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Conf 330:  Community, Group and Organizational
Conflict Analysis and Resolution
Spring 2008

Tuesdays, 10:30 am - 1:15 pm
Enterprise Room 173
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Overview of Course

Welcome to Conflict 330: Community, Group and Organizational Conflict Analysis and Resolution. This course examines conflict within social structures at the group, organizational and community levels including governmental, cultural, religious, social and civic groups. The course emphasizes theories of conflict, provides frameworks to analyze conflict, and explores methods for resolving organizational and community-based conflict.

Groups, organizations and communities are powerful places that shape the ways we think about ourselves, the ways we see others, and others see us, especially under conditions of interdependency. Social and cultural conceptions and operations of organizations and communities—domestically and around the world—have led to significant disparities in economic status, legal rights and other cultural indices of success. These concepts have been used to justify interpersonal and group behavior, conflict and violence.

In this course we will study the intersection and dynamics between human conflict and group, organizational and community behavior. We will consider implications of the social construction of various groups and organizations including the ways language and structures both shape and reflect our attitudes, behaviors, expectations and norms. We will examine our own as well as others' relationships to organizations and communities at the micro, meso and macro levels using a framework for individual, situational, identity, cultural and structural analysis. Themes of ethics, leadership, power, performance and privilege—and their implications—will be woven throughout the course.

We will work together to develop a theoretical and practical understanding of conflict in groups, organizations and communities including strategies for conflict prevention and intervention. You will conduct field research in these settings and present your findings. I will present actual conflict cases for us to analyze.   Through case studies, class presentations, group projects, film, assessment tools, and class discussions, you will develop the ability to analyze group, organizational and community-based conflicts and consider possible intervention designs.

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│                 Course Requirements Overview                 │
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│    1.  Attendance and participation                  (10%)   │
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│    2.  Case Study Fieldwork & Journal Reflections Paper (30%)│
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│    3.  Group Project Presentation              (30%)         │
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│    4.  Final Paper                             (30%)         │
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1. **Attendance & Participation (10%)**.

You are expected to attend each class, read all assignments prior to class and come **fully prepared to participate** in class discussions, exercises and presentations. [You must notify me prior to class if you are unable to attend.]

2. **Case Study Fieldwork (30%) due no later than April 15**.

You will **join a group** outside of class to study during the semester. This may be a special-interest group (e.g., sports, book club) that meets regularly, or a group within an organization (e.g. workgroup) or within a community (e.g. church, neighborhood association). You will keep a journal of your experience working in the group, using concepts and theories from the class. The journal should consist of at least one entry per week. [You will be asked to relate the observations and experiences of your group to the general weekly topics of the course on a regular basis.] You will write a reflective paper based on your journal entries—what were the group's activities, goals, developmental stages, issues, concerns, conflict, etc. The reflective paper should relate the experiences in your group with the course content (including readings) and should reference journal entries. You will submit a 5-8 page reflective paper about the group case study.

3. **Group Project Presentation (30%) due as assigned at the end of semester**.

As a class, we are going to explore the broad topic of **immigration and conflict in the US.** We will consider areas of conflict around legal and illegal immigrants, and groups, organizations and communities struggling with immigration issues. In groups of 4 (no more than 6), you will pick a topic of interest and research the topic over the semester. Suggestions for topics include but are not limited to the following:

o   Day labor groups (e.g. Herndon, Annandale, Prince William)
o   Occupational groups (e.g. Afghani cab drivers, Vietnamese nail salons)
o   Border issues (e.g. Mexico and US)
o   Homeland security issues (e.g. Patriot Act)
o   Community issues(e.g. established residents and new immigrant groups)
o   Inter-group behavior (e.g. gang behavior)

Your group will fully explore the conflictual issues involved with immigration in the US and your topic, and present findings at the end of the semester (April 15, 22 or April 29) in any desired

format. PowerPoint presentations, handouts, overheads, or other visuals are encouraged (but not required).   Creativity is also strongly encouraged.

