



EMPLOYMENT DISPUTE RESOLUTION
IN THE PUBLIC SECTOR

SPRING SEMESTER 2016		Tuesday Evening, 7:00 p.m. to 9:30 p.m.			
Location:	Dane Smith 132 and ITV Sites	Office Hours:	By Appointment - Before Class, Off-Campus Location, or in Office		
Instructor:	Steven G. Meilleur, Ph.D., SPHR	Office:	Social Sciences Building - 3rd floor, Room 3018		
E-mail:	smeilleu@unm.edu (Primary contact)	Skype:	Bluesmeanie	UNM Learn Chat:	By Appointment

1. COURSE OVERVIEW:

This course is a graduate level introduction to the theory and practice of employment dispute resolution in both public and nonprofit agency sectors, as well as in union and non-union settings. I consider conflict resolution broadly, and pay special attention to teaching the skills that will come in handy not only at work, but throughout life. There is a special focus on labor relations, public and non-profit sector cases, and collective bargaining using the “interest-based” bargaining method.

Four interesting research findings form the rationale for this course being essential for Public Managers who want to be successful and effective in resolving disputes in their workplace environment:

- a) First, research in Emotional Intelligence supports the view that understanding ourselves (self-awareness and self-management), understanding others (social awareness) and managing relationships (social skills) are all keys to professional success.
- b) Second, research on how managers allocate their time confirms that most managers spend 20%-40% of their time dealing with conflict related issues.
- c) Third, additional research confirms that interpersonal conflict in the workplace (often between a supervisor and supervisee) was the number one factor in employees voluntarily leaving their job.
- d) Fourth, new research supports the view that collaborative management strategies are essential skills for managers in today’s world of interdependency, alliances and linkages.

Each of these findings addresses the necessity and value of this academic experience for public managers whose behavior greatly affects themselves and others.

This course will aim to enhance Public Managers effectiveness by expanding self and social awareness, and concentrating on the development of knowledge and skills in dispute resolution for themselves and people in their organizations. The course will stress theory and application in areas of self-awareness, communication, conflict resolution, negotiation workplace mediation, facilitation, multi-party public dispute analysis, and dispute system design.

2. COURSE OBJECTIVES:

This course will provide the opportunity to increase your understanding and awareness of how managers in public and non-profit organizations constructively approach employment-related disputes and conflict in the workplace. The objectives of the course are to:

- 1. Provide a theoretical and practical understanding of conflict and disputes in the workplace.
- 2. Develop personal understanding and self-awareness of self-management of conflict, and how to develop new skills and techniques to support collaborative dispute resolution;
- 3. Develop basic skills in dispute resolution and conflict management;
- 4. Examine conflict management systems in various work environments; and
- 5. Provide fundamentals for designing and implementing a constructive workplace conflict management system.

3. CLASS METHODOLOGY AND LEARNING APPROACH:

The learning approach for this course will be highly interactive with case studies, simulations, role-plays, skill demonstrations and practice, guest speakers, and field work opportunities. In consideration of these factors, attendance, preparation and active participation are essential.

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. The course is focused on exploring the current and future challenges of conflict management and dispute resolution in the public sector and in nonprofit organizations, and on developing the critical thinking skills required of professionals and agency managers/administrators/supervisors in today's fast-paced and rapidly changing work environment.

Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

“Safe Space” Policy: Ground Rules for a Positive Classroom Environment and Experience

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;
- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will be no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color, religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

4. COURSE MANAGEMENT:

As a survey course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique public administration theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. **DO NOT submit your papers to me via UNM Learn Mail.** Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

As a student you are responsible for:

- Being prepared to discuss assigned course readings and exercises, and contribute to class each session.
- Contributing to and assisting with the learning of your classmates.
- Making up any missed readings, exercises, and assignments made or due during his/her absence.
- Reading for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions.
- Finding connections with your professional experiences and aspirations; consider the conceptual relationships among topics in the course and the practical application of course material to HR management.

- Regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Preparing all written assignments per instructions in the syllabus and submit them per the course schedule.
- For unexpected personal life difficulties, or difficulties with assignments, e-mail or phone contact with me is strongly encouraged. My schedule can be irregular, but I am responsive to questions and concerns.
- Take charge of what you want to get out of the course. You can explore a new topic or challenge to satisfy a curiosity. Alternatively, you can pick something close to your field of study or career goals and build on short- and medium-term needs for your intellectual or professional development.

5. COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

Because I am not sure how rapidly we will proceed through the different modules of this course, the course schedule is subject to revision and should always be considered to be in draft form. Therefore, the actual timeline of the course topics and discussions held in class may change as the semester progresses, and you are encouraged to give me feedback about your learning needs.

For many of the class sessions, I will seek guest speakers, skill-building simulations, or other opportunities to promote learning based on students' interests. Not all of these activities appear on the course schedule below.

THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION AT THE INSTRUCTOR'S SOLE DISCRETION AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.

DATE	TOPICS, and ASSIGNMENTS	READINGS
1/19/16	Course Introduction & Syllabus Review <ul style="list-style-type: none"> • Introduction to Employment Disputes and Conflict in the Workplace • Emotional Intelligence • "The Walk from No to Yes" – William Ury Video 	Additional Readings and Pre-Class assignments will be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the Course Homepage before each class.
1/26/16	Understanding Yourself – How Do You Respond to Conflict? NOTE: Complete the TKI and KCSI and Bring Results to Class <ul style="list-style-type: none"> • Thomas-Kilmann Conflict Modes Instrument (TKI) • Kraybill Conflict Style Inventory (KCSI) 	<ul style="list-style-type: none"> • Maravelas – Chapters 1, 2, 3, 4 • TKI and KCSI Materials in UNM Learn Course Folder • Supplemental Materials – UNM Learn Course Homepage
2/2/16	Understanding Yourself – How Do You Respond to Conflict? - Part 2 NOTE: Complete the TKI and KCSI and Bring Results to Class	<ul style="list-style-type: none"> • TKI and KCSI Materials in UNM Learn Course Folder • Supplemental Materials – UNM Learn Course Homepage
2/9/16	Communication Styles and Interpersonal-Intragroup (Team) Conflict NOTE: Complete these two On-Line Jung Typology MBTI-Type Tests Before Class, and Bring Results to Class – Compare Your Results from Each: <ol style="list-style-type: none"> 1. HumanMetrics - http://www.humanmetrics.com/cgi-win/JTypes2.asp 2. SimilarMinds – http://similarminds.com/jung.html 	<ul style="list-style-type: none"> • Maravelas – Chapters 5, 6, 7 • MBTI Materials in UNM Learn Course Folder • Supplemental Materials – UNM Learn Course Homepage
2/16/16	Principled Negotiation – Problem vs. People <ul style="list-style-type: none"> • Getting to Yes – Collaborative Negotiation • Positions vs. Interests – Mutual Gains and Objective Criteria • Identifying Your BATNA 	<ul style="list-style-type: none"> • Fisher & Ury • Supplemental Materials – UNM Learn Course Homepage
2/23/16	Win-Win Conflict Resolution Methods <ul style="list-style-type: none"> • In-Class Role Play Exercise – Parts to be assigned before Class on UNM Learn, or by E-mail – Students are NOT to share information about their assigned roles prior to class. • Introduction to Principled Negotiation Case Analysis #1 Due – In Class Discussion of Case	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
3/1/16	Team Conflict Resolution Methods <ul style="list-style-type: none"> • Facilitating Team and Group Development through Conflict • Case Discussion in Class 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
3/8/16	Conflict and Dispute Resolution in the Workplace <ul style="list-style-type: none"> • The Evolution of Conflict Management Systems 	<ul style="list-style-type: none"> • Lipsky et.al. – Chapters 1, 2, 3, 4 • Supplemental Materials – UNM Learn Course Homepage
3/15/16	NO CLASS – SPRING BREAK	

