

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

DOCTOR OF EDUCATION
IN ORGANIZATIONAL LEADERSHIP

LDR 9610
INTRODUCTION TO CONFLICT RESOLUTION AND
ALTERNATIVE DISPUTE RESOLUTION

ONLINE STUDY GUIDE
REVISED WINTER 2004

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PREFACE

This study guide is designed for Nova Southeastern University students enrolled in the Doctorate in Organization Leadership Program who wish to deepen their understanding of the processes involved in conflicts and their knowledge of how to manage them constructively. It provides the theoretical underpinnings that throw light on the fundamental social psychological processes involved in understanding and managing conflicts at all levels: interpersonal, intergroup, organizational, and global.

Conflict is an inescapable part of our daily lives, an inevitable result of our highly complex, competitive, and litigious society. Whether it is our personal relationships or our business interactions, each of us has our own ideas, opinions, and needs. How we deal with our differences with others can determine the quality of our lives. Some conflicts are simply minor nuisances that we accept as a natural component of existence, others keep our relationships from realizing their full potential, and some become so severe that they do irreparable damage to individuals, families, workplaces, and entire communities. Learning how to deal with conflicts effectively is increasingly an essential life skill needed by every person and every group regardless of one's age, social role, profession, cultural background, or religious belief.

This course is delivered over a 15-week period, and topics covered over the course of the 15 weeks aim to foster closer connection between theory and practice by demonstrating the relevance of theoretical ideas to practice. The theoretical ideas presented in this course have relevance to almost any area in which it is important to understand the basic processes involved in social interactions of all sorts, in various contexts **B** at work; in politics, schools, families, clinics, courts, on highways, in personal relationships; and elsewhere.

Students participating in this course will take away a framework for understanding conflict resolution. This course is accessible and valuable to a wide variety of doctoral students who have an interest in constructive conflict management, whether working in the field of education, psychology, social work, health care, public service, law or business. It is also of value to such practitioners as conflict resolution trainers and consultants, negotiators, mediators, and those who manage or supervise others. It is not intended to take the place of a doctorate in conflict or dispute resolution. It is an overview of a critical field and is therefore presented as a specialization within the doctoral program at NSU in Organizational Leadership.

COURSE DESCRIPTION LDR 9610 INTRODUCTION TO CONFLICT RESOLUTION

This course introduces students to concepts of conflict and conflict resolution. This course is designed to empower emerging leaders in the role of mediator, facilitator, and negotiator. Participants will be introduced to various concepts, such as the causes of conflict, conflict styles, types of conflict, and conflict analysis. The escalation and de-escalation of conflicts will also be explored. Students will learn various conflict resolution strategies, such as mediation, negotiation, and facilitation.

INSTRUCTIONAL SEQUENCE

The instructional sequence of LDR 9610 is divided into three major components that will be examined over the 15-week period of the course.

\$ The first component focuses on the understanding of conflict. This unit examines the nature of conflict, the function of conflict, the attitudes, beliefs and values which affect how people react in conflict situations.

\$ The second component focuses on understanding how conflict works. This unit identifies the various behaviors called conflict, the process of conflict, the stages of conflict, conflict analyses, and conflict management. The section also explores what happens after the conflict. The roles of forgiveness and reconciliation are considered in the escalation and de-escalation of conflicts.

\$ The third component explores the role of the facilitative leader. The unit integrates both theory and practice of group facilitation. Issues such as the facilitator's role in helping groups meet their goals, the development of foundations for facilitation, and effective intervention skills will be presented.

LEARNING OUTCOMES

As a result of actively engaging in LDR 9610, the participants will:

- \$ Understand the nature of conflict.
- \$ Analyze various categories of conflict.
- \$ Identify their own conflict style, as well as those of others.
- \$ Develop an understanding of the different types of conflicts.
- \$ Develop the ability to analyze conflicts.
- \$ Examine various conflict resolution strategies.
- \$ Examine common courses of conflict, like anger, violence, and power.
- \$ Understand the role of communication in conflict resolution.
- \$ Understand the escalation and de-escalation processes of conflict.
- \$ Discuss the role of power in conflict.
- \$ Be introduced to the role of facilitative leader.
- \$ Discuss basic facilitative skills.

COURSE CONDUCT

The topics are organized over a 15-week session. You should plan to spend a minimum of five hours per week working online exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing the necessary background work to prepare for the assignments. Written assignment information appears in the Written Assignment Requirements section of the study guide. Additionally, the assignments and activities for all sessions will be posted as messages in the course area on WebCT.

As you progress through the course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

REQUIRED TEXTS

Bolton, R. (1986). *People Skills: How to assert yourself, listen to others, and resolve conflicts*. New York, NY: Simon & Schuster. (ISBN: 067162248X)

Lulofs, R.S., & Cahn, D. D. (2000). *Conflict: From theory to action*. Boston, MA: Allyn and Bacon. (ISBN: 020520302)

Schwartz, R.M. (1994). *The skilled facilitator: Practical wisdom for developing effective groups*. San Francisco, CA: Jossey-Bass. (ISBN: 1555426387)

Wilmot, W.W., & Hocker, J.L. (1998). *Interpersonal conflict* (5th ed). NY: McGraw Hill. (ISBN 0697327248).