4. <u>Final Paper (30%)</u>) due no later than April 22, 2007

You will write a final paper on your group topic dealing with a conflict of immigration in the US. The paper should be 8-10 pages long (if written individually) or 18-20 pages if written by the team (same grade for all members). It should focus on issues covered in the course as they relate to theories of group, organizational and community behavior and conflict. It should include theories discussed in class that directly apply to your situation (provide illustrative examples and integrate class discussions and readings). You should draw on your case to illustrate what you have learned. The paper should provide an analysis of a specific conflict including sources and dynamics (using one or more frameworks discussed in class), and a discussion of what methodology (or methodologies) would be most useful in resolving or transforming this conflict.

IMPORTANT DATES TO REMEMBER

April 15, 2007: Reflection paper on group experience is due (30%)

April 15. April 22 or April 29: Student group case presentations (30%)

April 22, 2007:

> **ALL REQUIRED READING ON E-RESERVES**

Baron, Robert S and Norbert L. Kerr, (2003) "Introduction" chapter 1 in *Group Process, Group Decision and Group Action.* p. 1-19 **(week 4)**

Baron, Robert S and Norbert L. Kerr, (2003) "Intergroup Conflict and Aggression" chapter 9 in *Group Process, Group Decision and Group Action.* p. 155-174 **(week 5)**

Bennis, Warren, (2007) "The Challenges of Leadership in the Modern World: Introduction to the Special Issue" in *American Psychologist,* Vol 62 No 1, January 2007 Special Issue: Leadership, (p 2-5) **(week 9)**

Cheldelin, Sandra I. and Ann L. Lucas, (2004) "A Framework for Conflict Analysis" chapter 2 in *Conflict Resolution.* San Francisco: Jossey Bass, p 13-24 **(week 2)**

Constantino, Cathy and C. Merchant, (1996) "Design Architecture: Constructing Conflict Management Models" chapter 7 in *Designing Conflict Management* Systems, p 117-133 **(week 12)**

D'Estree, Tamra (2003) "Dynamics" chapter 5 in Cheldelin, Sandra, Daniel Druckman and Larissa Fast (eds.), pages 68-87, London and New York: Continuum **(week 4)**

Dugan, Maire, (2001) "Imaging the Future: A Tool for Conflict Resolution" in *Peacebuilding: A Field Guide*, Boulder, Colorado: Lynne Reiner Publishing p 365-372 **(week 10)**

Dukes, Frank (1990) "Understanding Community Dispute Resolution" in *Mediation Quarterly* vol 8 no. 1 Fall 1990, San Francisco: Jossey Bass **(week 11)**

Thomas-Kilmann, *Instrument to Assess Preferences When Confronted with Difficulties* (**week 2**)

Kolb, David, *Learning Style Inventory* (**week 3**)

McIntosh, Peggy (1988) Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies" available for $4.00 from the Wellesley College Center for Research on Women, Wellesley, MA 0218l (**week 5**)

Mor-Barak, Michalle (2005). "Defining Diversity in a Global Context: Prejudice and Discrimination" chapter 6 in *Managing Diversity: toward a Globally Inclusive Workplace.* Thousand Oaks: Sage Publication, p 121-145 (**week 5**)

Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall, "Introduction to Conflict Resolution: Concepts and Definitions," Chapter 1 in *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 2nd edition, Malden, MA: Polity Press (**week 2**)

Rubenstein, Richard E. (2003) "Sources" chapter 4 in Cheldelin, Sandra, Daniel Druckman and Larissa Fast (eds.), London and New York: Continuum, p 55-67 (**week 3**)

Schutz, William C *The Firo-B Scales* (**week 3**)

Vroom, Victor H. and Arthur G. Jago (2007) "The Role of the Situation in Leadership" in *American Psychologist*, Vol 62 No 1, January 2007 Special Issue: Leadership, (p 17-24) (**week 9**)

Warfield, Wallace (1992) "Triggering Incidents for Racial Conflict: Miami, Florida Riots of 1980 and 1982" chapter 13 in *Community Disorders and Policing*, Tony F. Marshall (ed), London: Whiting and Birch, p 169-174. (**week 5**)

Zaccaro, Stephen (2007) "Trait-Based Perspectives of Leadership" in *American Psychologist*, Vol 62 No 1, January 2007 Special Issue: Leadership, (p 6-16) (**week 9**)

