



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5343-221: Conflict Resolution

Course Description:

This course is a pragmatic overview of conflict and resolution. This practical, theoretical, and critical analyses of conflict will involve exploring a variety of approaches to conflict, negotiation, and third-party intervention in relevant contexts within which workplace conflict occurs (some discussion of families, groups, and cultural conflict will also be discussed). Conflict theories, styles, frameworks and managing conflict using various techniques will be covered.

Anyone interested in Human Resource Management should understand the basics of embracing conflict. HR Professionals are change agents and much of the work Human Resource professionals do creates conflict, even if the change is good for the organization.

Given the Covid19 situation, we will not meet in the classroom. Instead, we will use Zoom to meet on the indicated dates and times. I will send you a link after I setup the Zoom meetings. Please keep an eye on CANVAS for updates and news. All OU students can download Zoom for free. So, if you do not have Zoom already, please install it on your computer.

Class Dates, Location and Hours:

Class format has changed COVID-19 travel restrictions.

Dates: May 12 – 17, 2020

Location: Spangdahlem AB, Germany. Students should check with Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: April 13, 2020

Site Director:

Email: apspangdahlem@ou.edu. Phone: DSN 452-7555, CIV 06565-61-7555.

Professor Contact Information:

Course Professor: Robbie Wahnee, PhD

Mailing Address: 601 Elm Ave, Room 730
Norman, OK 73019

Telephone Number: (405) 325-1756

Email Address: rwahnee@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more

information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Fisher, R., Ury, W. & Patton, B. (2011). *Getting to yes: Negotiating an agreement without giving in*. (3rd ed.). New York: Houghton Mifflin. ISBN [9781440665585](#).
2. Patterson, K., Grenny, J., McMillan, R. and Switzer, A. (2012). *Crucial Conversations: Tools for talking when stakes are high*. (2nd ed.). New York: McGraw-Hill. ISBN: 9781469266824
3. Materials posted on the OU Canvas learning management system, as directed. Access [Canvas.ou.edu](#), enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Please bring a personal laptop or partner with someone who has one.

Other recommendations for reading/viewing but not required to purchase:

- Baruch Bush, R.A. & Folger, J.P. (2004). *The promise of mediation: The transformative approach to conflict*. New York: Wiley. ISBN 9780787974831.
- Moore, C. W. (2003). *The mediation process: Practical strategies for resolving conflict* (3rd ed.). New York: Wiley. ISBN 9780787964467.
- Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York: Bantam. ISBN 9780553371314.

Other Resources-to be used in class include Websites/URL's:

- Mediate.com - <http://www.mediate.com/>
- [U.S. Equal Employment Opportunity Commission/Mediation](#)
- [College and University Professional Association for Human Resources](#)
- U.S. Department of Labor - <https://www.dol.gov/>.
- Society for Human Resource Management - <https://shrm.org/>.
- [O*NET](#): Detailed descriptions of the world of work –

Academic Standards for Written Assignments

APA writing style is required for all work. Work must be referenced/cited. Students are expected to read, understand, and comply with the requirements of the latest Edition of the *Publication Manual of the American Psychological Association* for all assignments and manuscripts. The manual you choose should also appear in your bibliography. This includes the “[Ethical Standards for the Reporting and Publishing of Scientific Information](#)” included therein. To that end, all work submitted orally or in writing for this course must be the student’s own and may not have been used, whole or in part, for any other purpose without the professor’s prior written permission (if in doubt, please ask the professor). This is a master's class and anything written should be treated as a [research paper](#) (Institute of Education Sciences, accessed 1/7/2020). There are many resources for APA on the internet or through the Writing Center at OU. Using APA correctly may mean the difference in an A or other grade. For example:

- 0 points can and more than likely will be awarded for works not cited. Inappropriate or lack of citations is plagiarism. This is especially true of post seminar papers, which are thoroughly read for content, context, referencing and citing. Papers should be well-written and fluid to allow the Professor to appreciate the content.
- Grammar, spelling, and punctuation (proofread and spell check). Two points deducted for each. For example: 10 incorrect spelling errors, such as: double-negatives, subject-verb disagreement, etc. reduces a 100-point assignment by 20 points!
- The ability to integrate knowledge from different sources (texts, library research, class discussions, and real-life situations). NOTE: Wikipedia is not a professional reference. 5 points deducted for incorrect citations. 0 points awarded for works not cited (plagiarism).
- Plagiarism will result in 0 points awarded and possible discussions with the Graduate College.
- Late papers or assignments: 10 points per day are deducted. No exceptions. If a student requests and is granted an “Incomplete” points are deducted as set forth in the Incomplete Contract ([see](#)

[OU Website](#)).