3/22/16	Public Affairs Dispute Resolution in Communities <ul style="list-style-type: none"> • Methods and Techniques for Addressing Conflict in Communities • Community Consensus-Building on Public Policy and Program Implementation 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
3/29/16	Labor-Management Relations – Traditional or Position-Based Conflict <ul style="list-style-type: none"> • Strike! Impasse Resolution: Coercive Techniques • Resolving Impasses: Alternatives to Strike – Arbitration • Video – “The Waldenville Jogger” Case Analysis #2 Due – In Class Discussion of Case	<ul style="list-style-type: none"> • Barrett & O’Dowd – Chapters 1, 2, 3, 4 • Supplemental Materials – UNM Learn Course Homepage
4/5/16	Labor-Management Relations – Alternatives through Collaboration <ul style="list-style-type: none"> • Interest-Based Bargaining – Collaborative Labor Relations Techniques & Resources • Case Discussion in Class 	<ul style="list-style-type: none"> • Barrett & O’Dowd – Chapters 5, 6, 7, 8 • Supplemental Materials – UNM Learn Course Homepage
4/12/16	Facilitated Dialogue & Appreciative Inquiry <ul style="list-style-type: none"> • Options for facilitated dialogue and applications for appreciative inquiry, and applications for these techniques. 	<ul style="list-style-type: none"> • Lipsky et.al. – Chapters 1, 2, 3, 4 • Supplemental Materials – UNM Learn Course Homepage
4/19/16	Mediation in the Workplace – Uses and Applications <ul style="list-style-type: none"> • Mediation and Litigation: A Study in Rough Contrasts • Mediation in Employment Disputes – U.S. Department of Labor EEOC, N.M. Department of Workforce Solutions Applied Conflict Case Analysis Paper Due	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
4/26/16	The Mediation Process in the Workplace <ul style="list-style-type: none"> • Basic Mediation Skills – Mini-Training 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
5/3/16	The Future of Conflict Management Systems in the Workplace <ul style="list-style-type: none"> • The Establishment of Conflict Management Systems • Design and Implementation of Dispute Resolution Programs • Third-Party Dispute Resolution Programs Final Journal Paper Due	<ul style="list-style-type: none"> • Lipsky et.al. – Chapters 5, 6, 7, 8, 9 & 10 • Supplemental Materials – UNM Learn Course Homepage
5/10/16	FINAL EXAM WEEK – No Class	

6. REQUIRED TEXT AND MATERIALS

- Lipsky, David B. et.al. (2003) *Emerging Systems for Managing Workplace Conflict*, Current Edition, San Francisco, CA: Jossey-Bass Publications.
- R. Fisher & W.L. Ury, B. Patton. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*, (3rd Ed.) NY, NY: Penguin Books.
- Maravelas, Anna (2005) *How to Reduce Workplace Conflict and Stress*, Current Edition, Pompton Plains, NJ: Career Press.
- Barrett, Jerome T. and O’Dowd, John (2005) *Interest Based Bargaining: A User’s Guide*, 1st or most current Edition, Vancouver BC: Trafford Publishing.
- Articles, research reports, and supplemental handout materials provided on-line through the UNM Learn course homepage

7. GRADING AND COURSE REQUIREMENTS:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Case Study #1 – Workplace Conflict Case	10%	A+	98% to 100%
2. Case Study #2 – Workplace Conflict Case	10%	A	94% to 97.9%
3. Conflict Management & Dispute Resolution Journal Project	45%	-A	90% to 93.9%
4. Analysis of an Applied Case Study in Conflict - Project Paper	25%	B+	87% to 89.9%
5. Discretionary Grade (Attendance, Participation, Contributions)	10%	B	84% to 86.9%
		-B	80% to 83.9%
		C	75% to 79.9%
		F	Below 75%

INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the second to last class session of the term. Such requests must include a proposed timeline for submitting the work required for

completing the course, and you will be required to adhere to that timeline once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on Web CT course homepage](#)} for further assistance).

NOTE that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally. Papers with excessive problems with spelling and punctuation, grammar, usage and sentence or paragraph structure, and expository writing quality and clarity, will be returned without further comment for revision.