Suggested Readings but Not Required:

Bruhn, John G. (2005). "Social Connections" chapter 1 in *The Sociology of Community Connections.* NY: Kluwer Academic/Plenum Publishers, p. 1-28 (**week 6**)

Claassen, Ron (1992) "Creating Space for Dialogue" chapter 14 in *Community Disorders and Policing.* Tony F. Marshall, Ed. London: Whiting and Birch, p 175-182 (**week 11**)

Dukes, Frank, Marina Piscolish and John Stephens, (2001) "Beyond Boundaries: Bringing Higher Ground to Whole Communities" chapter 9 in *Reaching for Higher Ground in Conflict Resolution.* San Francisco: Jossey Bass, p 191-215 (**week 11**)

Patten, Thomas H., Jr. (1989) "Historical Perspectives in Organizational Development" in Sikes, Walter; Allan Drexler and Jack Gant, *The Emerging Practice of Organization Development*, Alexandria, VA: National Training Laboratories, p 3-14 (**week 2**)

Windmueller, John (2001) "What It Means to Come from a Conflict Resolution Perspective," unpublished manuscript (**week 2**)

WEEKLY CLASS SCHEDULE

INTRODUCTION AND OVERVIEW

WEEK 1, January 22: Introduction to the Course

- Welcome and introductions
- Syllabus review: expectations, requirements
- Exercise: Group, organizational and community-based immigration history lifelines

Assignments:

- **For week 2:** select topic and members for group study and presentation
- **For week 2:** select group for personal study and reflection
- **For week 2:** Write a brief case of a persistent and unresolved conflict in an organization or a community of which you are currently a member. (You may or may not be part of the problem).
- **For week 2:** Complete the Instrument to Assess Preferences When Confronted with Difficulties (Thomas Kilmann Conflict Mode) (on e-reserve)

WEEK 2, January 29: Framing the Field, Frameworks for Conflict Analysis

- Identify topics and group memberships for study and final presentations
- Identify group individual students will join to observe
- Introduction to a framework(s) for conflict analysis
- Application of Cheldelin framework to student-presented conflict cases.
- Review results of Thomas Kilmann Conflict Mode Preferences
- Small group exercise: Define groups, organizations and community

Readings—to be completed before class:

- Ramsbotham, Woodhouse and Miall, Chapter 1, pp 3-31
- Cheldelin and Lucas, pages 13-24
- **~ Supplemental readings ~ suggested but not required:**
- Patten, pages 3-14
- Windmueller, "What it means to come from a conflict resolution perspective"

Assignment

- Print out the Schutz FIRO-B Scales and the Learning Style Inventory (LSI) Instruments and bring to class week 3 (on e-reserve). We will analyze in class

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PART I: MICRO LEVEL ISSUES IN GROUPS, ORGANIZATIONS AND COMMUNITIES:
~ Types, Sources & Dynamics ~

WEEK 3, February 5: The Individual in Groups, Organizations & Communities

- Complete and review results of individual assessment instruments: Kolb's *LSI* and Schutz's *FIRO-B Scale*
- Group activity: intersections of individual data and conflict
- What do we mean by "Types" of conflict?

Readings:

- Rubenstein, pages 55-67

Assignment:

- **For week 4:** be prepared to make reports of initial observations of your groups

WEEK 4, February 12: Group Dynamics

- Reports from initial "group" observations by students
- Johari Window and group behavior
- Overview of group formation and group dynamics
- Analysis of group dynamics in student observation reports
- What do we mean by "Dynamics" of conflict?
- Film: "Post-Ville: When Cultures Collide"

Readings to be completed before class:

- D'Estree, pages 68-87 Note: on e-reserve under "Cheldelin"
- Baron and Kerr, pages 1-19
- Johari window sources: http://www.noogenesis.com/game_theory/johari/johari_window.html
- http://www.onepine.info/mgrp2.htm

Assignment:

- Select a member of your family who would be willing to participate in a ½ to 1-hour interview. Develop your interview questions prior to the interview. You want to know about early experiences they had about issues of *difference*. For example, when they first realized their "gendered" roles? What were their first experiences with racial differences? Ethnic or religious differences? Age differences? Were there any conflictual components to their experiences? What were the circumstances and context? Bring your questions and case results to class Week 5.

