



**The REACH Program of  
Trinity International University**

**PSY 356R:  
Conflict Management**

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Student Manual 1.2

“If it is possible, as far as it depends on you, live at peace with everyone.”  
Romans 12:18 (NIV)

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## I. Course Description

This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and nonverbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. *Three hours.*

## II. Required Course Materials

- a. Sande, K. (2004). *The peacemaker: A biblical guide to resolving personal conflict* (3<sup>rd</sup> ed.). Grand Rapids, MI: Baker Books.
- b. Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.) (2006). *The handbook of conflict resolution: Theory and practice* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass/Wiley.
- c. Kestner, P. B., & Ray, L. (2002). *The conflict resolution training program: Participant's workbook*. San Francisco, CA: Jossey-Bass/Wiley.
- d. The Bible (preferably the ESV – or the NASB, RSV, NRSV, or NIV)

## III. Course Policies

### 1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))  
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

### 2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another’s work or ideas without proper documentation, which requires citing the author or authors’ name(s), date of publication, and page number (if applicable)

- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

### 3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to one day late
- b. 20% off for up to two days late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

### 4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

### 5. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor.

### IV. Course Objectives

“At the end of this course, the students will be able to...”

1. explain how values can influence how people perceive and deal with conflict.
2. compare various theories that explain the social psychological processes involved in understanding and managing conflicts at various levels, including interpersonal, familial, intergroup, organizational, and international.
3. understand the basic social psychological processes involved in social interactions.
4. recall major psychological research findings on interpersonal communication processes, cooperation, competition, justice, trust development and repair, resolution of intractable conflict, and cultural variables in conflict processes and conflict resolution.
5. elicit information from others without polarizing the disputing parties.
6. critique styles of conflict management.
7. differentiate and understand when to implement the processes of conciliation, consensus, collaboration, negotiation, mediation, fact-finding, arbitration, mediation-arbitration, and litigation.
8. identify and know when it is appropriate to employ different conflict resolution methods of solving interpersonal problems.
9. apply change management processes in daily life.
10. integrate Biblical foundations for peacemaking with psychological research findings, theories, and practices of conflict management.
11. assess when to implement Biblical practices of self-examination, recognition of one's sin, confession, mercy, grace, love, humility, forgiveness, reconciliation, respect for authorities, restoration, and care for others in conflict resolution.
12. generate a Biblically-informed and psychologically-sound plan for resolving a past or current personal conflict.

## V. Course Requirements

1. Session One Workbook Assignment: 60 points
2. Session Two Workbook Assignment: 60 points
3. Session Three Workbook Assignment: 60 points
4. Session Four Workbook Assignment: 60 points
5. Session Five Workbook Assignment: 60 points
  
6. Session One Peacemaker Paper: 60 points
7. Session Two Peacemaker Paper: 60 points
8. Session Three Peacemaker Paper: 60 points
9. Session Four Peacemaker Paper: 60 points
10. Session Five Peacemaker Paper: 60 points
  
11. Applied Learning Paper: 300 points
  
12. Class Participation: 100 points

**Total Points = 1000 points**

## VI. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

## VII. Course Schedule

### Session One: The Dispute-Resolution Continuum in Conflict & Conflict Management

#### Assignments Due for Session One:

1. Read *The Peacemaker*, pages 9-58, including chapters 1 & 2, and Appendices B, C, D, & E, page 270-288.
2. Read *The Handbook of Conflict Resolution*, Preface (pp. xi-xiv), Introduction (pages 1-20), About the Editors (pages 895-896), About the Contributors (pages 897-911), and chapters 1, 2, 12, & 15.
3. Read *The Conflict Resolution Training Program Participant's Workbook*, pages 1-34.
4. Session One Workbook Assignment: Complete *The Conflict Resolution Training Program Participant's Workbook* Worksheets on pages 19, 20, 21, 27, 28, & 31, and come to class prepared to discuss your answers. Make a typed copy of each worksheet, type in your answers, and bring printed copies of your typed worksheets to turn in during this session.
5. Session One Peacemaker Paper: Prepare a typed paper with brief answers to the questions on pages 41-42 and 57-58, applying your answers to conflict that you are presently involved in (if you have one), and if not, apply your answers to a past conflict you have had (to the extent logically possible). Number your answers to correspond with the numbers of the questions.

#### Objectives for Session One:

“At the end of this session, the student will be able to...”

