TEACHING CONFLICT RESOLUTION ONLINE THROUGH EXPERIENTIAL OPPORTUNITIES AND STUDENT ENGAGEMENT

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INTRODUCTION AND COURSE DESIGN

When discussing conflict with undergraduate students, there’s often discomfort. Frequently, as the discussion develops, it comes to light that discomfort leads to avoidance. While avoidance is a conflict resolution approach, it is should not be the default approach. The philosophy behind this class is to help students first accept that conflict is not always bad and is a natural part of our existence.

In contrast to the more traditional, teacher-directed ‘prescriptive’ method of training, an elicitive pedagogy encourages active participation by learners and a facilitative role for the teacher/trainer. This parallels the distinction between a ‘constructivist’ as opposed to ‘instructivist’ approach in instructional theory (Reynolds & Wessels, 2001). Students will work through all levels of Bloom’s taxonomy throughout this class.

The pedagogical approach in used in this course emphasizes group work, student-led seminar discussions and other participative methods that allow students to become more active in constructing their own knowledge. This method is particularly appropriate for online conflict resolution instruction because:

- It involves personal, transferable subject skills that need to be well integrated into the learners’ methods of coping with stressful conflict situations;
- It reflects current thinking about best practice in conflict intervention as a third party;
- It encourages students to self-question and self-explain, which results in greater understanding of the material and improved competence (Chiu 1995).

The class requires sharing of personal examples. In order for students to be comfortable doing that, a learning community must be established. In many cases, these students have not been in class together before, so they are sharing personal situations with strangers. The instructor must encourage open sharing and be willing to share their own experiences in order to establish this learning community quickly.

A high level of instructor participation is necessary, especially early in the class, to set the tone of inquiry rather than judgment or accusation. Students are still learning about keeping an open mind and may need some coaching, especially when discussing sensitive issues. The instructor must be actively involved in reviewing discussion board posts and moderating as necessary to maintain the classroom as a safe place for experimentation. The role of the facilitator in the discussion boards must be to help
students make the connections between their experiences and applicable theoretical concepts and research in conflict resolution.

The theoretical foundation for this course comes from the compilation of readings in *The Handbook of Conflict Resolution*. The practical foundation for this course is *Getting to Yes* by Fisher, Ury, and Patton. In addition to *Getting to Yes* being easy to read, it is more than a text, it is a practical and affordable guide that most students retain and refer to long after the course has finished. The other material includes Furlong’s *Conflict Resolution Toolbox* and material provided by the Conflict Resolution Network. Using material available on the internet allows students to explore how easy it is to access helpful resources when they need it.

The wiki used in this project is for a structured collaborative experience. A wiki exposes students to new technology and allows for peers to participate in the evolution of each topic. Students make the connection to how this tool could be used in the workplace. Use of the wiki also allows the instructor to review works in process and provide guidance as appropriate. Students are assigned a specific role with specific goals and outcomes for that role in the wiki. There is no group grade on this project because each student is working independently.

This class primarily uses formative assessment throughout. Formative assessment does entail more work on the part of the instructor, but creates a more relevant and meaningful experience on the part of the student in this class.

The final project allows students to focus on the diagnosis of one conflict scenario that could have happened in the past or is current. The student must have first-hand knowledge of the conflict, so discussing the conflict in the middle east would not be appropriate for this scenario. Students describe the scenario as a case study and then use the readings, tools and skills learned throughout the course to analyze, synthesize, and evaluate the case.

**SYLLABUS**

Welcome to Conflict Resolution!

Every day we face conflict. Sometimes that conflict is good, other times it is not. Some people invite conflict, while others stay far away from it.

This class will teach and demonstrate a number of skills and models for conflict resolution. We will discuss 8 models for diagnosing conflict and 12 skills to improve conflict resolution. You will get a chance to apply and investigate these practices more through some individual and group exercises.

One major outcome of the course is an analysis of a conflict situation using a variety of the techniques we learn.

On the first day of the semester, you will want to familiarize yourself with the course home page and the various tools and links that you will consult for instructions, assignments, and discussion threads. I recommend you spend some time browsing the site.

As you browse the site, you may want to begin with the Syllabus, which I urge you to read carefully. In this section I have provided information about the texts for the course; about the course content, format, policies, and assessment criteria.

