UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
LDST 4310 Leadership and Conflict Resolution
COURSE OUTLINE

Overview of the Course
Conflict is a reality of life both for individuals and for teams. Successful leaders understand why conflict happens and have develoepd processes for understanding, mediating, and to reach a successful resolution. Conflict resolution is a balance between parties that often serve as a distraction from the important work that needs to take place costing time and money for all involved. There is frequently constructive conflict that leads to critical analysis of issues and will help to arrive at solutions that benefit the people and/or businesses. It is important for leaders to know the difference between destructive and constructive conflict and appropriate steps to resolution.

Study Topics:
   *Understanding the conflict

   *Management styles and how it effects conflict resolution

   *Problem solving and decision-making

   Communication and conflict resolution

   *Conflict negotiation and mediation

   *Designing conflict management processes and systems

   *Collaboration and resolution

Description of the course:
This course is focused on the role that leadership plays in successful conflict resolution. It provides an overview of the knowledge, skills and tools that are used by leaders to analyze conflict situations and arrive at successful management in both individual and team settings. Students will learn the appropriate concepts and processes to analyze situations, develop the correct policies, and to negotiate a dispute resolution.

Prerequisite: LDST 3340

Requied Text: See Blackboard

This course is part of: Bachelor of Science in Leadership Studies
This course may be offered in a face-to-face, blended and online format.
This course may not be repeated for credit.

Outcomes	Assessments will be a combination of the following

1. To identify theories of conflict resolution 2. To be able to analyze conflict situations and design a resolution plan 3. Develop communication skills to be used in negotiation and resolution of conflicts 4. Differentiate between the Leadership styles and how they impact conflict resolution	1. Instructor designed examinations evaluating objective and applied concepts. 2. Applied technology-based weekly assignments (quiz format), problem solving exercises. 3.Discussion and participation both in course objectives and problem solving exercises. 4. Case study exercises and simulations.

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1 & 2	Week 1 Graded Discussion (2) Reflection/Response Paper #1 (2) Internet Research (2)
Week #2	Chapter 3 & 4	Week 2 Graded Discussion (2) Reflection/Response Paper #2 (2) Internet Research (2)
Week #3	Chapter 5 & 6	Week 3 Graded Discussion (2) Midterm Exam (Chapters 1-6) (2) Internet Research (2)
Week #4	Chapter 7 & 8	Week 4 Graded Discussion (2) Reflection/Response Paper #3 (2) Internet Research (2)
Week #5	Chapter 9 & 10	Week 5 Graded Discussion (2) Reflection/Response Paper #4 (2) Internet Research (2)
Week #6	Chapter 11 & 12	Week 6 Graded discussion (2) Final Exam (Chapters 7-12) (2) Internet Research (2)
Week #7		Internet Research (6)

Week #8		Internet Research (2)
		Submit Final Research Project (2)
		Summative Reflection/Response paper (2)

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation. I just did not want you to be confused when you see them in the table below.

Grading Activities Criteria and Guidelines

Grading Standards:
Discussion   20%
Homework   15%
Research Paper/Project   15%
Midterm Examination   25%
Final Examination   25%
        Total   **100%**

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.
B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.
C+ and C indicates an acceptable grasp of the essentials of the course.
D+, D, and D- indicates less than average performance in the course.
F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:
Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Homework Rubric:
Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes	Writing is accomplished in terms of clarity and conciseness and	Writing lacks clarity or conciseness and contains numerous errors; gives	Writing is unfocused, rambling, or contains serious

	thorough details and relevant data and information; extremely well-organized	contains only a few errors; includes sufficient details and relevant data and information; well-organized	insufficient detail and relevant data and information; lacks organization	errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.

Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

Updated 01/2020