RECOMMENDED TEXT

Mayer, B. (2000). *The dynamics of conflict resolution: A practitioner's guide*. San Francisco, CA.: Jossey-Bass.

COURSE REQUIREMENTS

Learning activities for LDR 9610 Introduction to Conflict Resolution and Alternative Dispute Resolution consist of readings, chats, and written assignments.

Readings. The readings are organized according to the major topics of this course. The reading assignments are essential for your understanding and participation in online chat sessions and in the presentation of written assignments. Furthermore, the reading assignments are vital in the preparation of your written assignments. It is important that you complete all of the required reading as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts presented during each online chat.

Written Assignments. There are four major writing assignments in this course detailed below. All assignments are due by midnight on the Sunday of the respective week. Late assignments will be accepted but points will be deducted.

Class Participation. In addition to the four writing assignments, students are responsible for answering four (4) questions and posting the responses on the WebCT Discussion Board. Each question should be answered in a discussion format and posted to the discussion board under the appropriate study group (Question 1 in Study Group1, and so on). Students will then read other students' responses and will post additional responses to the discussion board. This process is intended to replace the cohort chats. Therefore, students are responsible for continually reading and responding to other students' responses. Students will be graded for both the quantity and quality of their responses.

WRITTEN ASSIGNMENTS REQUIREMENTS

Self-Assessment of Student's Conflict Styles

Part 1: Each student is required to write a 1- to 3-page paper describing his or her style of conflict management.

The paper should address the following seven (7) questions:

How do I deal with conflict?

Do I compromise?

Do I avoid conflict?

Do I become competitive in the face of conflict?

Do I try to reach win-win situations?

How does my behavior change in different conflict situations, with different parties?

How do my interpersonal relationships affect my behavior in conflict situations?

Due Week 4

Part 2: Students must complete the Thomas-Killman assessment test (found and purchased on the Internet) to determine his or her primary and secondary conflict styles.

Based on the results of the TK assessment test, students will identify the strengths and weaknesses of his or her conflict style in a 5- to 6-page paper. After getting the results, each student will analyze and react to the findings. The analysis will focus on the student's reaction to the information gained in part 2 and on the comparison to perceived styles as described in part 1 of the assignment. Students should analyze all seven (7) questioned outline in part 1.

Due week 5

Personal Communication Model

Based on what you have learned from the Thomas-Killman self-assessment test, the class lectures and readings, and on your own research on communication and conflict, write a 12- to 15-page paper following APA style guidelines. Students must rely on five sources not including the textbooks from this course.

The paper must address the following six (6) issues (in any order):

Definition of communication

Barriers to communication

Communication styles

The role of communication in conflict escalation

The role of communication in conflict resolution

The role of communication in interpersonal relationships

Due week 8

Literature Review

APA STYLE, 4-to 5-page literature review on the role of the facilitative leader. Select five (5) various sources (books, journals, articles, Web sites) dealing with facilitative leader. Write a detailed review of each source that highlights the key information. Discuss why/not the source is useful, helpful and/or educational. Explain what, why, and how the source should/not be used. DO NOT discuss the role of a facilitative reader. ONLY find sources that can answer that question and fully analyze the source for that purpose. This assignment is useful preparation for the literature review required in your future dissertation. Due week 10

Diagnostic Intervention paper

In basic facilitation, the group usually relies on the facilitator to diagnose and intervene. In developmental facilitation, over time the group learns to conduct its own diagnoses and interventions, becoming less dependent on the facilitator (Schwartz, 1994, p. 127). Attend a meeting of your choice (community meeting, civic council meeting, school board meeting) and analyze in detail the role of the facilitator. Describe the purpose of the meeting, the issues, and the parties involved. Write how the facilitator intervened, how he or she started and ended the meeting, if ground rules were established, how they were enforced, and how emotions and conflicts were dealt with.

Reflect on the positive and negative aspect of the facilitation process. React to how you would have handled the situation if you had been the facilitator. If your reaction would have been similar, provide a scholarly explanation. If your reactions were different, explain how, and what you would have done differently. Support your comments on what you observed and how you reacted with information found in the textbooks and class lectures/discussions. The paper must be written in APA STYLE format and should be between 6 to 7 pages. Due in week 15

Questions/ Discussion Topics

1. Why is conflict a part of everyday life?
2. How does culture and gender play a part in conflict resolution?
3. Why are conflicts in interpersonal relationships harder to resolve?
4. Using the Educational Impact Electronic Text resource, select 2 topic areas relevant to your professional work and read/view, provide synopsis and critique of the topic paper. For example, in the Leadership Academy you may select the component *Passion of Leadership*, by Alexander Grande III, EdD. After you view this component, write up a brief synopsis of the presentation and a short critique of the presentation. You are to view two (2) topic areas.