My hope is that you will find the readings, exercises, discussions and assignments to be engaging, interesting and self-awakening as you develop your own conflict resolution skills.
MATERIALS

Required:

Supplemental:

Additional materials will be posted in the Content section for that week in D2L. Some of the materials are supplemental and for your reference, other materials are essential for you to review/download/complete. Please become familiar with the material on the website.

INSTRUCTOR INFORMATION

Email is the preferred contact method. You can certainly e-mail me anytime. I check e-mail almost daily and will promptly respond to your inquiries. You can leave me a voicemail; I do check in regularly and will be able to return your call, please speak slowly and repeat your phone number twice.

COURSE DESCRIPTION

Conflict Resolution examines and develops skills in different dispute resolution methods. Topics include mediation, arbitration, problem solving, grievance handling, listening skills, fact finding, and body language.

COURSE OBJECTIVES AND ASSESSMENT

Upon completion of this course, students will have achieved the following learning objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When given an example, the student can identify whether the situation is a conflict or not correctly explain the rationale.</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>2. Define the six parts of conflict structure: interdependency, number of interested parties, constituent representation, negotiator authority, critical urgency, communication channels.</td>
<td>Quiz</td>
</tr>
</tbody>
</table>
### Syllabus 2/1 (2013)  
Jennifer I. Buchholz, “Teaching conflict resolution online...”

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>3. Given an example of a workplace conflict, describe and quantify the costs of conflict.</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>4. Provide an example of one of the eight major approaches to conflict resolution</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>5. Describe the five basic ways in which people engage in conflict: power-based approaches, rights-based approaches, interest-based approaches, principle-based approaches, manipulation-based approaches</td>
<td>Quiz</td>
</tr>
<tr>
<td>6. Articulate the downside of focusing on a position in a conflict</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>7. Given a conflict situation, the student can apply the steps to separate the people from the problem including considering perception, emotion, communication, and indicate what may have been done to prevent the issue from occurring.</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>8. Given a conflict situation, the student can create a role-play that moves the focus from position to interests.</td>
<td>Final Project</td>
</tr>
<tr>
<td>9. Given a model of conflict, the student will be able to present the model in his/her own terms.</td>
<td>Model development</td>
</tr>
<tr>
<td>10. Given a model of conflict, the student will be able to provide an example of a conflict and use that model to apply each aspect of the assigned model.</td>
<td>Wiki</td>
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<tr>
<td>11. Given a conflict scenario, the student will be able to brainstorm a number of options to consider as possible solution or next step.</td>
<td>Discussion Board</td>
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<tr>
<td>12. Given a conflict scenario, the student will apply an objective approach to developing the criteria to use to select the best option.</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>13. Given a collaborative project, students will be able to apply conflict resolution techniques and reflect on the collaboration process.</td>
<td>Wiki and Discussion Board</td>
</tr>
<tr>
<td>14. Given a personal conflict scenario, the student will discuss the appropriate application of 2 of the models and at least 3 of the skills and integrate other class concepts to analyze the scenario.</td>
<td>Discussion Board and Final Project</td>
</tr>
</tbody>
</table>

**LEARNING EXPERIENCES AND INSTRUCTIONAL STRATEGIES**

The techniques employed in this course include presentation, open discussion, group discussion, case studies, experiential learning, small group work, and structured experiences. This course will be run through D2L, so all experiences will occur online.

Each of the techniques used in this course are being applied in accordance with principles of adult learning. Generally, each content area includes at least two of the above-mentioned techniques in order to vary instruction and accommodate the various learning styles of the students.

**A LEARNING COMMUNITY**

A very important component to your academic experience is becoming a part of a learning community. This community is in place to foster growth, share experiences, encourage open communication, provide feedback, and embrace lifelong learning.
MY COMMITMENT TO YOUR SUCCESS

In order to help you be successful in this class, there are several commitments that I will make to you. I commit to respect the experiences you’re bringing to the table and encourage experimentation. I will be an available resource to students and answer questions during and after the course. I will have a plan and be prepared for each unit and facilitate online sessions that are relevant and interesting. I will also make known expectations for assessments and assignments and provide meaningful and timely feedback to students. I hope that you’ll find my commitment to your success fosters the learning community.