Course Objectives:

Upon successful completion of this course, students should be able to:

- Describe theories and research related to conflict management in the workplace.
- Analyze the importance of correct communications in conflict and conflict management processes.
- Analyze the components of conflict that lead to constructive or destructive change management.
- Practice communication that supports principled negotiation and mediation.
- Evaluate the effectiveness and appropriateness of strategies, methods, and responses that are appropriate to a given conflict situation.
- Demonstrate effective conflict management communication for a given situation.
- Demonstrate master's level writing skills, using APA style for any written assignment.

Assignments, Grading and Due Dates:

Instructional Strategies/Participation:

Individual written reports, mini-lectures, power point presentations, class discussion, class participation, group and role playing will be used in this course. Be familiar with the books/texts before class. When possible, self-assessment tests will be administered in class or over the internet.

Note to Self:

Due May 10, 2020. Prior to the first class meeting, please prepare a *Note to Self*. This is a free-style paper, APA is not required. This note helps me understand your learning needs.

Include:

- Why you chose this class.
- What type of learner are you?
- What is your basic understanding of conflict in the workplace and its resolution?
- What is your perspective regarding conflict?
- What are your expectations of this class?
- What is one thing you want to learn from this class?
- What is one thing you will offer this class?

Normally, these notes are entered into canvas.ou.edu; otherwise, you may email it to me.

Observation Conflict Journal:

Conflict, whether good or bad, healthy or not, occurs. On the first night of class, we will discuss how students will begin developing a handwritten or typed, bound (stapled together, wire bound notebook, or other binding) journal. The journal will consist of a minimum of five (5) observations of or involvement in a situation of conflict or disagreement and include:

- Who was involved?;
- Where did the incident occur and was the location important?;
- What issues may have contributed to the situation/incident?;
- If the situation/incident was resolved, how, or recommendations for how you, the student, would have resolved the issue if you were given the opportunity?.
- At least 1 reference (cited properly) from texts, videos, the journal article you chose for class, or class discussions must be included in each observation.

Your journal entries will continue through the end of in-session class. The expectation is that students will progressively use terminology and methods discussed in class.

Students will be allowed to use the first fifteen minutes of class to complete the journal entry from an incident that was witnessed or in which he or she was involved. This will be done every day of class. This journal should be completed by the last night of class and may be emailed to the professor or uploaded to Canvas.

To conclude this assignment, a 2 – 3 page [APA style paper](#) (Institute of Education Sciences, accessed 1/7/2020) is required. This paper will summarize, in APA research style, your observations, research tied to the conclusions and recommendations provided. **This paper is due no later than 15 days after the last day class meets.**

Journal Article:

Research is the backbone of higher education. Learning to understand and interpret [research](#) (Institute of Education Sciences, accessed 1/7/2020) in your given field is of great value. Each student will bring a professional journal article. This is different from the Conflict Journal developed above. The journal article is not a newspaper article. This article should be retrieved from a professional journal (best source is the [OU Library \(https://libraries.ou.edu/\)](https://libraries.ou.edu/)). Professional journal articles include but are not limited to: *Academy of Management Journal* (any volume); *Industrial Relations*; *Personnel Psychology*, *A Journal of Applied Research* or other professional journal that discusses any type of workplace conflict past or present.

Each class period, until each student has presented, students will present the information/read the article to the class and explain the article's relevance or influence on workplace conflict using the [Institute of Education Sciences](#) (accessed 1/7/2020) outline. Students should be willing to discuss how s/he might have handled the case or issue differently. There will be an oral presentation and discussion by the class. Full journal articles are usually more than seven (7) pages in length and must contain the criteria mentioned.

There is no required written summary; however, presentation style using the research components is assessed. **The full article must be turned in by the last night of class.**

Case Studies:

The case studies are in-class assignments and are provided by the professor. Case studies are always interesting to arouse discussion. Some of the case studies will have actual outcomes, while others may still be in the courts to some degree, and others are just interesting to see how you would respond. My goal is that you begin using your new-found or reverberated conflict resolution language.

