PADM 3100: Workplace Conflict and Resolution
Fall 2025
This is an 8-week online course

Instructor Contact
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Meetings by appointment
Office hours – all courses
- **Online**
    - **Monday – 1 pm-3 pm**
    - **Thursday – 10 am-12 pm**

Welcome to UNT and this course!
We're grateful you're focused on conflict resolution in your college career. Conflict resolution skills are essential to your personal and professional success. This syllabus will outline several expectations of you, me, and UNT and how we will work together to make this a powerful experience for you and your classmates. Let's start with a list of the most important topics on which to focus:
- Familiarize yourself with the course.
- Commit to engage and learn.
- Engage in mutual respect.
- Communicate effectively and work to avoid miscommunication.
- Be ready with your technology.
- Comply with UNT policies.
- Find the support you may need.

Familiarize yourself with the course
Course Description

The course focuses on the fundamentals of non-litigation-based conflict resolution methods and strategies for a variety of settings. Students have the opportunity to further develop their knowledge of conflict resolution through assigned readings, written assignments, videos, and online discussions and instruction.

Course Structure
- This course will blend classroom and online learning. The content is delivered in modules with due dates set by the instructor.
- The learning modules run from Monday to Sunday each week.
- The Modules usually open 2 days early each week.
- The Module Quizzes are open each week on Friday at 7:00 am through Sunday at 11:59 pm.
- Module assignments are usually open Monday through Sunday.

Course Prerequisites or Other Restrictions

None

Course Objectives

By the end of this course, students will be able to:
- CO1 Define workplace conflict and explain its theoretical and psychological foundations, including sources of conflict such as values, needs, communication styles, and organizational structures.
- CO2 Distinguish between three general categories of conflict (task, relationship, and process) and evaluate their impact on individual and organizational performance.
- CO3: Analyze the dynamics of human behavior in conflict situations, including emotional triggers, cognitive biases, communication patterns, and power imbalances.
- CO4 Identify and compare common conflict management styles (e.g., avoid, compete, accommodate, collaborate, compromise) using models such as the Dual Concern Model and Thomas-Kilmann Conflict Mode Instrument.
- CO5 Apply appropriate conflict resolution strategies to diverse workplace scenarios, including performance reviews, team disagreements, management-labor disputes, and organizational change.
- CO6 Describe formal and informal venues for conflict resolution in the workplace, including supervisor intervention, HR processes, mediation, arbitration, and organizational ombudsperson roles.
- CO7 Evaluate the strengths and limitations of various conflict resolution venues and methods, considering factors such as confidentiality, neutrality, procedural fairness, cost, and timeliness.
- CO8 Identify barriers to effective conflict resolution, such as perceptual distortions, lack of trust, positional bargaining, and systemic inequities.
- CO9 Demonstrate the use of conflict resolution and negotiation skills through structured exercises, including active listening, reframing, agenda-setting, and consensus-building.CO9 Demonstrate the use of conflict resolution and negotiation skills through structured exercises, including active listening, reframing, agenda-setting, and consensus-building.

Materials

Required text – Conflict Survival Kit: Tools for Resolving Conflict at Work; (Griffith, Daniel B., and Goodwin, Cliff: Pearson Education publishing as Prentice Hall)

The Complete Guide to Conflict Resolution in the Workplace (Marick F. Masters and Robert R. Albright: American Management Association, 2001)

 NOTE: THIS IS AVAILABLE FROM THE UNT BOOKSTORE. YOU MAY USE A USED TEXT AND AREN'T REQUIRED TO PURCHASE A NEW TEXT.

Instructions to access the publisher's website are on the inside cover of your NEW text or provided by the publisher when students purchase an eBook. Students may purchase one or

the other and will not be given access to the publisher's website without a new code provided by the publisher.

Recommended readings – these are available from the UNT Bookstore:
- Fisher & Ury, *Getting to Yes* (New York: Penguin Books)
- William Ury, *Getting Past No* (New York: Bantam Books)
- Nolan-Haley, Jacqueline M., Alternative Dispute Resolution in a Nutshell, West Publishing, 2008.

Commit to engage and learn.

Teaching Philosophy
I am eager to engage students who are independent learners and critical thinkers and who are eager to improve their conflict-resolution skills.

Course Requirements & Schedule
We will follow this schedule unless revisions are necessary. Errors and unforeseen circumstances may occur, and it is at the professor's discretion to make changes that support student learning. Any changes to the schedule will be reflected in this syllabus, an announcement, and the relevant modules in Canvas.

Module 1: August 18
- Read the Introduction, Chapter 1, and Chapter 2, to page 64, in the text Conflict Resolution in the Workplace (Masters & Albright, 2001). Read down to the subtitle in Chapter 2, " A Manager's Conflict Diagnosis.
- Read the Introduction, Chapter 1, and Chapter 2 in the text Conflict Survival Kit (Griffith & Goodwin, 2016).
- Read the article Power, Rights and Interests: the 'Big' Three of Conflict Resolution.
- Conflict Resolution - Types of Conflict.
- Review Week 1 Summary (PPT).
- Complete the Module 1 Quiz.