1. list social psychological questions about conflict processes,
2. summarize the history of social psychological theories about conflict,
3. explain how the basic social psychological processes of cooperation, competition, justice, emotions, and personality contribute to understanding and managing conflict,
4. explain how conflict provides opportunities for pleasing God, spiritual growth in the Christian, and serving others,
5. identify Biblical teaching on how God expects us to be peacemakers,
6. list and describe the alternative ways to resolve a dispute,
7. understand the Biblical principles of restitution,
8. differentiate situations in which Christians are permitted or not permitted to go to court,
9. identify and critique styles of conflict management, and
10. recall techniques to overcome an impasse in the dispute-resolution process.

## Session Two: Conflict-Resolution Communication

### Assignments Due for Session Two:

1. Read *The Peacemaker*, pages 59-99, including chapters 3 & 4.
2. Read *The Handbook of Conflict Resolution*, chapters 6, 7, 11, 25, & “Conclusion” on pages 778-779.
3. Read *The Conflict Resolution Training Program Participant’s Workbook*, pages 35-78.
4. Session Two Workbook Assignment: Complete *The Conflict Resolution Training Program Participant’s Workbook* Worksheets on pages 38, 45, 53, 54, 60, 61, 62 through 71, 75, & 78, and come to class prepared to discuss your answers. Make a typed copy of each worksheet, type in your answers, and bring printed copies of your typed worksheets to turn in during this session.
5. Session Two Peacemaker Paper: Prepare a typed paper with brief answers to the questions on pages 72-73 and 98-99, applying your answers to conflict that you are presently involved in (if you have one), and if not, apply your answers to a past conflict you have had (to the extent logically possible). Number your answers to correspond with the numbers of the questions.

### Objectives for Session Two:

“At the end of this session, the student will be able to...”

1. explain how the basic social psychological processes of language, communication, judgmental biases, moral conflicts, and group processes contribute to understanding and managing conflict,
2. identify how communication can be the cause of conflict as well as a process for conflict resolution,
3. explain how faithfulness and trusting God contribute to peacemaking,
4. differentiate situations in which Christians should overlook versus directly resolve a conflict,
5. explain why listening is essential for conflict resolution,
6. differentiate when alternate styles of communication are appropriate and effective in conflict resolution,
7. identify and define five active-listening skills, and differentiate those skills from characteristics of ineffective listening,
8. formulate empathetic responses in conflict-resolution communication,
9. differentiate the purposes, use, and effectiveness of open questions, focused questions, closed/direct questions, and leading questions for communication power, and
10. assess communication through nonverbal body language, as a competency in effective conflict resolution.

### Session Three: Perspectives, Power, Creativity and Consensus in Conflict Resolution

#### Assignments Due for Session Three:

1. Read *The Peacemaker*, pages 100-137, including chapters 5 & 6.
2. Read *The Handbook of Conflict Resolution*, chapters 5, 17, 18, 19, 21, & 26.
3. Read *The Conflict Resolution Training Program Participant's Workbook*, pages 79-99.
4. Session Three Workbook Assignment: Complete *The Conflict Resolution Training Program Participant's Workbook* Worksheets on pages 80, 81, 83, 84, 86 through 90, 91, & 93, and come to class prepared to discuss your answers. Make a typed copy of each worksheet, type in your answers, and bring printed copies of your typed worksheets to turn in during this session.
5. Session Three Peacemaker Paper: Prepare a typed paper with brief answers to the questions on pages 115-116 and 136-137, applying your answers to conflict that you are presently involved in (if you have one), and if not, apply your answers to a past conflict you have had (to the extent logically possible). Number your answers to correspond with the numbers of the questions.

#### Objectives for Session Three:

“At the end of this session, the student will be able to...”

1. explain how the basic social psychological processes of power, creativity, persuasion, consensus, values, perspectives, and religiosity contribute to understanding and managing conflict,
2. understand Biblical teaching on the sources of human conflict through self-examination and accurate application to one's own involvement in conflict,
3. identify one's own contribution to conflicts and apply, where necessary, the Biblical teachings on repentance, confession, restitution, and personal change,
4. recognize the impact of values on assessments of behavior in conflict situations,
5. discuss the reality of stereotyping for both the stereotyper and the persons who are stereotyped,
6. recognize how different individuals perceive things differently based upon their own values, perspectives, religious commitments, and life experiences,
7. identify one's own personal sources of power and how those sources relate to interpersonal relations in conflict situations,
8. develop competence in approaching situations creatively,
9. clarify the definition of consensus as a dispute-resolution process, and
10. demonstrate skill development in the process of reaching a consensus.

