



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5343-301: Conflict Resolution

Course Description:

This course will explore the nature and origins of human conflict in modern life. It will emphasize an understanding of conflict and resolution methods useful in professional counseling and other HR settings such as organizational development and interpersonal facilitation.

Class Dates, Location and Hours:

Dates: March 10 – 16, 2019

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: February 9, 2019

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Jody Worley, Ph.D.

Mailing Address: University of Oklahoma
4502 E. 41st Street, 1H26
Tulsa, OK, 74035

Telephone Number: 918/660-3486

Fax Number: 918/660-3490

E-mail Address: jworley@ou.edu

Professor availability: The professor will be available via e-mail 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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Hocker and Wilmot, (2013). *Interpersonal Conflict* (9th ed.), McGraw-Hill. ISBN 9780078036934
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

The overall purpose of the course is for you to enhance and strengthen your skills when managing conflict. The course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. You will draw on your own experiences and case studies supplied in class to learn the principles of conflict and the techniques for productive management. Both theory and application will be stressed, with an emphasis on their interrelation.

More specifically, at the end of this course you will be able to:

- List key elements present in conflict situations
- Clarify the impact gender and culture have on conflict choices
- Explain typical conflict reactions in your family of origin and their impact on you
- Describe the types of goals people try to accomplish during conflicts
- Conceptually distinguish between different styles of conflict
- Explain the role of power in conflict situations
- Make recommendations for different types of interventions into conflict
- Distinguish between mediation, arbitration and adjudication
- Discuss the advantages of forgiveness & reconciliation
- Suggest strategies for preventing destructive conflict

Course Outline:

1. Conflict Components
 - a. The Nature and Perspectives of Conflict
 - b. Interests and Goals
 - c. Power: The Structure of Conflict
 - d. Conflict Styles
2. Special Applications
 - a. The Role of Emotions in Conflict
 - b. Analyzing, De-escalating and Resolving Conflict
 - c. Interpersonal Negotiation
 - d. Third-Party Intervention

Assignments, Grading and Due Dates:

Chapter Content Reviews (150 points)

You will complete three *chapter content review assessments* (50 points each). Each review will cover 3 chapters from the required textbook. I am calling them *content reviews* rather than quizzes or tests because you will be reviewing content that you have already read from the book. You may use your book and notes as you *review the content* and answer the questions. There is a lot of material to cover in a short amount of time. The reviews will be comprised of true-false, multiple choice, and short-answer questions.

Conflict Resolution Application Assignments (200 points)

You will complete two application exercises (100 points each) that you will turn in for a grade. We will have several in-class activity/exercises throughout the course. All of the activities are designed to develop, practice, and improve your conflict resolution skills. Two of these exercises will be submitted for a grade.

1. **Elements of Conflict (100 points):** This short paper (3-4 pages) assignment is designed to advance your understanding of Hocker and Wilmot's definition of conflict. It will also help you learn to identify these concepts in a real-life situation. Finally, this exercise is an opportunity for you to gain

insight and build your competency at managing conflict. We will begin this exercise in class and you will have an opportunity work on this some during class time. There is a handout with specific details for this assignment.

2. **Interpersonal relationship conflict (100 points):** This assignment provides detailed practice for better understanding the communication and conflict concepts discussed in the textbook, and has the potential to improve *at least one* of your interpersonal relationships. We will discuss the details of this assignment in class. You will begin working on the assignment during class. You will use the *conflict assessment guide* (pp. 242-244) and the *difficult conversations guide* (pp. 245) in the required textbook to structure your paper. Although this paper will probably be a longer than the first assignment, the *conflict assessment guide* and the *difficult conversations guide* provide specific questions that guide you through the reflective writing process.

All assignments are be due by the last day of class.

Grading:

This is a letter-graded course: A, B, C, D, or F.

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.

Final course grades will be assigned based on the total number of points that you earn from the required course assignments. Specifically, the final course grades will be assigned according to the following scale:

315 - 350 points =	A
280 - 314 points =	B
245 - 279 points =	C
210 - 244 points =	D
< 210 points =	F

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 or 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

Jody A. Worley, Ph.D.