FORM OF WRITTEN PAPERS AND APA STYLE

You are required to submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

All papers are required to follow current APA Style Format. **I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site;** I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA528**. For example: **Smith_J_Current HR Issues_PA528**. DO NOT MAKE THE TITLE TOO LONG !!!
- Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.
- **Proper external reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
 - **Note:** *For all of your assignments, external reference sources should be referenced to back up your recommendations or to identify issues or to frame your analysis in the public administration and policy literature. This information would be ideally found in relatively recent journal articles and should reflect current public management thought or practice with respect to the issues identified.*

ASSIGNED COURSE DELIVERABLES

1. SHORT CASE ANALYSIS PAPERS (2)

The purpose of the two case analysis papers is for you to critically and systematically analyze a case in workplace conflict, so that you can develop these skills to use in your applied case analysis for the workplace. Your short case analysis should follow the required sequence and structure, as specified in the short case analysis guideline, and must be in current APA style format. Your analysis is to be closely proofread, free of spelling, grammar, syntax, and expository quality and clarity errors. The requirements for the short case analysis papers are as follows:

- **Page 1:** Summary of the Main Points of the Case, including problem identification.
- **Page 2-4 or 5:** Case Analysis and Recommendations - Draw from the assigned readings as well as external sources to analyze the case from a focused perspective. Ideally, your analysis should tie what the theories suggest and what happened in the case. To what extent does the case event support the theories or departed from or challenged the theories?
- **Page 5 or 6:** Lessons Learned - Explain the lessons learned from the case, informed by your theory-grounded analysis. Don't second guess or find fault with the actions presented in the case. Focus on the lessons learned and how they apply to your experience and work in public administration.
- You may cite course readings or other quality sources such as peer reviewed journal articles or books. Include the author's name and date in parentheses for all sources and full reference information if citing an outside source.
- **Unless it is absolutely necessary, avoid direct quotation from the case. Use your own words to paraphrase the expressed ideas in the case.**

Use APA Style. In no more than 6 (6) pages, support your analysis with material from the text and other outside reference sources. A minimum of three (3) outside reference sources must be used and properly cited in APA style.

2. **CONFLICT MANAGEMENT AND DISPUTE RESOLUTION JOURNAL PROJECT**

For each class session, you are required to keep a journal of your thoughts regarding the readings. You will be expected to write about a 3-4 page entry (on average) **for each of the class sessions**. This assignment is designed to provide structure and discipline to your interactions with the text, class discussions, readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. The Journals will be submitted at the end of the semester. You should focus on the following for each class session and topic(s) covered:

1. What are the important principles in the assigned readings, and other readings available on the course homepage?
2. How are the principles, concepts or methods presented in the readings applied in your own work environment (or a familiar organization)?

Compare and support your analysis and discussion with material from the text, readings and other outside reference sources. For each of the entries you should have 2 sections:

1. **Significant insights from class**. What new concepts, skills, models, approaches or ideas stand out for you as particularly interesting and provocative? Why are they so significant to you and the organization you work for? How can you utilize the new ideas or apply some of the skills, and become a more effective public manager or leader? What happens when you utilize the new ideas or apply some of the skills?
2. **Significant insights from the readings** – including current events, the text, readings provided by the instructor, and other readings you seek out on your own. What new ideas or tools strike you as particularly interesting and stimulating? Why are these ideas or tools so significant to you and the organization you work for? How does it change what you think or do? How might you apply it in your work?

In both sections, you should try to make connections between the material presented in class and the readings and relate it to your personal and professional experience. While there is no minimum number of required APA cited academic reference sources for each journal entry, you are expected to have appropriate outside references for each entry.

The Journal must also include a self-reflective description and assessment of (1) your conflict style in personal and public settings, and (2) your communication style in personal and public settings. These entries should be **at least 4 to 5 pages** for each of the topics, and should address the following issues: positive and negative features of your preferred styles; how your preferred styles have helped/hindered your interactions in the workplace; what you have learned about your preferred styles; and areas you have identified for personal and professional development.

FINALLY, AT THE END OF THE JOURNAL, you must also include a separate section that is a self-reflective essay that relates your learning from the course to your professional growth. Drawing upon your own past experiences and future ambitions explore the nature of your identity as a current and/or future public administrator, manager, and leader in your organization and community, with particular focus on what you have learned about human resource management.

While the Journal need not be in "pure" APA format, follow APA guidelines as closely as is appropriate for formatting, in-text citations, list of references, etc.

