

NEGOTIATION & CONFLICT RESOLUTION

MAN 4441 | Spring 2023 | Wednesday 6:30pm–09:15pm | CIS 2084

Instructor Information

Professor: Patrick Rolando

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Phone/Message: Office 365 'USF Teams'

Office Hours: After class or by appointment

Prerequisite: MAN 3240 with minimum C-

Course Description

The course provides a basis for developing the skills necessary to effectively negotiate in both business and personal dealings. The course also provides the framework to effectively manage conflict through the means of communication, building trust, negotiation, mediation, arbitration, alternative dispute resolution techniques and similar practices.

The class material will include both theory and practical applications. In addition to lectures covering the topics discussed in your books, you will be expected to engage in class discussions/class exercises and to complete a Group project which will enhance your knowledge of the topic.

Student Learning Outcomes Perception plays in developing/forming attitudes in negotiations.

2. Understand the concept of "power" and the role it plays in developing negotiating strategies.
3. Understand the different theories of negotiations and how and when they should be applied.
4. Appreciate the ethical implications of different negotiating techniques.
5. Learn how to prepare for negotiations and what you need to do prior to engaging in negotiations.
6. Learn the importance of understanding the role cultural differences play in effective negotiations.
7. Understand the difference in negotiations between short-term gains versus long-term gains.
8. Appreciate the importance of communications in resolving and/or avoiding conflict.
9. Appreciate the importance of establishing and maintaining long-term relationships.
10. Understand the role conflict-resolution and negotiation skills have played in resolving numerous conflicts in today's business world.

Materials

The text is required, all other materials will be provided via Canvas or in class.

Required Text

Corvette, Barbara A., Conflict Management, Pearson Prentice Hall, Upper Saddle River, NJ, 2007.
ISBN: 0-13-119323-6

Assignments

Class Participation/Flip

Engaging actively with the content of this course will be essential to your learning. Reading of materials before class are required and will help you have a better understanding of what's being discussed, and, after having read and processed the content, if there is something in there that you don't understand, you'll be able to ask about it in class.

All students are expected to prepare for and participate in class discussions. The participation component of the course grade is awarded for student's constructive contributions to class discussion at every class meeting. Excellent participation requires thorough preparation, critical thinking, a cooperative attitude, and the willingness to share ideas.

Participation will include a weekly entry into a Flip, the entries will be in different subjects. There are no requirements regarding the length of the entry. The Flip will be available via Canva assignment, and you will be responsible for submitting it in a timely manner. The Flip will not help make it up your participation points for missed classes but will assist if you are shy and prefer to don't engage while attending class.

Quizzes

There are ten short quizzes due throughout the semester and it will have true/false (T/F) and multiple-choice questions about class lecture and discussions. Quizzes will be monitored using Honorlock, and it must be taken via Chrome browser with the Honorlock extension and can be taken in-person before or after class, or from home by the due date.

You will have 15 minutes to complete the Quiz and 30 minutes to complete the Mid and Final knowledge exams.

Mid-term and Final Knowledge Check

Mid-term and Final Knowledge check will be monitored using Honorlock, and it must be taken via Chrome browser with the Honorlock extension, it can be taken in person or from home by the due date.

You will have 2 Knowledge Checks during the semester. One mid-way through the class and the second at the end of the semester. This will consist of 20 true/false and multiple-choice questions on the modules covered.

You will have half an hour (30 minutes) to complete it.

Negotiation and Conflict Management (NCM) Project

All project materials are to be submitted online via Canvas by the due date. No exceptions.

Working on an actual case is one of the best ways to understand the negotiation and conflicts that individuals and companies might face.

In groups, you will identify an organization that is facing a negotiation scenario and the conflicts around it, then you will tie that to the concepts being studied in class, and end with a proposed course of action using the knowledge and skills you have developed through this course and your management courses.

The project can be completed in one of two ways:

1. You can partner with a local organization, with which you will work directly. This type of project requires a great deal of primary research; that is, you will need work closely with the organization to gather your own data.
2. You can research a mid- or large-sized organization of your team's choosing and research it using secondary sources – sources that are already available.

Your team will serve in the role of a management consulting firm. You will examine and assess the organization, identify negotiation issues the organization currently faces, and make recommendations for how the organization should address those issues. A detailed rubric will be provided on Canvas.

The project is divided into three papers (2-3 pages for papers 1-2, paper 3 will be a combo of all papers, and should include an executive summary page, recommendations, and references) and a group presentation. All papers should use 1.5 line for spacing and include the group # along with all the group member names. The details of each component are as follows:

Paper 1: Identification of one or more specific problems the organization currently faces.

This paper should introduce the organization and its industry. In addition, it should define the problem, and present data/evidence to discuss why this conflict is important to the organization.

