

## Course form to fill in (STP 2025)

### Course title:

CONFLICT MANAGEMENT IN ORGANIZATIONS

### Staff responsible for the course:

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### Lecturers:

Paulo MARZIONNA

## 1) COURSE PRESENTATION

### Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

### **At the end of the course, the student should be able to:**

- (1) identify the most appropriate method of conflict resolution in different business and workplace relations and how to apply them in real-world situations.
- (2) properly evaluate when to use rights-based, power-based, and interest-based approaches to conflict resolution.
- (3) comprehend the advantages, disadvantages and basic functioning of negotiation, mediation, and arbitration.
- (4) understand how different conflict management methods can be used together in building an Integrated Conflict Management System.

### Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

There are no prerequisites for this course. Students with no previous negotiation experience will have the chance to learn the basics of negotiation, while students with some negotiation experience will have the chance to review basic negotiation concepts. In all cases, the student must fully commit to the course's in-class role-playing exercises, including the previous preparation for each activity and active participation in class discussions about the exercises.

### Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

*(The description should not take more than ten lines)*

This course provides an overview of workplace conflict resolution methods, helping students critically assess their advantages and disadvantages. It covers distributive and integrative negotiation concepts to prepare students for exploring negotiation, mediation, arbitration, and litigation. Additional methods such as open-door policies, grievance procedures, and ombudsman services are briefly discussed. The course concludes with an exploration of Integrated Conflict Management Systems. Some negotiation content will be

reviewed to ensure all students have a common foundation. Role-playing exercises allow students to experience the strengths and weaknesses of each method, while lectures and discussions reinforce learning from simulations.

## 2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>		
- <i>Interactive Course</i>	16	
- <i>Tutorials</i>		
- <i>Coaching</i>		
<u>Training from a distance</u>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<u>Self-learning</u>		
- <i>Books 'readings</i>	4	
- <i>E-learning</i>		
- <i>Research</i>	8	
<u>Outdoors-training</u>		
- <i>In firms</i>		
- <i>Internship</i>		
<u>Personal work</u>		
- <i>Group Projects</i>	12	
- <i>Individual Projects</i>	4	
- <i>Personal work</i>	6	
<b>Total working time for the student</b>	<b>50</b>	

## 3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects

- Research
- Seminars
- Tutorials
- Visits

#### 4) ASSESSMENT

Sum up briefly the course assessment's mechanism (two or three lines) in order to introduce the assessment's table that you have to complete below (table n°2).

**You must also define clearly how feedback will be given to students (in accordance with the feedback policy).**

Students receive feedback from both the professor and their peers throughout the course, particularly during the debriefing of each role-playing exercise. This feedback includes both collective and individual components, as personal insights and outcomes are compared with overall group results. Additionally, feedback is provided on both individual and group assignments through the comment box on MyCourses. Assessment criteria include class participation, an individual reflection on a real-life conflict experience, and a group project aimed at designing a new role-playing exercise.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment (CONT)			
	Mid-term exam (MIDT)			
	Participation (PARTN)	16	1	20
	MCQ			
<u>Final exam</u>	Oral final exam/Presentation (ORAL)			
	Written final exam (ENDT)			
<u>Others</u>	Case study (CASE)			
	Group Project (GPROJ)	12	1	40
	Individual Project (IPROJ)	4	1	40
	Written assignment (WRITTEN)			
	Exercises (EXERC)			
<b>Total</b>				<b>100%</b>

#### 5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

<b>Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):</b>

<b>Class books :</b>
Roche, William K., Paul Teague, and Alexander JS Colvin, eds. The Oxford handbook of conflict management in organizations. Oxford University Press, 2014
Ury, William, Jeanne M Brett, and Stephen B Goldberg. Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict. San Francisco: Jossey-Bass, 1988.


Reviews :

**Internet Resources:**

*Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.*

Name of the Website	URL
All material made available via MyCourses	