Education

2006 Ph.D., Educational Psychology-Research Methods and Evaluation
Oklahoma State University, Stillwater, OK

Current Positions

- Associate Professor, University of Oklahoma, Human Relations Department
- Advanced Programs Professor since 2007

Frequently Taught Advanced Programs Courses

- HR5023 Research in Human Relations
- HR5323 Organizational Behavior
- HR5053 Diversity and Justice in Organizations
- HR5113 Work/Life Integration

Representative Publications and Presentations

- Worley, J. A., Gutierrez, K. (In Press). Hope for the (new) iDeal worker: Resolving the flexibility-availability paradox. In Mireia las Hera, Nuria Chinchilla, Marc Grau-Grau (Eds.), *The new ideal worker: Organizations between work-life balance, women and leadership*. New York: Springer. Submitted March 2018.
- Gutierrez, K., & Worley, J. A. (In Press). Is there an ideal worker in academia? What does the new 'new' normal of faculty work-life look like? A review of the literature and implications for practice and policy." In Mireia las Hera, Nuria Chinchilla, Marc Grau-Grau (Eds.), *The new ideal worker: Organizations between work-life balance, women and leadership*. New York: Springer. Submitted March 2018.
- AbuJbara, N. K., Worley, J. A. (In Press). Performance measurement indicators in the healthcare industry: A systematic review. *International Journal of Global Business and Economics Review*.
- AbuJbara, N. K., Worley, J. A. (In Press). Leading toward new horizons with soft skills. Invited manuscript submitted for publication in *On the Horizon: Special Issue on Leadership*.
- Worley, J. A. (In Review). The role of empathy in the professional workplace. In Joan Marques (ed.). *Routledge Companion to Management and Workplace Spirituality*. Anticipated publication Fall 2018.
- Worley, J. A. (2018). Visionary leadership in a team-oriented context. In Joan Marques & Satinder Dhiman (Eds.). *Engaged Leadership: Transforming through Future Oriented Design Thinking*. New York: Springer.
- Worley, J. A. & Lloyd-Jones (2018). Generational diversity in the workplace. *Diversity in the workplace: Current issues*. In Byrd, M. and C. Scott (Eds.). *Diversity in the workforce: Current issues and emerging trends*, (2nd ed.). New York: Routledge.
- Hellman, C. M., Worley, J. A., & Munoz, R. (2018). Hope as a coping resource for caregiver resilience and well-being. In Bailey, W. A., & Harrist, A. W. (eds.). *Family Caregiving: Fostering Resilience Across the Life Course*. Cham, Switzerland: Springer International. DOI: 10.1007/978-3-319-64783-8_5 https://link.springer.com/chapter/10.1007%2F978-3-319-64783-8_5
- Munoz, R., Quinton, K., Worley, J. A., & Hellman, C. M. (2018). Locus of hope theory: External hope in parents/guardians as an antecedent of children's hope and life satisfaction. *Child Indicators Research*. Doi: <https://doi.org/10.1007/s12187-018-9566-z>
- Ross, A., Young, J., Hedin, R., Aran, G., Demand, A., Stafford, A., Worley, J., Vassar, M. (2018). A systematic review of outcomes in postoperative pain studies in pediatric and adolescent patients: Towards development of a core outcome set. *Anaesthesia*. doi:10.1111/anae.14211 <http://onlinelibrary.wiley.com/doi/10.1111/anae.14211/full>

- Worley, J. A. (2017). The Life Satisfaction Scale. In Zeigler-Hill, V. and T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*. ISBN 978-3-319-24610-9.
- Hellman, C. M., Munoz, R. T., Worley, J. A., Feeley, J. A., & Gillert, J. E. (2017). A reliability generalization on the Children's Hope Scale. *Child Indicators Research*, 1-8. DOI: 10.1007/s12187-017-9467-6
- Holmes, J., Hermann, D. Koller, C., Khan, S., Umberham, B. Worley, J. A., Vassar, M. (2017). Heterogeneity of systematic reviews in oncology. *Baylor University Medical Center Proceedings*, 30(2), 163-166.
http://www.baylorhealth.edu/Documents/BUMC%20Proceedings/2017_Vol_30/No_2/April_2017_BUMC_Proceedings.pdf
- Isaacson, M., Wyatt, M., & Worley, J. A. (2017). The professor paws project: Service dog education for persons with chronic conditions. *American Journal of Occupational Therapy*, 71, Doi:10.5014/ajot.2017.71S1-PO2165 <https://ajot.aota.org/article.aspx?articleid=2636343>
- Go to <http://humanrelations.ou.edu/jody-worley> for a recent list of peer-reviewed journal publications, book chapters, funded research activities, selected technical reports, selected conference presentations, and honors/awards received.