Paper 2: Analysis of the problem(s) you identified in Paper 1. This paper should include your analysis of the root causes of the problem (e.g., why does this problem exist for the organization). Again, you should rely on data and evidence to support your assertions, as well as concepts and principles from this course and previous courses that can help you understand why the problem is occurring.

Paper 3: Final Report. This paper should include all two previous sections, with improvements based on feedback received, and integrated across group members. Recommendations for the organization - This paper should include your group's recommendations for how the organization can fix the problem(s) you identified and analyzed in the previous papers. Since it is a final report, you should condense and summarize the writing with appropriate citations/references. You should also include an executive summary at the beginning of the paper.

Make it professional, refrain from personal opinion, set the tone as a consulting company delivering a report, and for the school learning purpose, Adhere as closely as possible to Corvette, Barbara A. (2007) Conflict Management.

Group presentation

This course is a very practical one. The primary way in which we will put knowledge into practice is through the NCM Project. In team of 3 to 4 members, each group will make a presentation summarizing your final report to the class at the end of the semester. Each group member is expected to speak during the presentation (in person, via Teams, or via recorded presentation). Each member of the Group will be evaluated based on his/her overall contribution to the Group's effort based on my evaluation of his/her preparation, contribution, and oral presentation of the Group Project.

The reason why this is called a "Group Project" is because every member of the group is responsible for the final product. This means that every member of the group needs to be thoroughly familiar with every part of the project.

An excellent presentation provides concise, useful information about your analysis and how that analysis informs your recommendations. You should present your ideas clearly and, whenever possible, provide prescriptive advice and suggestions. You may incorporate multimedia to make your presentation creative and engaging, such as video clips, audio clips, website demonstration, etc.

Plan for 15-30 minutes presentation. You should not go more than 30 or less than 15, including time for questions from the class. Dress for Presentation Day is to be **Business Casual**.

All project materials are to be submitted online via Canvas by the due date. No exceptions.

Although some students prefer working in groups, others do not. For those of you who feel some reservations about this idea (as I often did as a student), here is the rationale behind why I am organizing the assignment this way. First, this project will be a hefty workload for one person to address on his/her own. Having teammates will allow you to distribute that workload. Second, having multiple team members expands your professional network, increasing the chances of finding a business that will open its doors to you to collect data. Third, while conducting this project, you will likely run into problems, and the solutions may not be readily apparent. If such an event occurs, it will be helpful to have the intellectual and emotional support of some colleagues.

Group Issues

I strongly urge student to use your team building skills to create cohesion in your group from the beginning. However, if any challenges do arise in the group and student cannot resolve it amicably among ourselves, please come and see me as soon as possible. Do remember that I will not accommodate your concerns if student wait to voice them till the project deadline is looming upon student. A peer-review will be required after each group assignment submission.

Summary of Assignments

| Category (% of grade) | Specific Assignment | Points | % of Grade |
|--------------------------------|--------------------------------|--------|------------|
| Class Participation/Flip (20%) | In class evaluation | 200 | 20% |
| Quizzes (20%) | 10 quizzes | 200 | 20% each |
| Mid Term (12%) | 20 Quiz questions | 120 | 12% |
| Final (12%) | 20 Quiz questions | 120 | 12% |
| NCM Project (36%) | Team Plan 1 – 3 | 60 | 2.0% each |
| | Paper 1 | 25 | 2.5% |
| | Paper 2 | 50 | 5% |
| | Paper 3 – Final Report | 65 | 6.5% |
| | Group Presentation Performance | 160 | 16% |

Grading

Final grades will be calculated by summing all the points you have accumulated in the course. Grades will be determined using the grading scale shown below.

| | | | | | | | | | |
|---|-------|---|-----------|---|-----------|---|-----------|---|------------|
| F | ≥ 599 | D | 600 – 699 | C | 700 – 799 | B | 800 – 899 | A | 900 – 1000 |
|---|-------|---|-----------|---|-----------|---|-----------|---|------------|

Policies

Communication

The best way to contact me is through email. I answer non-time sensitive emails within 24/48 hours on weekdays. I may respond to it less frequently on weekends and holidays; There may be times during the semester when I do not have access to email. I will be sure to notify you if such situations occur.

To avoid confusion on my part, please follow the following guidelines when sending emails:

1. Use only this email address: prolando@usf.edu
2. Identify yourself as a student in MAN 4441 in either the subject line or the first paragraph of your email.
3. Always sign your emails, so that I know who sent them.
4. Treat your emails as professional communications—use proper grammar, punctuation, and spelling, and avoid internet shorthand.

I will hold myself to the same standards I expect of you. Emails that I receive that do not adhere to the guidelines above will not be answered.

Technology in the Classroom

Regarding computers and tablets, feel free to use them in class for taking notes. Keep in mind, though, that the research on this topic shows that taking notes by hand helps you to retain information better than taking notes on a computer (Mueller & Oppenheimer, 2014). Regarding cell phones, all I ask is that you exercise good judgment. If you need to send a text message, feel free to do so quickly and quietly. Similarly, if you need to make or take a phone call, please just step out of the classroom.