## Session Four: Negotiation

### Assignments Due for Session Four:

1. Read *The Peacemaker*, pages 139-200, including chapters 7, 8 & 9
2. Read *The Handbook of Conflict Resolution*, chapters 4, 9, 10, 14, 21, & 31.
3. Read *The Conflict Resolution Training Program Participant's Workbook*, pages 100-106.
4. Session Four Workbook Assignment: Complete *The Conflict Resolution Training Program Participant's Workbook* Worksheets on pages 98, 99, & 101, and come to class prepared to discuss your answers. Make a typed copy of each worksheet, type in your answers, and bring printed copies of your typed worksheets to turn in during this session.
5. Session Four Peacemaker Paper: Prepare a typed paper with brief answers to the questions on pages 160-161, 183-184, and 199-200, applying your answers to conflict that you are presently involved in (if you have one), and if not, apply your answers to a past conflict you have had (to the extent logically possible). Number your answers to correspond with the numbers of the questions.

### Objectives for Session Four:

“At the end of this session, the student will be able to...”

1. explain how the basic social psychological processes of trust, decision-making, problem-solving, family roles, personal differences, persuasion, and skill development contribute to understanding and managing conflict,
2. understand and apply the Biblical teachings on approaching a person who has done something wrong to you,
3. understand and apply Biblical wisdom on how to confront another person truthfully and in love,
4. understand and apply Biblical teaching on when and how to involve third parties in resolving a dispute where a disagreement remains after private discussions,
5. demonstrate the difficulties in conducting a negotiation when focusing solely on the content, without having an effective process, and
6. describe their experience in participating in a role play of a negotiation process in terms of the psychological variables and Christian ethical principles involved.

## Session Five: Mediation and Arbitration

### Assignments Due for Session Five:

1. Read *The Peacemaker*, pages 201-297, including chapters 10, 11, & 12, and Appendices A & F on pages 263-269 & 287-297
2. Read *The Handbook of Conflict Resolution*, chapters 13, 16, 20, 29, & 32, plus Concluding Overview (pages 869-880).
3. Session Five Workbook Assignment: Read *The Conflict Resolution Training Program Participant's Workbook*, pages 107-117, and 154-157. Make a typed copy of each worksheet, type in your answers, and bring printed copies of your typed worksheets to turn in during this session.
4. Session Five Peacemaker Paper: Prepare a typed paper with brief answers to the questions on pages 223-224, 245-246, and 257, applying your answers to conflict that you are presently involved in (if you have one), and if not, apply your answers to a past conflict you have had (to the extent logically possible). Number your answers to correspond with the numbers of the questions.
5. **The Applied Learning Paper (ALP) is due one week after Session #5.**

### Objectives for Session Five:

“At the end of this session, the student will be able to...”

1. explain how the basic social psychological processes of self-regulation, conflict resolution skills, motivation, multicultural differences, and mediation processes contribute to understanding and managing conflict,
2. understand and apply the Biblical teaching on forgiveness in the process of reconciliation,
3. understand and apply the Biblical teachings on loving others, overlooking offenses, restoration of others, overcoming evil with good, and looking out for the interests of others in conflict resolution,
4. describe the types of disputes that are best suited for the process of mediation,
5. recall and describe the processes involved in the different stages of mediation,
6. define the five basic types of mediation,
7. differentiate arbitration from mediation-arbitration,
8. describe the types of disputes that are best suited for the process of arbitration,
9. recall and describe the stages of arbitration, and
10. demonstrate skill development through role play in arbitration.

## Applied Learning Paper

The Applied Learning Paper for this course will be a 10-12 page paper conforming to APA style, which describes a conflict that you have personally experienced. Your paper should include the following components:

1. Describe the conflict in terms of the issue(s) involved, the major parties in the conflict, and the differences between the parties. Please disguise the identities of the individuals and institutions involved in the conflict by using pseudonyms for people, places, and institutions (e.g., the name of the church or school where the conflict occurred). Describe what circumstances led up to the conflict, what the conflict was, and the obstacles to conflict resolution in this case. Write several paragraphs in narrative form.
2. Next, write several paragraphs that cite information from at least six chapters in *The Handbook of Conflict Resolution*, to describe the social psychological processes involved in the conflict.
3. Then interpret the social psychological variables involved in the conflict in terms of one of the social psychological theories discussed in *The Handbook of Conflict Resolution*.
4. In narrative form, describe the outcome to the conflict. Answer questions such as: Was the conflict resolved? What conflict resolution process was attempted to resolve the conflict?
5. Next, evaluate and critique the source of the conflict, the nature of the conflict, and the attempted conflict resolution process in terms of the Biblical teaching on conflict resolution presented in the *Peacemaker* book.
6. Finally, integrating relevant aspects of what you have learned from all the assigned course readings and class sessions, describe the most effective conflict-resolution process that you would now use to resolve the conflict if it were to happen again today. Identify the specific conflict resolution process you would use, the Biblical principles you would apply, and how you envision the step-by-step process should best take place. Identify all the relevant steps that would be necessary in the process you select.
7. OPTIONAL: You have the option to restrict your references to the required textbooks for the course, or to use both the textbooks plus outside books and journal articles.