PARTICIPATION AND EXPECTATIONS

Your role in the environment of our learning community is being present. While being in attendance online is an expectation, it’s also important that you are fully engaged in the learning. In order to be fully engaged, it would be helpful if you come to class online prepared and full of questions. This full engagement also applies to turning work in on time for class. While it is understandable that circumstances may come up that impact your full engagement, please let me know what I can do to help before it impacts the learning community and your own performance.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1    | Dana, *Conflict Resolution*, Ch. 1 and Ch. 2  
Deutsch, Coleman, *Handbook*, Ch. 1 and Ch. 4  
Mayer, *The Dynamics of Conflict Resolution*, Ch. 2 | Activity  
Participation  
Quiz | 4  
4  
6 |
| 2    | Deutsch, Coleman, *Handbook*, Ch. 6 and Ch. 7  
Ury, Fischer, *Getting to Yes*, Ch.1 and Ch.2  
Weeks, *The Eight Essential Steps to Conflict Resolution*, Ch. 3 | Activity  
Participation  
Wiki 1 | 4  
4  
10 |
| 3    | Deutsch, Coleman, Handbook, Ch. 11  
Furlong, *Models of Conflict*: Circle of Conflict; Triangle of Satisfaction; Interests, Rights and Power; Dimensions of Conflict  
Ury, Fischer, *Getting to Yes*, Ch.3 | Activity  
Participation  
Wiki 2 | 4  
4  
8 |
| 4    | Deutsch, Coleman, Handbook, Ch.17, Ch. 18 and Ch. 19  
Ury, Fischer, *Getting to Yes*, Ch.4  
Wiki: Skills of Conflict Resolution: Designing Options; Creative Response; Broadening Perspectives | Activity  
Participation  
Wiki 3 | 4  
4  
8 |
| 5    | Deutsch, Coleman, *Handbook*, Ch. 12 and Ch. 15  
Ury, Fischer, *Getting to Yes*, Ch.5 | Activity  
Participation  
Wiki 4 | 4  
4  
5 |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Deutsch, Coleman, Handbook, Ch. 5 Ury, Fischer, <em>Getting to Yes</em>, Ch.6, Ch.7 and Ch.8</td>
<td>Activity Participation</td>
<td>4</td>
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<td></td>
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<td>4</td>
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<tr>
<td>Week 7</td>
<td></td>
<td>Final Project</td>
<td>15</td>
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**COURSE CALENDAR**

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<tr>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Participation (4 posts by Tuesday)</td>
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<td></td>
<td>Quiz</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>Participation (4 posts by Tuesday)</td>
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<td>WIKI 1</td>
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<td>Week 3</td>
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<tr>
<td>Participation (4 posts by Tuesday)</td>
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<td>WIKI 2</td>
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<td>Week 4</td>
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<tr>
<td>Participation (4 posts by Tuesday)</td>
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<td>WIKI 3</td>
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<td>Week 5</td>
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<tr>
<td>Participation (4 posts by Tuesday)</td>
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<td>WIKI 4</td>
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<tr>
<td>Week 6</td>
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<td>Participation (4 posts by Tuesday)</td>
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<td>Week 7</td>
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<td>Final Project</td>
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</tbody>
</table>

**ASSESSMENT CRITERIA**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Activity (4 points)</td>
<td>Weeks 1-6</td>
<td>24</td>
</tr>
<tr>
<td>Participation (4 points)</td>
<td>Weeks 1-6</td>
<td>24</td>
</tr>
<tr>
<td>Quiz (6 points)</td>
<td>Week 1</td>
<td>6</td>
</tr>
<tr>
<td>Wiki 1</td>
<td>Week 2</td>
<td>10</td>
</tr>
<tr>
<td>Wiki 2</td>
<td>Week 3</td>
<td>8</td>
</tr>
<tr>
<td>Wiki 3</td>
<td>Week 4</td>
<td>8</td>
</tr>
<tr>
<td>Wiki 4</td>
<td>Week 5</td>
<td>5</td>
</tr>
</tbody>
</table>
Assignments | Due | Percent
---|---|---
Final Project | Week 7 | 15
Total |  | 100

**FEEDBACK**

Feedback will be provided within a week after the end of the week the work was due. For example, work due in Week 1 would be graded no later than the end of Week 2. An announcement will be posted when grades are updated. Students should review their grades promptly. Grade reconsideration appeals must be made within one week of the grade posting.

