Syllabus

Subject code: HRCM21-123

Subject name: Conflict Management

Purpose of course

Goals of the subject: During the course, students will learn about the various models, methods and techniques of conflict analysis and solution, and will process and interpret the main theories of the topic along with diverse tasks. Creating an individual portfolio encourages active and in-depth learning, and facilitates reflection on the learned elements.

Learning outcomes and competences

Knowledge:

- know and understand the possible causes behind the conflicts,

- recognize the main types of conflicts, identify the aspects of the choice of conflict, management methods, the possibilities for applying the methods of conflict analysis,

- recognize the importance of managing and resolving conflicts.

Attitude:

- have an absence of prejudices toward persons involved in the conflict,

- treat different conflicts with social sensitivity.

Ability:

- gain experience in a multi-faceted analysis of diverse conflict situations,

- students should be familiar with the principles of conflict resolution and identify and apply the features of collaborative conflict resolution methods.

Content of the subject

Main content and thematic units

- Definition of conflict. The nature of the conflict. Role models and behaviour patterns. Individual schemes, attitudes, co-operation and opposition in the conflict situation. Interests and goals in conflicts. Conflicting games: game theory approach.

- Relationships between communication effectiveness and conflict management.

- Analysis and interpretation of conflicts: models and opportunities of application. Christopher Moore – **"Conflict circle" model** and **"Triangle of satisfaction" model.** Larry Prevost – **"Boundary" model.** Roger Fisher, William Ury, – **Interest/rights/power model.** Daryl Landau –

The dynamics of trust model. Bernard Mayer – **"Dimensions of conflict" model.** Gary Furlong **"The Social style model"** – (Bernard Mayer Personality Type Indicator). Gary Furlong – **The "Move forward" model.**

Planned learning activities and teaching methods

- Lecture, film analysis, small group work lessons, debate.

- Class and home-based solutions for individual or group assignments along the themes of the lectures, which are part of the students' individual portfolio.

Exam and evaluation system

Requirements, methods and aspects of assessment:

Requirements

- Oral exam along with the knowledge processed in the class and the required reading of the lecture, this element constitutes 50% of the final mark.

- A portfolio that contains individual and group workflow solutions and shows the students' personal reflections, their work along the learning process. The portfolio is presented and "interpreted" by the student (they reflect on it), this element is another 50% of the final mark.

Method of evaluation: term mark.

Aspects of evaluation:

- depth and adequate use of theoretical models,

- depth and content of reflection.

Literature

Compulsory literature

- Kiss, M. (2011): Konfliktuskezelés. In: Dombi, A. (ed.) *Fejezetek a szociálpedagógia köréből*. Szeged Universitas, Szeged. 151–171.

- Kohlrieser, G. (2013): *Túszok a tárgyalóasztalnál: konfliktuskezelés mesterfokon*. Háttér, Budapest

- Rudas J. (2014): A konfliktusokról. In: Dávid I., Fülöp, M., Pataky, N., Rudas, J.: *Stressz, megküzdés, versengés, konfliktusok*. Géniusz könyvek, Magyar Tehetségsegítő Szervezetek Szövetsége, 205–264.

- Kővágó, Gy. (2009): *A kommunikáció elméleti és gyakorlati alapjai*. Aula Kiadó, Budapest

- Colemna, P. T., Deutch, M., Marcus, E. C. (2014): *The Handbook of Conflict Resolution: Theory and Practice*. Joessey-Bass