.

Rector of IAPM

M.F. Honcharenko

Signatures of endorsement:

Ye.O. Romanenko

S.O. Lysenko

L.Yu. Chulova