



FH Salzburg

Syllabus

Course Title	Conflict Management
Instructor Name & Contact Information	Mag. Robert Gisshammer <i>rgisshammer.lba@fh-salzburg.ac.at</i> Mag. Christian Obermoser <i>cobermoser.lba@fh-salzburg.ac.at</i>
Study Program / Course ID	IMTE-B, IMEB3CMTIL
Semester, Study Year	Semester 3 / Study Year 2
ECTS / SWS (Semester Credit Hours) / Contact Units	ECTS 1,5 / SWS 1 / Contact Units 14
Course Type	IL
Prerequisites	B2 CERF in Englisch
Language of Instruction	English
Moodle course ID (SPA)	
Course recognition contact	Herbert Gölzner
Attendance criterion	Students must achieve 75% attendance In case you cannot attend class, please email the course lecturer and make sure that you catch up on the content of the missed classes.

Grading scale		Assessment modes & weighting
Grade	%	3 tasks in class: 10 points each 2 assignments: 20 points each 1 task asynchronous: 20 points Active course participation: 10 points Points are equivalent to percent
1 – Excellent	93 – 100%	
2 – Good	80 – 92 %	
3 – Satisfactory	65 – 79 %	
4 - Adequate	50 – 64 %	
5 – Fail	0 – 49 %	
Second and third exam dates are scheduled during semester assessment weeks.		

Course description:

The course is designed to give information about sustainable conflict management in teams and companies. As value added, students will get information about intercultural communication and coaching such way, that they will be equipped to deal with the challenges presented due to a rapidly changing world and a very diverse workplace.

While this course is titled “Conflict management”, it will deliver more than that. As the world gets smaller, the population more mobile and our communities and workplaces more diverse, every citizen needs to understand what it takes to live successfully in this diverse world. Students in the IMTE Program especially need to understand how best to navigate in this multi-faceted and multi-cultural world since they are often called upon to deal with people from all parts of the world.

Therefore, this class will focus on explaining roots, different kinds of conflicts, tools, coaching, neurobiology, which is beyond simple management of a conflict. It will specifically address issues such as:

1. Understanding our own biases, values & beliefs & how they shape our perception and what this does with you in a conflict,
2. Understanding needs and roots of a conflict and tools to solve a conflict.
3. Developing skills to navigate various conflicts in various cultures

Learning outcomes:

Upon completion of this course, students will leave with the following outcomes:

- An enhanced understanding of issues related to conflict and conflict management
- An increased commitment to valuing similarities and differences in individuals
- An increased understanding of how individual differences can strengthen a group or organization and create a positive impact of a conflict
- An enhanced ability to be open to discussions about the deeper implications of different perceptions and mindsets in a conflict through dialogue
- The ability to apply learning to real world experience

AI policy:

The principle of independent performance has to be applied to tasks which has to be completed. If AI aids, such as generative AI systems, are used, these must be marked. In this respect, there is an obligation to declare when using generative AI systems, i.e. it must be recognizable to third parties which parts were generated with the help of an AI and to what extent.

Recommended literature and course materials:

Little David, *Managing Conflict: A Practical Guide to Resolution in the Workplace*, 2nd Edition, Kogan Page Limited, London, 2023

Roche William K., Teague Paul, Colvin Alexander J.S., *The Oxford Handbook of Conflict Management in Organizations*, Oxford University Press, Oxford, 2014

Proksch Stephan, *Conflict Management*, Springer, Germany, 2016

Johnson Amy Janan, Cionea Ioana A., McCorkle Suzanne, Reese Melanie J., *Personal Conflict Management – Theory and Practice*, 3rd Edition, Routledge, London, 2024

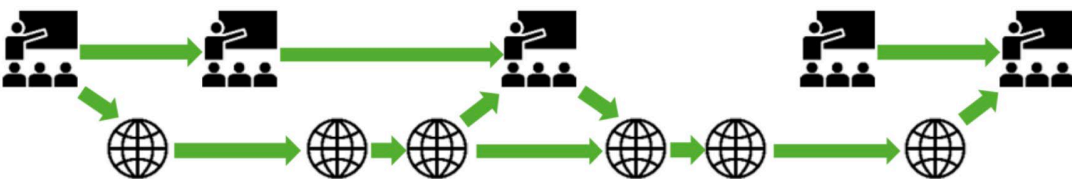
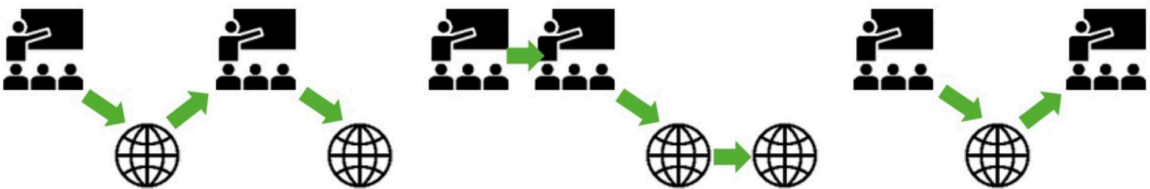
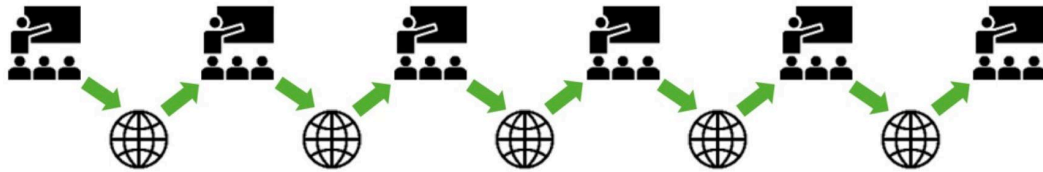
Oachesu Madalina, *Conflict Management, a new challenge*, 3rd GLOBAL CONFERENCE on BUSINESS, ECONOMICS, MANAGEMENT and TOURISM, 26-28 November 2015, Rome, Italy, Published by Elsevier B.V.

Syllabus-extension for Blended Learning courses

Blended-learning structure:

86 % synchronous on campus, 0 % synchronous online,
 14 % asynchronous

Blended-learning paradigm:



Social & media-supported learning dimensions:

Since learning in this course mainly takes place via in-class activity in the course (exercises, feedback, ...), attendance is compulsory for all dates (> 75%). An essential part of the learning outcome is the experience gained from personal practice, especially in interaction with others. A lack of attendance is therefore a lack of performance and will be graded accordingly. In justified exceptional cases, substitute performance can be agreed to.

Learning support provided by teachers:

The course consists of synchronous classroom teaching and asynchronous units (tasks that are worked on independently). Students are also supported during the asynchronous phases and receive feedback from the course instructor. In addition, there are assignments that must be completed purely through self-study. All three forms are interlinked or build on each other. See lesson plan and blended learning model.

All relevant course content is made available via Moodle. Moodle is also used for the submission and assessment of submitted work.

In the attendance phases, content is conveyed or deepened in the form of interactive lectures, questions and discussions, group work, feedback rounds, simulations and presentations. Great emphasis is placed on active discussion within the course.

Feedback on learning activities:

Feedback will be provided on all required tasks.

Lesson Plan to be added in due course.