

INDIANA UNIVERSITY SOUTH BEND

TENTATIVE

4/8/2013

Course Title:

Conflict Management: Creating Opportunities for Growth in the School Setting

Course Number: A590 (2766)

E518 (2764)

K590(2767)

S512 (2765)

Credit Hours: 3 Semester Hours

School of Education Mission Statement:

The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor: Dr. A Bruce Watson

Phone: 574-520-4486

Office: DW 2246

Hours: ½ HOUR PRIOR TO CLASS OR BY APPOINTMENT

E-Mail: watsonbr@iusb.edu

Classroom(s): **Greenlawn 121 ???**

Hours: M-F 9:00 am – 12:45 pm SUMMER II SCHEDULE
July 8, 9, 10, 11, 12, 15, 16, 17, 18, 19

Course Description: This course will define conflict, prepare the student to recognize events leading to conflict and to develop techniques that prevent, manage and use conflicts to improve their work environment. Conflict management theories and their relationship to the practice of educational leadership will be the focal point of the course.

Course Prerequisites: Undergraduate Degree

Course Text:

Brinkman, Rick and Kirschner, Rick, (2002), *Dealing With People You Can't Stand*, McGraw-Hill, NY. ISBN: 0071379444

Dana, Daniel (2001), *Conflict Resolution, Mediation tools for Everyday Worklife*

McGraw-Hill, NY. ISBN: 0071364315

Commitment to Professionalism:

All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at <http://campuslife.indiana.edu/Code>.

Commitment to Diversity:

The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for **all** students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is at least one Candidate as Teacher presentation will focus on diversity.

Commitment to Technology:

The School of Education at IUSB is committed to preparing community leaders who have the knowledge, dispositions, and performances needed to effectively use technology to help them in their respective careers. Candidates are expected to incorporate technology throughout their course work and clinical experiences.

COURSE OBJECTIVES:

Students will:

- 1. Define Conflict as it relates to their work environment.**
- 2. Recognize and label Conflict in their work environment.**
- 3. Develop and exhibit behaviors that resolve Conflict in their work environment.**
- 4. Develop early intervention techniques that will manage and reduce Conflict in their work environment.**

Course Performance Requirements:

1. Participation (5 points)

Class discussion, individual and group presentations, analysis and interpretation of the readings and active involvement in class activities is a key to this seminar style class. Organizational Leaders must communicate effectively and efficiently both informally and formally. Students must make a concerted effort to demonstrate they possess these skill sets to the instructor.

2. Handbook – Contract Analysis (15 points)

Students will review an employee handbook or contract within their organization. This review should center on the sections pertaining to disputes, disagreements, resolving of work related issues, etc. Then utilizing the tools they have learned in class, rewrite those sections to assist future Directors/Managers in reducing time spent on conflict management issues. The original sections and the revised proposed sections will be placed in written format, highlighting those revised sections with an explanation as to how the revised section will reduce time spent on conflict management issues at their place of employment. Students will briefly present their findings to the class.

3. Students as Leaders (25 points team) (25 points individual)

Students will read and discuss the Daniel Dana book, *Conflict Resolution*. Each student will be teamed with fellow students and assigned chapters and together, become “experts” of their chapters.

Students will read and discuss the Rick Brinkman book, *Dealing With People You Can’t Stand*. Each will be teamed with fellow students and assigned chapters and together, become “experts” of their chapter.

Students will individually select a “Most Unwanted Person” from the Rick Brinkman book, *Dealing With People You Can’t Stand* and become an “expert” on how to handle that type of person.

Teams/Individuals will lead the class in a presentation/discussion of their chapters. Presentations are expected to reflect a direct application of the chapter to Educational Leadership. (see Student Presentation Rubric and please, no boring –speaking head only presentations!).

4. Director/Manager Interview and Analysis (15 points)

Students will conduct a thorough interview with a current Human Resource Director or Business Manager in a school position. The purpose of the assignment is to help students obtain a better understanding of the Director/Manager role. The interview questions should be based on course discussions and readings. Students will prepare a written paper that summarizes the interview. The summary must contain an overview (who, what, when, where), interview highlights (questions and answers), insights and findings related to the learning that resulted from the interview. Students will share their reflections of the project orally with the rest of the class.

5. Final Exam (15 points)

A comprehensive review of the goals of the course will be covered.

University Policies:

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES STATEMENT:

If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA's decision to the Office of Affirmative Action within ten business days of the determination.

DISABILITIES STATEMENT:

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

ACADEMIC HONESTY STATEMENT:

It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Field Experience Note

You may be required to provide a criminal history check to school corporations before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Student Evaluation

Students must attain a grade of C or better in the courses for successful completion.

Grading Criteria:

It is possible to earn a total of 100 points in completing the course performance requirements. Each assignment is worth the number of points indicated.

92-100 Points	A
90-91 Points	A-
88-89 Points	B+
82-87 Points	B
80-81 Points	B-
79-78 Points	C+
72-77 Points	C
70-71 Points	C-
69-00 Points	F

Tentative Topical Schedule:

July 8

- **Introductions**
- **Overview/Expectations of course**
- **Introduction to Conflict – What is it? Chap 1**
- **So what if there's a conflict? Chap 2**

July 9

- **How to resolve any conflict? Chap 3**
- **Student Assignments – Daniel Dana book *Conflict Resolution***
- **Student Assignments – Rick Brinkman book *Dealing with People You Can't Stand***
- **Work Sessions**

July 10

- **Team 1 Presentation (3 Candidates) – Resolve Conflict between others chap 4**
- **Discussions on Presentation**
- **Team 2 Presentation (3 Candidates) – Resolve Conflict between yourself and another chap 5**
- **Discussion on Presentation**
- **Discussion on Contract/Handbook analysis**

July 11

- **Team 3 Presentation (3 Candidates) – Resolve Team Conflict chap 6**
- **Discussion on Presentation**

- **Discussion on Contract/Handbook analysis & Interviews**
- **Work Sessions**

July 12

- **How to Mediate all the time to prevent conflicts chap 7**
- **Strategic Management of Organizational Conflict chap 8**
- Contract/Handbook Analysis Due – Share with class
- Discussion of Handbook analysis
- **Work Sessions**

July 15

- Team 1 Presentation (4 Candidates) – Getting to Know the People You Can't Stand Part 1 chap 1-3
- **Discussions on Presentation**
- Team 2 Presentation (5 Candidates) Surviving Through Skillful Communications Part 2 chap 4-8
- **Discussions on Presentation**
- **Work Sessions**

July 16

- Director/Manager Interviews Due – Share with class
- **Discussion Director/Manager Interviews**
- 1 & 2 Presentation Two Most Unwanted
- **Discussions on Presentation**
- **Work Sessions –**

July 17

- 3 & 4 & 5 & 6 & 7 & 8 & 9 Presentations Two Most Unwanted
- **Discussions on Presentations**
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July 18

- **What if People Can't Stand You chap 19**
- **Final Exam**

July 19

- **Review of Final Exam**
- **Communication in a Digital Age part 4**
- **How To Change Your Attitude Appendix**
- **Professor Evaluations**