

PAF 420/SOS 620
Interpersonal Conflict Resolution Skills
Summer Institute 2009

Instructors: Drs. Neil Katz & Pavel Mischenko
Teaching Assistant: Martha Ketcham
Meeting Times: Mon. - Fri. (11-15 May) 8:30 a.m. - 5:15 p.m.

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Successful people need highly refined communication and conflict resolution skills in today's stressful and competitive environments. This workshop will help you learn about, practice and further develop some key fundamental theories, strategies and behaviors designed to establish powerful rapport with others, and to manage conflict creatively and constructively when it occurs. Core concepts and skills include reflective listening, matching and pacing, managing agreement (assertion), problem solving and negotiation. Approaches to learning will include theory presentation, skill demonstration, skill practice and critique. A willingness to examine current behavior is essential for success and benefits in this workshop. It is expected that you will be able to use these skills on a daily basis to achieve desired outcomes in work and non-work settings.

Requirements: (Each of these is 50% of your grade)

- A. A regular attendance, active participation, and oral skill experience:** this class will run as an experiential workshop so that your active participation is essential. There is much material to cover and the knowledge and skills learned build upon one another. For all these reasons, it is essential that you attend and actively participate in class, be present and attentive for the entire class, and complete assignments on time. The details of the oral skill experience conducted on a 1 on 1 basis will be explained in class.
- B. Journal:** this is your major written work for the class. In your journal you will have different kinds of entries:
- 1) **Your learning goals.** This section will include several subsections.
 - a) A clear articulation of your learning goals (e.g., "I want to be able to assert to my boss without escalating the conflict and me suffering as a result").
 - b) Your initial perspective on your current situation (your listening, problem solving, assertion, and conflict management skills and your ability to use them). In the above example, how you think/feel about assertion and

what currently happens (or what you fantasize will happen) when you assert to your boss?

- c) Sensory evidence that will let you know when you have achieved your goal. What will you see, feel, hear?

At the end of the course, review the progress you have made toward accomplishing your learning goals. Discuss how you progressed toward your goals and what you will do to continue moving forward.

2) **Short written assignments** to be completed on handouts, journals, or workbooks.

3) **Class Reactions:** thoughts and feelings about material and exercises presented and practiced in class. What specifically enhanced your learning? What was a barrier to your learning? What might you or the instructor(s) do differently to maximize learning? Make sure to include most significant learnings for each activity, in each class.

4) **Reading Reactions:** notes, thoughts, feelings about reading assignments - what excites you, what infuriates you, or confirms some class learning? (Please include page numbers of specific ideas in the reading to which you are referring). Again, most significant learnings are needed in this section.

5) Skill Practice: a written record of how you are using the material outside of class. Relate specific examples of cases where you used skills with other people (and use bits of dialogue in your report, including nonverbal cues). What skills are you using successfully? Which ones are you choosing not to use or are not able to use? Why? What do you need to demonstrate improvement? When you practice skills, what specifically are you doing and what results are you getting, verbal and nonverbal? What might you do differently to achieve better results and progress on your learning goals? This section is the most important part of your journal!

Your task in the journal is to be **reflective and analytical**. It is your opportunity to give the staff feedback on what is working and not working for you. Even more important, it is an opportunity for you to chart your own progress with skill competency and to demonstrate understanding and utilization of some of the major concepts that are being presented.

Journal entries should be concise and thoughtful rather than rambling or mere generalities (i.e., “I liked class today” or “I learned a lot today” are **NOT** appropriate). Journals will be most helpful to you if they include ideas that are important to you, conclusions you have drawn, lessons to remember, questions that trouble you, and a synthesis of theory and practice. Your journal should help us to evaluate the effectiveness of the material and presentations, as well as the depth, intensity, and sincerity of your effort and learning in this educational process. In order for you to receive an “A” for your journal, you will have to do outstanding work in each of the four major sections of the journal.

Try your best to make journal entries promptly at the end of each class. Entries are best and easiest when they are fresh in your mind. We will review the journals once during the course. Final journals will be handed in 5 days after the last scheduled class.

You will be making several entries in your journal every class, especially items 3, 4, and 5 above. These will typically average a total of about 4-6 typed double-spaced pages per day. Please label each of your sections and entries clearly. Sample journals will be provided for you to use as models. After the last class and your oral experience, some additional questions will be distributed for you to work on after the class and to include in your final journal.

C. Required Texts: (texts available at Follettes Orange Bookstore in Marshall Mall)

- 1) Interpersonal Conflict Resolution Skills Course Binder (to be supplied by instructors or staff—cost to be determined)
- 2) Katz, Neil and Lawyer, John. *Communication and Conflict Resolution Skills*. Iowa: Kendall/Hunt, 1992.
- 3) Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation*, New York: Ballantine, 1990.
- 4) Stone, Douglas, Patton, Bruce and Heen, Sheila. *Difficult Conversations*. New York: Viking Press, 1999.

Recommended Texts:

- 1) Bolton, Robert and Bolton, Dorothy. *People Styles at Work: Making Bad Relationships Good and Good Relationships Better*, New York: AMACOM, 2009
- 2) Stein, Steven and Book, Howard. *The EQ Edge: Emotional Intelligence and Your Success*. Canada: JB Foreign Imprint Series, 2006

D. Reading Assignments

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|---------|----------------------------------------------------------------------------------------------------|
| 11 May: | Read handouts and review course packet
Katz and Lawyer (K&L): Introduction, Ch. 1 - 4 |
| 12 May: | K&L: Ch. 5 - end, including Appendices A, B and C
Stone, Patton and Heen (S, P, & H): Ch. 1 - 3 |
| 13 May: | S, P, & H: Ch. 4 - 9 |
| 14 May: | S, P, & H: Ch. 10 – 12; Tannen: Ch. 1-3 |
| 15 May | Finish Tannen |

Journals due Wednesday May 20 by 4:00 p.m. at PARCC Office/400 Eggers

INTERPERSONAL CONFLICT RESOLUTION SKILLS

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**Syracuse University Summer Institute
2009**

Instructors: Dr. Neil Katz and Pavel Mischenko

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FINAL ASSIGNMENT PAF 420/SOS 620
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1. Read Stone, Patton and Heen and Tannen as assigned in the syllabus and comment on the two texts in your journal. Then, write a three - four page commentary on how the ideas presented in these texts relate to or are reflected in your experiences in class and using the skills you have learned. What specific concepts, ideas, and theories from the book did you experience first hand during the course. Also, please include your most significant learnings from each book.

2. Skill practice final assignment

In addition to your weekly skill practice entries please do and report on the following:

- a. Two uses of attending and following skills
- b. Two reflective listening applications
- c. One example of managing your own emotion and one example of managing another's emotion
- d. One problem solving with another person's problem or one of your own, or one problem solving between you and another person
- e. Write two assertion messages: one affirmation and one defensive/infringement, deliver one
- f. One conflict of values exercise
- g. Two chunking exercises from a past or current situation
- h. Two positions and interests from a past or current situation

PLEASE stretch yourself. Use good reflective listening during each exercise.

3. (As announced) Please report on your final oral skill experience before turning in your final journal. What went well for you? What could you have done better? What was your most significant learning from the experience? What were your barriers and enhancers to learning?

Please turn this assignment in with your final journal.