**PART II: MESO LEVEL ISSUES IN GROUPS, ORGANIZATIONS
AND COMMUNITIES:
~ Identities & Situations ~**

WEEK 5, February 19: Identity and Diversity in Groups, Organizations and Communities

- Issues of gender, race, age, etc.: student case interview results
- Diversity and multicultural-based conflicts
- Film: "Farmingville"
- Case: HBR "It wasn't about race…Or was it?"

Readings:

- McIntosh, Peggy, pages 79-82
- Baron and Kerr, pages 155-174
- Warfield, pages 169-174
- Mor-Barak, pages 121-145

Assignment:

- Print out and read carefully the Assessment Form by William Bridges found on web:
  http://www.wmbridges.com/resources/assessment_tools.html Bring to class Week 6

WEEK 6, February 26: Situational Aspects: Change, Transitions, Lifecycles

- Adizes' model of Organizational Lifecycle
- Transitions model of William Bridges
- Student exercise: Kagen's questions for situational change
- Peter Blocks' *resistance to change* exercise

Readings:

- Adizes, Ichak http://www.adizes.com
- http://www.adizes.com/corporate_lifecycle_overview.html
- Bill Bridges http://www.wmbridges.com/resources/article-way_through.html
- http://www.wmbridges.com/resources/article-three_questions.html
- http://www.wmbridges.com/resources/assessment_tools.html

Assignment:

- Select a group, organization or community (it may be the one you are participating in) and interview at least three members about their experiences of any impact of **globalization** on the group. Bring your interview data to class for Week 7 discussion.

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PART III: MACRO LEVEL ISSUES IN GROUPS, ORGANIZATIONS AND COMMUNITIES:
~ Culture, Traditions & Structures ~

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WEEK 7, March 4: Cultural Aspects of Group, Organizational and Community Conflict

- Report out of impact of globalization on culture and traditions
- Group assignment: Conduct a cultural analysis of the CAR program ala Schein's model
- Exercise: Telling the CEO her/his baby is ugly

Readings:

- Dukes, pages 27-37 and 191-215
- Schein, page xxxx
- Hagberg http://www.hcgnet.com/research.asp?id=6
- Hagberg http://www.hagberg.com/html/articles/understnading-Culture.html
- **~ Supplemental readings ~ suggested but not required:**
- Bruhn, pages 1-28

Assignment:

- Enjoy Spring Break Week 8!

WEEK 8, March 11: SPRING BREAK ~ No Class

WEEK 9, March 16: Power, Structure, Systems and Leadership

- Positioning theory and narrative
- Learning Organization Profile
- Exercise: 5 questions about leadership

Readings:

- Bennis, pages 2-5
- Zaccaro, pages 6-16
- Vroom and Jago, pages 17-24

PART IV: INTERVENTIONS

WEEK 10, March 25: Small Group and Organizational Interventions

- Case: *A Letter to my Colleagues*
- Update from Student Participation in Groups
- Exercise: Faces of Resistance ala Block

Readings:

- Dugan, pages 365-372

WEEK 11, April 1: Large Group and Community Interventions

- Dialogue as an Intervention
- Video: *Dialogues for the Workplace* or *Introducing Dialogue*
- Case: *Stakeholder Consensus Building for Involuntary Commitment*

Readings:

- http://www.epa.gov/adr/Resguide.pdf
- Dukes, pages 27-37
- **~ Supplemental readings ~ suggested but not required:**
- Claassen, page 175-182
- Dukes, Piscolish and Stephens, pages 191-215

WEEK 12, April 8: Resolving Organizational Conflict

- Systems approaches: Conflict Managing Systems, Appreciative Inquiry
- Group activity: Develop Conflict Management System for CAR
- Structural approach: *the Sociology Department*
- Interpersonal conflict: *a case at the medical school*

Readings:

- Constantino and Merchant, pages 117-133

WEEK 13, April 15: Group Presentations

WEEK 14, April 22: Group Presentations

WEEK 15, April 29: Group Presentations, Wrap up and Course Evaluation