<table>
<thead>
<tr>
<th>HOW POINTS AND PERCENTAGES EQUATE TO GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100% = A</td>
</tr>
<tr>
<td>91 - 93% = A-</td>
</tr>
<tr>
<td>89 - 90% = B+</td>
</tr>
<tr>
<td>84 - 88% = B</td>
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</tbody>
</table>

Partial points will be omitted when entering the final grade; there will be no rounding. For example 88.9 = 88 which leads to a grade of B.

**LATE ASSIGNMENTS**

Assignments are due on the deadline posted. If your assignment will be late, and you make arrangements with the instructor in advance of the deadline, a new deadline could possibly be negotiated. Assignments received after 11:59 PM Central Time on the day of the deadline will be considered late and a late penalty of 20% per day will apply. Assignments submitted more than 2 days late will not be reviewed and will get zero credit. Final projects cannot be submitted late – late submission will result in a zero on the final project.

**MAKEUP WORK, REDOS, AND EXTRA CREDIT**

The curriculum for this course is carefully designed to fit the number of course weeks, and the assignment schedule is relatively full. In order to uphold academic rigor and integrity, students must be graded based on the degree to which they fulfill the requirements of assignments listed in the syllabus. Extra credit assignments are not allowed in this course. Additionally, due to the full schedule of the course, please know that rework will not be allowed on assignments. There will also be no makeup work for any missed assignments. Please make sure to do your best on the assignment the first time and use the feedback to develop your future work.

**PAPER SUBMISSION**

The instructor requires that all assignments be submitted in an electronic format using Microsoft Office products (Word, PowerPoint) and submitted using the D2L dropbox. All feedback will be provided back in an electronic format.
ACADEMIC INTEGRITY POLICY

Integrity is one of the Core Values of UW Oshkosh. All students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. The following acts of academic dishonesty are not acceptable:

**Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g. an exam).

**Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

**Plagiarism:** representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source), whether it is done with the intention of being dishonest or not.

**Facilitating Academic Dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Violation of the Academic Integrity Policy shall result in sanctions commensurate with the nature of the violation which can include (in any order) a zero on the assignment or failure in the class.

ACADEMIC RESOURCES

Coursework in this class must uphold the high standards of academic integrity established by the university. Consequently, when you are conducting research for an assignment, your primary sources should be peer-reviewed academic journals, such as those you find in the Myers Library and Online Databases.

PLEASE NOTE: Internet searches will often take you to non-academic information resources such as Wikipedia.com, Ask.com, Encarta.msn.com, Infoplease.com, etc. You may supplement your research with these sources, but keep in mind that the information you find there may not be accurate, since it does not come under a formal oversight or peer-review process.

You may use non-academic resources such as Wikipedia for a starting point for research when working on assignments, yet you may not include materials from those sources as references for your assignments. Your primary sources should be peer-reviewed academic journals. Further, remember that you are responsible for the accuracy of any facts you present in your assignments and therefore should confirm the veracity of information you find on non-academic sources through further research.

PAPER FORMAT AND CONTENT

- For written assignments, typewritten, 12-point font (Times New Roman), double-spaced, 1” margins, APA style is required.
- References to support the student’s opinions, discussion, and recommendations are expected. Students are encouraged to reference the text in addition to other sources of material and research. Outside material may not constitute more than 25% of a work.
- Correct grammar and spelling will be considered in the grade.

Online APA guidelines at the [OWL at Purdue University](http://owl.colorado.edu/).
ASSIGNMENT DETAILS

ACTIVITY

Each week there will be an activity for you to complete – it will look different each week so review the posted information for instructions. This could be discussion questions, a self-assessment, a case study, review of a video clip, or other types of activities. In this discussion thread, you will complete the activity and post your work. Activity responses are worth 4 points each week. A thorough, detailed response is expected. Responses to the Activity are due by Saturday.

WEEK 1 ACTIVITY INSTRUCTIONS

The activity for this week consists of responding to select 2 of the 3 questions to respond to. Responses to each question should be between 150-200 words in length. Initial responses to the questions are required by 11:59 PM Wednesday.

- Share a situation you think is a conflict, then applying the rationale provided from the reading, identify whether this is a true conflict or not. Explain why.
- Describe a workplace conflict. Using the material from the readings, describe the related costs of that conflict. Try to quantify those costs from the perspective of the organization.
- Give an example of a time when you avoided engaging in a conflict. Using the descriptions from the readings, identify which approach(es) apply best to the example.