What happens in the courts is most important to almost every area of HR. For example, if it is sexual harassment, companies are given marching orders to visibly show how they have taken measures to assure the matter has been addressed and will not happen again. Unless specifically assigned, these studies are not a written assignment.

Video Discussion:

Various videos will be viewed and critiqued or discussed. The video discussions offer insight into application of theories, additional perspectives, policies, and successes with conflict resolution processes. The videos may also be used as references for required papers.

Group Project:

This is an in-class assignment. Teams of 3 or more students (depending on number of students in class) will be randomly assigned. Each team will be provided a defined topic. This could be: resolving conflict while designing a performance evaluation instrument; performing an actual mediation, intervention, etc.; comparing job applications and applicants to decide who is the best candidate; assessing a Human Resource Information System; compensation; payroll; benefits, or other area where conflict may present itself.

Each group is responsible for the scenario, the actors, the processes used, and presentation. Intellectual freedom allows for each group to design a conflict resolution training program due to an incident, present an incident and resolve the mediation, present a new concept, and/or any combination of use of the tools learned during class.

A summary of the group's assignment, who is in the group, etc. will need to be turned in prior to the presentation. More than likely this will not be in APA style. However, the topic, terminology, or resources should be provided as APA references and must be cited in the summary.

Grading will consist of how well the topic is examined and developed, use of techniques learned in class, contribution of each person on the team, outcome (i.e., discipline or an agreement to mediate). Other formats will be discussed in class. Every student must participate. There is no substitute assignment. Be prepared to handle any of the roles assigned.

The final of this paper may be emailed to the professor or uploaded to Canvas on or before the last day of class. All participants in the group must approve the final paper prior to turning it in.

Post-Seminar Assignment – due June 1, 2020:

The major intellectual project of the course is the formal research paper. The paper must be written in APA format and style. Students are expected to read, understand, and comply with the requirements of the latest Edition as cited of the *Publication Manual of the American Psychological Association* (APA) for all assignments and manuscripts. This includes the “Ethical Standards for the Reporting and Publishing of Scientific Information” included in the manual. All work submitted orally and/or in writing for this course must be the student’s own and may not have been used whole and/or in part for any other purpose without the professor’s prior written permission (if in doubt please ask the professor). There are many resources for APA on the internet or through the Writing Center at OU. Using APA correctly may mean the difference in an A or other grade. This is especially true of post seminar papers, which are thoroughly read for content, context, spelling, grammar, referencing and citing. Please refer to Academic Standards for written assignments above.

The student should select a paper topic consistent with her/his personal interests and intellectual curiosity that can be well managed within time parameters and other workloads. It is important to keep the focus of the research paper narrow by defining an “angle on” or “dimension of” human resource/workplace conflict. Other types of conflict (family, civil, interpersonal) may be discussed as a topic, with approval from the professor. Please note: the professor must approve your paper topic in advance. Normally, no two students will have the same topic.

It is expected that the formal paper will be carefully researched and well-written. Toward that goal, the paper must use correct grammar, spelling, and punctuation. The completed paper shall be a minimum of 7 subject matter pages in length and should normally not exceed 20 pages (*excluding* cover, endnotes, appendices, and references/bibliography). Papers must be submitted 15 days after the last day of interpersonal class. Students are encouraged to complete and submit papers earlier, if practicable.

Late papers can only be accepted via an “[Incomplete Contract](#)” (please see Graduate College information on Incomplete). A grade is pre-determined in this contract and can only be attained by completing the outlined expectations. Please refer to “grading” above to note how other points are awarded/deducted.

Policy on late assignments:

Late assignments will be accepted without penalty for excused absences. Other late assignments may be lowered by a letter grade as indicated on points deducted per assignment.

Course Schedule:

Getting to Yes and *Crucial Conversations* should be read prior to class. Both will be discussed and used throughout the course.

- Day 1:
 - Ury – The Problem, Pages 1-9, then begin The Method, as time allows
 - Patterson, et al. – Crucial Conversations, Chapters 1-3
 - Journal Articles
 - Self-Assessments
- Day 2:
 - Ury – The Method
 - Patterson, et al. – Crucial Conversations, Chapters 3-7
 - Case Studies and Videos, as time allows
 - Journal Articles
- Day 3:
 - Ury – Yes, but...