Module 2: August 25
- Read Chapter 3 in the text Conflict Resolution in the Workplace (Masters & Albright, 2001).
- Read Chapters 4 and 9 in the text Conflict Survival Kit (Griffith & Goodwin, 2016).
- Read "Why do Conflicts arise? The Essential Guide to Workplace Mediation and Conflict", Chapter 12.
- Read Beyond Intractability Article.
- Read What is Conflict Management?
- Read Addressing Conflict Avoidance in the Workplace.
- Read The relationship between interpersonal conflict and workplace bullying.
- Review Week 2 Summary (PPT)
- Complete the Thomas-Kilman Assessment.

- Complete the Module 2 Quiz.

Module 3: September 1
- Read Chapters 3 and 10 in the text Conflict Survival Kit (Griffith & Goodwin, 2016).
- Using the Terms Integrative and Distributive Bargaining. In the Classroom: Time for Change? (https://scholarship.law.missouri.edu/jdr/vol2017/iss1/5)
- Read pages 86-88, 126, reference types of dispute resolution venues, and Chapter 8 in the text Conflict Resolution in the Workplace (Masters & Albright, 2001).
- Read the Mondaq. The website offers some insight into how uniform conflict management is around the globe. This site is an excellent source of information regarding the advantages and disadvantages of various venues. View Conciliation is much like Facilitation. You should be familiar with the strengths and weaknesses.
- Peruse the government ADR website. It offers a comparison of methods. Compare their methods or venues to descriptions in the text and at Mondaq.
- Read About Dispute Resolution and Conflict Management, except for the part regarding State Courts.
- Review Week 3 Summary (PPT).
- Complete the Module 3 Quiz.

Module 4: September 8
- Read Chapter 4 in the Conflict Resolution in the Workplace (Masters & Albright, 2001).
- Read Chapter 3 in the text Conflict Survival Kit (Griffith & Goodwin, 2016) as it relates to the Negotiator's Dilemma.
- Read Chapters 11 and 12 in the text Conflict Survival Kit (Griffith & Goodwin, 2016).
- Read Reservation Pricing in The Road to Success (Boles & Mieller, 2012).
- Read Beyond Intractability which discusses Distributive Bargaining
- Read Beyond Intractability which discusses Integrative Collaboration
- Peruse The Canadian Department of Justice offers a comprehensive description of negotiation in its Dispute Resolution Reference Guide
- Review Week 4 Summary (PPT)
- Complete Module 4 Quiz.

Module 5: September 15
- Read Chapter 5, Chapter 6, and Chapter 10 in the text Conflict Resolution in the Workplace (Masters & Albright, 2001).
- Read Chapter 13 in the text Conflict Survival Kit (Griffith & Goodwin, 2016).
- Read the Harvard program for negotiation. It offers a good article on the types of mediation available (https://www.pon.harvard.edu/daily/mediation/types-mediation-choose-type-best-suited-conflict/).
- Review Week 5 Summary (PPT)
- Complete Emotional Intelligence Analysis.
- Complete the Module 5 Quiz.

Module 6: September 22

- Read Chapter 7 in the Conflict Resolution in the Workplace (Masters & Albright, 2001).
- Read Chapter 15 in the text Conflict Survival Kit (Griffith & Goodwin).
- Peruse the American Arbitration Association's Employment Arbitration Rules and Mediation Procedures Links to an external site (https://www.adr.org/sites/default/files/EmploymentRules_Web_2.pdf).
- Peruse the American Arbitration Association's website links to an external site(https://www.adr.org). Review the services they offer, including education resources and practice areas.
- Peruse the Federal Mediation and Conciliation Service's website (https://www.fmcs.gov). This is the federal agency that provides mediation and arbitration services. Review the services they provide and pay particular attention to the tabs for arbitration services.
- Review Week 6 Summary (PPT).
- Watch the Moch Mediation Video.
- Complete Conflict Resolution Reflection.
- Complete Module 6 Quiz.

Module 7: September 29

- Read Chapters 5-8 in the text Conflict Survival Kit (Griffith & Goodwin);
- Read the article "Ten Keys to Handling Unreasonable & Difficult People
- Read "A Few of the Many Ways We Distort Reality
- Read: "A literature review of cognitive biases in negotiation processes" (Supplemental)
- Review Week 7 Summary (PPT).
- Complete the Biases and Heuristics Reflections.
- Complete Module 7 Quiz.

Module 8: October 6 - 10

Final Exam – March 6 - 400 points

Grading
Total Points = 2,100

A = 1890 +	
B = 1680 – 1889	
C = 1470 –1679	
D = 1260 – 1469	
F = 0 – 1259	

Breakdown of assignments with associated points and percentages of course grade–
4 Assignments – 450 (30%)
Quizzes – 1,250 (40%)
1 Final Exam – 1 x 400 = 400 (30%)
Total points = **2,100**

The details of each week's reading and other assignments will appear in each module. For example, Week 1, Week 2, and so on.