WEEK 2 ACTIVITY INSTRUCTIONS

The activity for this week consists of responding to select 2 of the 3 questions to respond to. Responses to each question should be between 150-200 words in length. Initial responses to the questions are required by 11:59 PM Wednesday. Please do not change the subject lines of your responses.

- Discuss the downside of focusing on a position in a conflict. This discussion can be in general terms or related to a specific example. Use material from the readings to support your thoughts.
- After reviewing the video (http://www.youtube.com/watch?v=TYqNPM1i2q0) and the reading, discuss how the tools of separating the people from the problem could be applied.
- Considering the readings from GETTING TO YES share an example of a conflict situation when you either did separate (or should have separated) the person from the problem. Include consideration of perception, emotion, and communication. Discuss what may have been done to prevent the issue from occurring.

WEEK 3 ACTIVITY INSTRUCTIONS

The activity this week will be a bit different. You're going to be using the technology on www.xtranormal.com to create a role-play - an interaction showing both sides of the issue. Here's an example that includes the instructions for you (be sure to turn on your audio).

The background for the scenario is as follows: CHRIS AND PAT LIVE IN THE SAME CONDOMINIUM DEVELOPMENT, WHICH HAS A HOMEOWNERS' ASSOCIATION AND A RESIDENT MANAGER. EACH HOMEOWNER IS ALLOTTED ONE PARKING SPACE, BUT THE SPACES ARE NOT ASSIGNED.

You've been given the role of either Chris or Pat. You will have access to information about your part in the role-play by looking under the General Information topic at the top of this page. That post indicates your role and provided additional information about that character's perspective of the situation.
The objective is to come up with a scenario that is somewhat realistic but shows Chris and Pat working through the issue. Reaching a resolution is desired, but not required - show what you think could happen with just these 2 characters interacting.

Upon completion of your role-play scenario, post the link to this discussion board.

**NOTE** - if this technology won't work for you, you can try [http://www.toondoo.com/](http://www.toondoo.com/) to create this in a more comic-book type format. If that also doesn't work, then write out the role-play as a scripted dialogue. Initial posts are required by 11:59 PM Wednesday.

Review links from other students and provide comments/feedback on their approach (this is how you'll meet the participation requirement for this week). Discuss how this situation may or may not be a real conflict and thoughts on ways to resolve it using what we've learned so far in class.

**ROLE OF CHRIS:** For some reason, Pat has no respect for you. The latest example of this is that Pat shoveled all the snow from one parking space to the space where your car is parked, partially covering your car. You raced out and politely asked Pat to stop that behavior and to shovel the snow off your car. Pat laughed and stuck the shovel in the snow, ordering you to start shoveling. When you did not, Pat began shouting, attracting attention. Finally the manager came out and demanded that you both address this issue.

**ROLE OF PAT:** You are fed up with Chris. Each time it snows, you shovel a parking space for your car. You see Chris peeking out the window. As soon as you drive out, Chris races down and moves the car to where your car was parked. So today, you shovel the snow partially covering Chris’s car. Chris came running out, shouting obscenities at you. You said that you want to watch Chris shovel snow for a change. As the argument grew louder, attracting more attention, the manager came out and demanded that you both address this issue.

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**WEEK 4 ACTIVITY INSTRUCTIONS**

This week I’d like you to start thinking about your final project. Review the requirements in the syllabus and share a brief (150-300 word) overview of the situation you plan to use for the final case study. Initial posts are required by 11:59 PM Wednesday.

Review posts from other students and provide ideas about what topics (based on your work on the topics in the Wiki) might be useful to consider when completing their final project (this is how you'll meet the participation requirement for this week).

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**WEEK 5 ACTIVITY INSTRUCTIONS**

The activity for this week consists of developing options and criteria for a given scenario.

Using the tools from the wiki topics of Designing Options/Creative Response/Broadening Perspectives and the readings of Chapters 4 and 5, develop at least 4 options for this scenario and come up with at least 5 criteria to use to evaluate the options.