- Patterson, et al. – Crucial Conversations, Chapters 8-12
- Case Studies and Videos, as time allows
- Day 4:
 - Ury – In Conclusion and 10 Questions
 - Self-Assessment, Case Studies, and Videos, as time allows
- Day 5:
 - Work on Group Presentation
- Day 6:
 - Group Presentations

Grading:

This is a letter-graded course: A, B, C, D, or F. **Total Possible Points** (number of self-assessments and case studies affect overall possible points) = 745. 90% + = A, 80% = B, 70% = C, 60% = D, 59% and below = F.

Assignment	Due Date	Possible Points
Note to Self	2 nights before class starts	100
Instructional Strategies/Participation	Ongoing/Includes video discussions– Generally 20 points/day. Must be present in class to receive points	120
Observation Conflict Journal	A minimum of 5 incidents: Individual, handwritten journal of any event seen as conflict. What happened, who was involved, how was the situation handles or how could it have been handles, and how does it relate to class? APA style/referenced accompanying paper	100
Self-Assessments	Assigned throughout class – up to 5	10 each (usually 5 for 50 possible points)
Case Studies	Assigned throughout class – up to 5	10 each (usually 10 for 100 possible points)
Group Project	Group Project – presented last day of class	100
Journal Article	Oral presentation. Students can volunteer or be called on randomly beginning the first night of class to orally present article. Find a professional journal article (not a newspaper clipping/article). Read, bring article to class, present using Research Method outline. Article will be turned in.	75
Post Seminar Assignment	15 days after the last day of class	100
Total	NA	745

Professor provides Case Studies, Videos, and Assessments. The Professor reserves the right to add or reduce the number of Case Studies, Videos, and Self-Assessments. Points and Percentages towards grades will be changed accordingly.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Dr. Robbie Wahnee, Ph.D.

Education

- Ph.D.: College of Education – Education Administration, University of Oklahoma, Norman, OK
- M.A.: University of Oklahoma, Norman, OK - Secondary Education Administration
- B.A. : Cameron University, Lawton, OK - Sociology/History, 5-year standard teaching certification, Current through 2021

Current and/or Past Positions

- 1996 – Present: Human Resources Consultant: RW Consulting. Norman, OK.
- 1996 – Present: Adjunct Professor, Human Relations and Advanced Programs, OU
- 2018 – Present: Tutor, Indian Education, Norman Public Schools, Norman, OK
- 2015 – 2017: President, Comanche Nation College. Lawton, OK.
- 2012 – 2014: Director, Talent & Organizational Development, OU, Housing & Food Services.
- 2002 – 2012: Assistant Director & Interim Director of Human Resources, University of Oklahoma.
- 2010 – 2012: Member of OU’s Threat Assessment and Review Committee.
- 2000 – 2002: Project Team Member, Change Management Lead – PeopleSoft implementation, University of Oklahoma

Major Areas of Teaching and Research Interest

- Performance Management and Assessment
- Civil & Commercial Mediation
- Positive/Progressive Discipline
- Sexual Harassment
- Employment Law
- Human Resource Management: Human Relations, Michael Price College of Business, & International Relations. University of Oklahoma.

Representative Publications and Presentations

- Effective instructional leadership for diverse, high poverty populations. (2013). in Bass & Faircloth, *Building bridges from high Poverty communities, to Schools, to productive citizenship*.
- Dissertation. 2010: “The Effect of Instructional Supervision on Principal Trust”.
- Foundations in Management - 4 hours of 40-hour program designed for managers and supervisors
- Designed and presented workshop - President Boren’s Minority Business Seminar
- Staff Handbook
- University of Oklahoma, Guide to Staff Hiring
- Audit – Business Plans for the Student Affairs Division of the University of Oklahoma
- Initiated design and policy – Independent Contractors, Temporary Employees - OU

Major Present and Past Professional Affiliations

- American Indian Higher Education Consortium, through Comanche Nation College
- Higher Learning Commission, Comanche Nation College
- North Central Accreditation Committee for Student Affairs for the University of Oklahoma
- College and University Personnel Association (CUPA)
- Administrative Staff Association (OU), President, Vice President
- Past Chair, Cleveland County Employer’s Council
- Executive Board Member, American Red Cross
- Oklahoma State Certified Teacher, Secondary Education
- Civil & Commercial Mediator in the state of Oklahoma
- Society for Human Resource Management
- Threat Review and Assessment Committee (TARC), University of Oklahoma