3. ANALYSIS OF AN APPLIED CASE STUDY IN CONFLICT - PROJECT PAPER

The purpose of the Conflict Analysis Project Paper is to analyze an employment dispute or conflict of your interest and share the findings and recommendations from your research with seminar participants in a research roundtable in class, which will serve as the final exam. You are expected to extensively analyze a workplace conflict where you are one of the parties or an interested outsider. This could be a current, ongoing conflict or one from the past. Your job is to illuminate the interpersonal dynamics and the negotiations of all parties involved. You may focus on one episode that is reflective of the relationship or multiple episodes over time. **You may use a case discussed in your Journal to build upon in this Project Paper.** The basic outline of this Applied Case Study is:

- a) **Basic Background** - Introduce the main characters and provide whatever background information you think the reader needs to understand the *context* of your conflict story. Such information may include, but need not be limited to, names, occupations/duties, organizational units/functions, formal structural relationships, informal relationships affecting the story, etc. You may use charts if you find that helpful.
- b) **The Conflict Issue(s) and original positions** - Describe for the reader the conflict issue in one brief, terse, compact sentence (ok, but no more than three sentences). Also give an equally compact description of the main parties' original positions on the issue.
- c) **The Conflict Story** - Relate as fully as needed the detailed story of the conflict in chronological order. Use names, time frames, basic actions/conversations, reactions/responses, etc. As you describe this story apply either phase analysis or Glas's escalation framework in your account (<http://www.perspectus.se/tjordan/Escalationmodel.html>), along with other applicable models. Tell the story all the way through as far as it went or as far as it has gone so far.
- d) **The Conflict Elements** - Give a thorough account of the conflict elements for the main parties to the dispute. Analyze each parties' goal/interest, cognition/judgment, and normative/value elements. Show how these elements lead to the conflict. Discuss how each parties' position(s) reflect their interests and concerns.
- e) **The Strategic and Tactical intent and behaviors** - Analyze each parties' initial strategic assessment of likely outcomes – give evidence for your assessment based on the specific kinds of behaviors that both parties engaged in, and analyze the changing dynamics of the conflict. If the parties did not or have not yet reached a collaborative solution then assess the distributive settlement ranges possibilities for each party as appropriate.
- f) **Collaboration assessment** - Analyze those aspects of the conflict that make a collaborative outcome more or less likely. You may want to draw upon other areas of study (e.g. change management, motivation, etc.) in your analysis.
- g) **Intervening for collaborative outcomes** - Finally assume you have been chosen to intercede to help the parties reach a collaborative solution. What kind of actions would you take to increase the likelihood of an integrative solution? You may make suggestions for intervention at any stage of the conflict. You may use either process or strategic interventions. Describe how the use of a third party intervention would impact the conflict management process. Defend your course of actions.

As always, please integrate concepts you have learned from class into your paper. Use APA Style. In no more than twelve (12) pages, *support your analysis* with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

4. DISCRETIONARY GRADE – ATTENDANCE, PARTICIPATION AND CONTRIBUTION

This portion of your grade includes, but is not limited to class participation, demonstration that you have read the text and other materials, participation in team/group assignments, and timeliness of assignments. Ongoing student participation is encouraged and will be assessed as a part of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student's contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

8. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

Plagiarism

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline.

Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must be conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** on page 3 above).

Drops and Withdrawals

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Attendance Policy

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

Accommodations

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

9. OTHER INFORMATION:

Instructor Guidance: I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances. You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

Syllabus Modification: The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

10. INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR has more than 38 years of professional experience in human resources management in the public, private non-profit and private for-profit sectors. Currently, Dr. Meilleur is Senior Vice-President, Risk Services – HR and Employment with Poms & Associates, a national risk services and insurance brokerage firm that provides risk management training, consulting and information services, and insurance services for its clients and other businesses and organizations.

He previously worked as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, a \$26.5 million non-profit organization with over 900 employees, where he was responsible for all human resources, human resource development & organizational development, and risk management functions for the agency. Dr. Meilleur has also served as Director of Human Resources for the City of Rio Rancho, NM, Human Resources Team Leader and Manager of Organizational Learning with Plains Electric G&T Cooperative, Director of the State Bar of New Mexico's Center for Legal Education.