**The Unsold Glasses**

*One of your largest accounts has asked you to supply his restaurant chain with 5,000 clear glasses with his company crest on them. The client has 25,000 restaurants in his chain, with 3 more set to open in the next 6 months. This is a new item for this account and is something you can easily provide. Because of a mistake on a print order for another client, you have 6,000 glasses in inventory.*

*The big problem is that the glasses you have in stock are not clear, but have a blue tint. Each glass also has a basketball, a baseball, and a football engraved on it. Your boss has told you to figure out a way to get the client to buy the blue-tinted glasses. She does not want to carry the inventory any longer. The*
glasses have been sitting in the warehouse for six months. They are all packed and ready for shipment and are higher quality than the ones the client wants.

Consider options and criteria that might be in the best interests of either and/or both parties.

- **FIRST** - identify at least 4 options that could be presented to the client.
- **NEXT** - develop at least 5 criteria that would be used to evaluate each of the options.
- **FINALLY** - select which option best meets the criteria presented.

Initial responses to the activity required by 11:59 PM Wednesday.

For participation this week, you're to have 4 posts to any of your classmates to deepen the understanding of the options and the rationale for the criteria selected.

**WEEK 6 ACTIVITY INSTRUCTIONS.**

The activity for this week consists of discussing the Wiki Activity and an overall wrap up of the class.

Students are to:

- respond to the Wiki Experience discussion
- nominate a wiki (not your own) for at least one WIKI AWARD (in the appropriate thread)
- respond to the wrap up discussion

Initial responses to the questions are required by 11:59 PM Wednesday. For participation this week, you’re to have 4 posts to any of your classmates to engage in a topical conversation.

**PARTICIPATION**

Participation online is very important. You will learn a lot from your classmates when you dialogue about the subject matter. You must post at least 4 participation responses to the activity thread for the week. There are 4 points possible for each online week. I will not count discussions in Wiki for participation. The participation week runs Wednesday through Tuesday.

Participation consists of notes you send above and beyond graded assignments, which generally means the messages you send as replies to messages from your classmates and me. These posts include questions to the group for further discussion, responses to classmates’ posts or topical questions to me.

A substantive response **DOES** include:

- reacting to other students’ postings
- raising topical questions
- offering alternative ideas or additional insights
- sharing personal experiences related to the topic
- providing specific examples related to the topic
- sharing outside research related to the topic

A substantive response **DOES NOT** include:

- posting of your initial response to the discussion questions, activity or model/skill.
- posting to the TEAM discussion board.
- contributions which have little substance like "Good idea"
- contributions that have a destructive impact on the learning environment, "Your idea has no merit. Everybody knows that will not work."
• contributions which are not related to the topic under discussion.

NOTE: Participating in a discussion in a previous week’s discussion will not count for the current week’s participation score. Also, participation cannot be completed after the week ends.

WIKI PROJECT AND PROCESS

There are a number of models, concepts and skills that can be used to describe or resolve conflict situations. Each person will be assigned an initial wiki topic. By the time the wiki project is complete, each topic will provide a lesson to the class on how that topic or concept can be used for conflict resolution. Deadlines are provided in the Course Calendar. You’ll be introduced to the wiki and instructions will be provided within the first week of the course.

Wiki 1: Initial Topic Presentation: Using the material provided by the instructor and any other material you’d like, you will update the assigned wiki page to include the following:

1. A definition/explanation of the topic 30%
2. An overview of how this topic can be applied in a conflict scenario 30%
3. A related visual aid (or link) illustrate the topic (you can create this or find an example). Include a summary and/or explanation of the relevance. 30%
4. Citations and references (in APA format) to all material used. 10%

Wiki 2: Topic Development: In this phase, you will be assigned another topic to develop further. You’re considered a co-author on this topic. Wiki 2 includes the following.

• Review the materials provided for this topic. -
• Review what the original author did in Wiki 1. Ensure the information presented is accurate. 20%
• Edit and/or add to it to ensure it can be followed by someone who hasn’t reviewed the original materials. Include editing comments indicating what changes were made. 35%
• Add to the Wiki to include an additional example to illustrate the topic. For skills and concepts, the example must include an explanation walking through the example applying the topic. For the other topics, a related link or example with a 1-paragraph overview of the relevance would be appropriate. 35%
• Citations and references (in APA format) to all material used. 10%

Wiki 3: Quality Review: In this phase, you will be assigned 2 additional topics to review. In this phase, you’re no longer an author, but a reviewer. The focus should be on making this material effective for other students to learn from. This review must include:

Review both Wiki 1 and Wiki 2 as if you’re not familiar with the original materials. -

In the ADD COMMENTS section (below the area where the wiki is edited) do the following:
• Ask at least 3 questions about the material to get clarification about the subject matter. Include specifics. 30%

• Provide at least 3 positive points of feedback that comments on elements from both Wiki 1 and Wiki 2. Include specifics. 30%

• Provide at least 3 constructive points of feedback that comments on elements from both Wiki 1 and Wiki 2. Include specifics. 30%

• Verify all links work throughout the wiki and in the References 10%

**Wiki 4: Finalize Wiki:** In this phase, you will return to original Wiki you authored, review the comments, and make any changes/edits to improve the quality of the Wiki content. The final wiki will be reviewed based on these criteria:

<table>
<thead>
<tr>
<th>1) Topic is clearly and accurately explained with sufficient detail. Someone unfamiliar with the material will learn all about it from this wiki. Be detailed.</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) There is a separate and distinct overview of how this topic can be applied in a specific conflict scenario.</td>
<td>15%</td>
</tr>
<tr>
<td>3) There are at least 2 multimedia/visuals incorporated in the wiki. These must be meaningful (not just clipart). Explanation to connect the visual to the topic should be provide as needed.</td>
<td>20%</td>
</tr>
<tr>
<td>4) There are at least 2 specific examples used to illustrate the topic. The examples must show direct application of concepts presented.</td>
<td>20%</td>
</tr>
<tr>
<td>5) Reference and citations are complete and accurate.</td>
<td>10%</td>
</tr>
<tr>
<td>6) There are no spelling, grammar, or writing style issues.</td>
<td>10%</td>
</tr>
<tr>
<td>7) The wiki is prepared and presented in a visually appealing manner.</td>
<td>10%</td>
</tr>
</tbody>
</table>

**FINAL PROJECT - CONFLICT CASE STUDY AND ANALYSIS**

Your case study should be approximately 6-8 pages, and should follow the topical outline below. Please try to address all of the topics in the outline below and follow the order prescribed. Not all conflicts require all the skills or models addressed in the wiki, but the case study should briefly discuss reflection of the situation and use of skills or models that might have been appropriate in hindsight. This should be a scenario that you are close to and able to see the various sides of the issue – being a participant in it is not a requirement.

<table>
<thead>
<tr>
<th>1. History of the Conflict Scenario</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discomfort</td>
<td></td>
</tr>
<tr>
<td>• Incident</td>
<td></td>
</tr>
<tr>
<td>• Misunderstanding</td>
<td></td>
</tr>
<tr>
<td>• Tension</td>
<td></td>
</tr>
<tr>
<td>• Crisis</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Actors/parties involved          | 5%  |
| 3. Pre-Conflict Initiatives and Conflict Prevention | 5%  |
| 4. Escalation                       | 5%  |
1. Peacemaking attempts - early, middle, late? Who was involved?

2. Discusses the Ingredients of Conflict as it relates to this situation:
   - Diversity and Differences
   - Needs
   - Perceptions
   - Power
   - Values and Principles
   - Feelings and Emotions
   - Internal Conflicts

3. Skills Engaged in the Conflict and Results (address as appropriate) Specifically discuss the skill(s) and illustrate how relevant.
   - Win Win
   - Creative Response
   - Empathy
   - Appropriate Assertiveness
   - Co-operative Power
   - Managing Emotions
   - Willingness to Resolve
   - Mapping
   - Designing Options
   - Negotiation
   - Mediation
   - Broading Perspectives

4. Possible Models to approach the conflict (select 2 different models). Using the tools provided from the Model/Skill Display assignments, work through the conflict and frame it using each of the 2 selected models. This is a significant portion of the grade so detail is necessary.
   - Circle of Conflict
   - Triangle of Satisfaction
   - The Boundary Model
   - Interests/Rights/Power
   - Dynamics of Trust
   - Dimensions Model
   - Social Style
   - Moving Beyond the Conflict

5. Evaluation of Process - lessons learned from conflict and from reflection/analysis. Includes discussion as appropriate of other concepts covered from class readings, and other concepts presented.

The assignment is due on the date indicated in the calendar and should be submitted to the Dropbox. This assignment is worth 15 points.

REFERENCES