General Attendance

Students can have one excused absence WITH prior notice. Students who have more than one absence will lose 2 percentage points for each additional class missed beyond that. These include excused and unexcused absences. If a student is absent for 3 or more times, the teacher and student will meet to discuss the possible options including withdrawal from the course. A student is not considered to have attended class unless they are present for most the class (>60%).

Presentation Day Attendance: It is important to be respectful towards your classmates' efforts. Therefore, one additional percentage point (3 percentage points per class) will be deducted for each unexcused absence or tardiness on any of the presentation days. To be excused, an excuse must be a valid reason and given PRIOR to the presentation.

Late Submissions

Submissions will be penalized by 2% for the first 24 hours that they are late. An additional 5% will be deducted to the submission grade every 24 hours thereafter.

Academic Integrity

The Academic integrity means honesty and responsibility in scholarship. Here are the basic assumptions about academic work: (1) Students attend university in order to learn and grow, (2) academic assignments exist for the sake of this goal, (3) grades exist to show how fully the goal is attained, (4) thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct -- "cheating" -- is not just "against the rules"; it violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

Academic dishonesty is a completely unacceptable mode of conduct and persons involved in academic dishonesty will be disciplined in accordance with university regulations and procedures. Discipline may

include suspension or expulsion from the University. Academic dishonesty includes but is not limited to cheating (e.g., looking on another person's exam or allowing them to look on yours), plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person (i.e., copying someone else's work, allowing someone to do your papers or take your exams for you), taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Students with Disabilities

Students in need of academic accommodations for a disability may consult with Students with Disabilities Services (SDS) to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. A letter from SDS must accompany this request. Student responsibilities: <http://www.sds.usf.edu>

University Policy on Religious Observances

No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. In accordance with the University policy on observance of religious holy days, students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting.

Honorlock

All students must review the syllabus and the requirements, including the online terms and video testing requirements, to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence.

To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor.

Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns.

Students are strictly responsible for ensuring that they take all exams using a reliable computer and high-speed internet connection. Setup information will be provided prior to taking the proctored exam. *To use Honorlock* students are required to download and install the [Honorlock Google Chrome extension \(Links to an external site.\)](#). For additional information please visit the [USF online proctoring student FAQ \(Links to an external site.\)](#) and [Honorlock student resources \(Links to an external site.\)](#).

Turnitin.com

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I

receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Course Calendar on the next page.

Course Calendar*

| Dates | Topic | Readings | Assignments Due |
|-------------|---|------------|---|
| 1/11 | Introductions, syllabus review | | Per USF policy, mandatory attendance for everyone. |
| 1/18 | Module 1 Negotiation/Conflict Management Overview | Chapter 01 | Honorlock Test SKA submission Flip entry Project Teams Formation |
| 1/25 | Module 2 Personality | Chapter 02 | Quiz 1 Plan of work 1 Due Group Meet |
| 2/1 | Module 3 Conflict In Class Game | Chapter 03 | Quiz 2 Paper 1 Due |
| 2/8 | Module 4 Negotiation Style In Class Activity | Chapter 04 | Quiz 3 |
| 2/15 | Module 5 Key Negotiating Temperaments | Chapter 05 | Quiz 4 Plan of work 2 Due Group Meet |
| 2/22 | Module 6 Communicating in Negotiation In Class Game 2 / Mid-Term Prep | Chapter 06 | Quiz 5 Paper 2 Due |
| 3/1 | Module 7 A Note on Cultural and Gender Differences | Chapter 07 | Quiz 6 Mid-Term |
| 3/8 | Module 8 Interests and Goals in Negotiation | Chapter 08 | Quiz 7 Plan of work 3 Due Group Meet |
| 3/15 | Spring break | | |

| Dates | Topic | Readings | Assignments Due |
|--------------|--|-----------------|---|
| 3/22 | Module 9 Perception in Negotiation | Chapter 09 | Quiz 8 Final Report Due |
| 3/29 | Module 10 Power In Class Game 3 - Finals | Chapter 10 | Quiz 9 |
| 4/5 | Module 11 Asserting Yourself | Chapter 11 | Quiz 10 Group Meet – Project Presentation Prep |
| 4/12 | Module 12 Principles of Persuasion | Chapter 12 | Project Presentation |
| 4/19 | Module 13 Rules of Negotiation and Common Mistakes | Chapter 13 | Project Presentation |
| 4/26 | Module 14 The Negotiation Process and Preparation | Chapter 14 | Project Presentation |
| 5/3 | Module 15 Alternative Styles, Strategies, and Techniques of Negotiation | Chapter 15 | Project Presentation Final Exam |

*The course calendar is subject to change at the instructor/school's discretion.