GRADING CRITERIA

1. Personal Communication Model	30 points (30% of grade)
2. Self Assessment	20 points (20% of grade)
3. Diagnostic Intervention paper	20 points (20% of grade)
4. Literature Review	15 points (15% of grade)
5. Study Groups	15 points (15% of grade)

The grades given in all Organizational Leadership courses are A, B and F. There are no plus or minus grades given with the final grade. Professors may issue grades C and D, as well as plus and minus grades, on assignments as indicators of quality.

The student must negotiate the Incomplete (I) grade with the professor. An "I" is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term or 15 weeks.

A student who does not complete any assignment is not entitled to an **AI** grade and will receive an F. Students who receive F's will be placed on probation and will be expected to take the course over again.

Each student is responsible for knowing the guidelines for probation and dismissal. Information is provided in the Student Handbook located on the Web site <http://www.fgse.nova.edu/orgleader>

COURSE OUTLINE

Week One and Two (5/3B 5/16)

Introduction to the Study of Conflict

- \$ Perspectives on Conflict
- \$ Defining Conflict
- \$ Conflict as a Part of Life
- \$ Causes of Conflict

Readings:

Lulofs, R.S., & Cahn, D. D. (2000). *Conflict: From theory to action*. Boston, MA: Allyn and Bacon. ...Chapters 1, and 2

Wilmot, W.W., & Hocker, J.L. (1998). *Interpersonal Conflict* (5th.ed). NY: McGraw Hill. ...Chapters 1 and 2

Answer to Question #1 due week 2

Week Three (5/17 - 5/23)

Interpersonal Conflict and Intergroup Conflict

- \$ Trust and Conflict
- \$ Culture and Conflict
- \$ Gender and Conflict

Readings:

Lulofs, R.S., & Cahn, D. D. (2000)... Chapter 3

Wilmot, W.W., & Hocker, J.L. (1998).

Answer to Question #2

Week Four (5/24 - 5/30)

Types of Conflict

- \$ Real vs. Unreal Conflicts
- \$ Misplaced Conflicts
- \$ Substantive vs. Nonsubstantive Conflicts
- \$ Real vs. Substantive Conflicts
- \$ Mere Disagreements
- \$ Moral Conflict

Readings:

Lulofs, R.S., & Cahn, D. D. (2000)...Chapter 4

Wilmot, W.W., & Hocker, J.L. (1998).

First part of Self-Assessment Due

Week Five (5/31 - 6/6)

Phase Theories of Conflict

- \$ The Conflict Avoidance Cycle
- \$ The Chilling Effect
- \$ The Competitive Conflict Escalator Cycle

Readings:

Lulofs, R.S., & Cahn, D. D. (2000)....Review Part I, and Chapter 5
Second Part of Self Assessment Due

Week Six (6/7 - 6/13)

Communication and Conflict

- \$ The role of communication
- \$ Communication styles
- \$ Individuals
- \$ Conflicts strategies

Readings:

Lulofs, R.S., & Cahn, D. D. (2000)....Chapter 6, and Part III
Answer to Question #3

Week Seven (6/14 - 6/20)

The Role Communication in Conflict Resolution

- \$ Analyzing conflict situations
- \$ Nonassertive communication
- \$ Aggression
- \$ Confrontation

Readings:

Lulofs, R.S., & Cahn, D. D. (2000).... Part IV
Start researching for the Personal Communication Model—no Question to answer

Week Eight (6/21 - 6/27)

Skills for Bridging the Gap in Interpersonal Relationships

- \$ How to Assert Yourself
- \$ Barriers to Communication
- \$ Reflective Listening
- \$ Conflict Resolution

Readings:

Bolton, R. (1979). *People Skills: How to assert yourself, listen to others, and resolve conflicts*. New York, NY: Simon & Schuster.—Entire book

*Personal Communication Model due

Week Nine (6/28 - 7/4)

Power and Conflict

- \$ What is power?
- \$ Perspectives of power
- \$ Power Imbalances
- \$ Assessing power
- \$ Managing power

Readings:

Wilmot, W.W., & Hocker, J.L. (1998).

Start Researching for the Literature Review—no Question to answer

Week Ten (7/5 - 7/11)

Escalating Conflict

- \$ Anger and Violence
- \$ Forgiveness
- \$ Reconciliation

Readings:

Lulofs, R.S., & Cahn, D. D. (2000)... Chapters 14 and 15

Literature Review due

Week Eleven (7/12 - 7/18)

Ending the Escalation

- \$ Forgiveness
- \$ Reconciliation

Readings:

Lulofs, R.S., & Cahn, D. D. (2000)... Chapter 16

Wilmot, W.W., & Hocker, J.L. (1998).

Answer to Question #4

Week Twelve (7/19 - 7/25)

Creativity and Change in Conflict

- \$ Change Processes
- \$ Innovation in Conflict Resolution

Reading:

Schwartz, R.M. (1994). *The skilled facilitator: Practical wisdom for developing effective groups*. San Francisco, CA: Jossey-Bass. (ISBN: 1555426387) - Entire Book

Week Thirteen & Fourteen (7/26 - 8/8)

Facilitative leadership

\$ The role of the facilitator

\$ Fundamentals of facilitator

\$ Facilitator Intervention

Attend your meeting - week 13

Diagnostic Intervention Paper due week 14