Bonus points -
Student completion rate of SPOT survey and other activities may create opportunities for bonus points.

Expectations in quality
Each assignment provides specific instructions and expectations, and points are awarded to students who comply with them.

Videos: Instructional videos are embedded in many of the learning modules. These videos enhance your learning experience by reinforcing the materials and demonstrating conflict resolution methods. If you have difficulty accessing the videos, you can fully succeed in the course without these enhancements by relying on the assigned and provided readings. If you have any questions, contact the instructor for assistance.

Assignment Policy
Assignments may require students to work alone or together in small teams to produce written work and/or video demonstrations that students record and submit. Due dates and assignment instructions are in the LMS. Specific instructions on what to submit are also outlined there.

Quiz and Exam Policy
Each quiz or exam is timed and has a deadline for completion. Please read the on-screen instructions carefully before beginning. After all quizzes and exams are graded and released,

the score will be posted in Canvas. Students may not discuss a quiz or exam with other students. The University is committed to providing all users with a reliable online course system. However, if any unexpected server outage or any unusual technical difficulty prevents students from completing a time-sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor, contact the UNT Student Help Desk at helpdesk@unt.edu or 940.565.2324, and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the students to resolve any issues as soon as possible.

Late Work

The professor will base decisions regarding acceptance of and credit for late work consistent with UNT and course policies. An extension may be given under limited circumstances, including but not limited to the student's or a close family member's illness or injury, death of a close family member, or other major life event. If a student believes he/she will miss or has missed assigned coursework, the student must contact the professor within **two (2) days** after the coursework's due date has passed. The student must provide written documentation of any such event upon request. Suppose a student fails to contact the professor promptly and/or provide the requested documentation. In that case, the student will not be given additional time to complete the assigned coursework and will receive no credit for it.

Online Participation Policy

Connecting with and participating in all of the online discussions is optional. Students must be present throughout the session and use a mic (although it may often be muted) and a webcam. Students who engage regularly typically experience greater success than those who do not. In order for students to receive credit for optional online sessions, they must be visible on video during the entire session unless otherwise coordinated. Visit the University of North Texas' Attendance Policy (http://policy.unt.edu/policy/15-2-) to learn more.

Class Materials for Remote Instruction

Where the UNT schedule requires courses to have full online instruction, students must have reliable access to a webcam and microphone to participate in fully remote portions of the class. Information on success in a remote learning environment can be found at https://online.unt.edu/learn.

Syllabus Change Policy

At times, changes to the syllabus may be necessary. Any changes will be communicated via an Announcement, and revisions will appear in the syllabus and in the LMS.

Engage in mutual respect.

Rules of Engagement

Rules of engagement refer to how students are expected to interact with each other and their instructors. Here are some general guidelines:

- Respect your instructor and classmates in any online or face-to-face communication, even when their opinions differ from yours.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Remember that online posts can be permanent, so think before you type.
- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Communicate effectively and work to avoid miscommunication

Instructor Responsibilities and Feedback
The Professor is committed to providing students with an excellent learning experience that they can integrate into their personal and professional world. He makes every effort to provide clarity, meaningful guidance, and practical feedback to you. He believes that students are rewarded for their efforts and that they earn the grades they receive. The Professor will make himself available to support, guide, and instruct to meet student needs.

For all course-related questions, please read this syllabus carefully before seeking assistance.
- For face-to-face communication, please make an appointment or drop by during office hours.
- For digital communication, please send a message in Canvas.
- For phone conversations, please call the office number.

Students can expect a response from the instructor within 24 hours of sending a message *during business hours*. Messages may not be answered during the weekend. If your concern is urgent *during business hours*, please call the office number provided and speak with me or leave a message. If you leave a message *outside of business hours*, you can expect to receive a response no later than one full business day after the message is left.

Communication Expectations

General Guidelines

- Remember that college communication is still professional communication. Correct spelling and grammar, and double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors, and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor," or if you do not know, use "Mr." or "Ms." Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Be mindful of what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you and people, they are on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary depending on various factors, including experience, age, and culture.
- Read these Core Rules of Netiquette for additional tips about online communication.

Communicating via Email or Canvas Message
- Please use email for topics not related to this course.
- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive many emails; a descriptive subject line helps them identify student inquiries more efficiently.
- Be concise and to the point.
- For a sample email, read this article, "How to Email Your Professor"

Course Evaluation
Student Perceptions of Teaching (SPOT) is UNT's student evaluation system. It allows students to confidentially provide constructive feedback to their instructor and department to improve the quality of their course experiences. SPOT will be available **at the end of the semester.**

Be ready with your technology

Minimum Technology Requirements
- Computer with monitor
- Reliable internet access
- Speakers
- Microphone (to complete some activities or assignments)
- Webcam (to complete some activities or assignments)
- Plug-ins
- Microsoft Office Suite

- Zoom student account
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using Zoom and Teams platforms
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Viewing and hearing or reading online video content