## VIII. Evaluation Forms

## Instructor Evaluation for Written Work

<b>Student's Name</b>	<b>Course Number</b>	<b>Assignment</b>
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<b>Specific Requirements</b>	<b>Percentage Distribution Determined by Instructor</b>	<b>Percentage Earned by Student</b>	<b>Instructor Comments</b>
<b>Organization</b> <ul style="list-style-type: none"> <li>▪ Introduction<sup>1</sup> and Conclusion<sup>2</sup></li> <li>▪ Section Titles<sup>3</sup></li> <li>▪ Section Introductions and Conclusions<sup>4</sup></li> <li>▪ Organizing Words, Phrases, and Sentences</li> </ul>	<input type="text"/>	<input type="text"/>	▪
<b>Research / Sources (pp. 91-102<sup>5</sup>)</b> <ul style="list-style-type: none"> <li>▪ Credibility (academic vs. non-academic)</li> <li>▪ Number of Supporting Viewpoints</li> <li>▪ Number of Opposing Viewpoints</li> <li>▪ Primary Research</li> </ul>	<input type="text"/>	<input type="text"/>	▪
<b>Discipline-Specific Knowledge/Content</b> <ul style="list-style-type: none"> <li>▪ Explanation (restate, define, describe, illustrate)</li> <li>▪ Analysis (reasons, causes, effects, purposes)<sup>6</sup></li> <li>▪ Critique (agree, disagree, strengths, weaknesses)</li> <li>▪ Synthesis of Existing Ideas and/or Theories</li> </ul>	<input type="text"/>	<input type="text"/>	▪
<b>Discipline-Specific Application</b> <ul style="list-style-type: none"> <li>▪ Contextualization (individual, group, organization, sub-culture, culture, etc.)</li> <li>▪ Recommendations (stop, start, continue, modify)</li> <li>▪ Creation of New Ideas and/or Theories</li> </ul>	<input type="text"/>	<input type="text"/>	▪
<b>Christian Worldview (and Other Worldviews)</b> <ul style="list-style-type: none"> <li>▪ Use of Scripture (interpretation and application)</li> <li>▪ View of Scripture</li> <li>▪ View of God, gods, or Ultimate Reality</li> <li>▪ View of Humanity</li> <li>▪ View of Birth, Life, Redemption, &amp; Death</li> <li>▪ View of Creation/Origin, History, the Present, &amp; the End Times</li> <li>▪ View of Knowledge</li> <li>▪ View of Ethics</li> </ul>	<input type="text"/>	<input type="text"/>	▪
<b>Documentation (pp. 155-195)</b> <ul style="list-style-type: none"> <li>▪ APA Paper Format</li> <li>▪ APA Title Page (with Header) &amp; Abstract</li> <li>▪ APA Integration of Sources<sup>7</sup></li> <li>▪ APA "References" Page</li> </ul>	<input type="text"/>	<input type="text"/>	▪
<b>Composition (pp. 1-90)</b> <ul style="list-style-type: none"> <li>▪ Clarity and Concision</li> <li>▪ Grammar, Punctuation, and Mechanics</li> <li>▪ Voice (Academic vs. Non-academic)</li> <li>▪ Tone (Assertive vs. Passive or Aggressive)</li> </ul>	<input type="text"/>	<input type="text"/>	▪

Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment
100%		x	=	

### Explanatory Notes

<sup>1</sup> An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

<sup>2</sup> An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

<sup>3</sup> Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

<sup>4</sup> Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

<sup>5</sup> All page references refer to Hacker, D. (2008). *A pocket style manual* (5<sup>th</sup> ed.). Boston: Bedford/St. Martin’s.

<sup>6</sup> Other categories for analysis include: assumptions, problems, solutions, and predictions.

<sup>7</sup> There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.

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