He is faculty member at the UNM School of Public Administration, holding the positions of Adjunct Faculty, and Visiting Lecturer III where he teaches in the areas of human resource management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University's School of Business in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995. He has been a Deadicated fan of the Grateful Dead since 1967; and performs locally with the Black Smoke Blues Band as lead vocalist, and blues harp player. For grins, check out <https://www.youtube.com/watch?v=xZw55VY7HxQ>

11. FINAL REMARKS FROM DR. MEILLEUR

The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.

CASE ANALYSIS GUIDELINES

For purposes of this course, a case study is defined as a carefully structured and delineated narrative reconstruction of events that presents essential information on the operations of a governmental or nonprofit agency in the context of a public management problem. The focal agency (along with key agency actors) is often cast as working in concert with other organizations across sectors in addressing the management problem, challenge, or crisis involved. The focus of the narrative and of the case analysis may therefore be a set of collaborative agencies. It may also be an entire array of decisions and actions rather than a single decision point or issue (more often the case with business administration case studies).

Things to keep in mind when analyzing a case study:

- Read the case carefully and make notes as to any terms which are unfamiliar, or portions that seem unclear, or problems or issues which appear to be salient in the case
- Bring your questions and observations from your reading of the case to the next class meeting or to the UNM LEARN platform for everyone to consider; helpful suggestions may be forthcoming from the instructor or from other students.
- The material you will require to carry out your case analysis, in particular the three short ones, is in your case study text, class readings, and class lectures—additional research is required for each of the case analysis papers.

After reading and thinking about the case, identify major administrative issues, decisional challenges, implementation obstacles, or other problems and challenges found in the case. Case writers generally (and specifically in all of our case study selections) tell their story in such a way as to highlight these analytical elements—that is the reason the case is written in the first place.

It is an important component of case analysis to offer a solution or solutions to the issues, in that when confronted with a problem in professional practice, the expectation is that you are equipped as an MPA graduate with the skill to come up with reasoned solutions to those problems. To do this, it is important to understand what happened and why it happened, to provide plausible reasons for the situations posed in the case, and to carry out corresponding critique and analysis.

In analyzing these issues, obstacles, or problems remember to look below the surface and go beyond simply describing what happened in the case. In fact, there is little room for picking up selective summary (retelling) of such issues in the case. You are best served by going as directly as possible to the analysis of the case.

If you think you have a solution or set of solutions to the issues, obstacles, or problems entailed in/by the case, be sure to carefully consider unexpected outcomes of your proffered solutions. Please remember that many such concerns have no ideal solution; each potential solution has its own problems, costs, disadvantages, drawbacks, etc. What is most essential is that you provide a nuanced and incisive, critical analysis of what transpired in the case, as the case writer depicts it. To use a medical analogy, it is better for you to focus on diagnostics rather than prognosis.

You are being provided with several guides or sets of suggestions for carrying out a case analysis. Some are from business administration curricula or simply adapted to purposes, only partially overlapping with our own in this capstone course. What is essential for this course is how well you execute your critical written analysis. You will be carrying into your analytical effort everything from theoretical and conceptual frameworks (drawn from your readings, class lectures, discussion, and materials, the whole of your MPA experience) to your own professional experience and expertise. Insight is the key, along with clear communication of it on paper in incisive ways. So is compelling argumentation of whatever position(s) you take with respect to the case material.

Limited information in cases: The reality of most cases is that they contain a great deal of information that is not as easily analyzed and understood as one would like. However, most case studies also leave out information, more or less on purpose, and you may well be left wanting to know more about what occurred. Your own analysis may be similarly limited. Consulting with your colleagues in the class, informally in class discussion or even one-on-one or in group work, helps here. As David argues,

Any serious analyst brings his [or her] own background to the case study. If [s/he] is a finance person, [s/he will] look to the numbers first as a way of getting at the required case analysis [while an HR person will use that lens, etc.]... Since you are neither expected to, nor can you, in fact, know everything that you would like to know, getting into a work sessions with your peers can be a time-saving way of maximizing the learning process . . .