



## **MAN 4441**

### **Negotiation/Conflict Resolution**

CRN 23921, Section 521, 3 Credit Hours

## **COURSE SYLLABUS**

**Semester:** Spring 2023

**Class Meeting Days:** Tuesdays

**Class Meeting Time:** 5:00pm-7:45pm

**Class Meeting Location:** Sarasota-Manatee Campus B206

**Instructor:** Bruce Gallagher

**Office Location:** Sarasota-Manatee

**Office Hours:** Upon Request

**Email:** [bgallagher12@usf.edu](mailto:bgallagher12@usf.edu)

**Phone:** 814-598-5532

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#### **I. University Course Description**

This course examines what conflict is, how it occurs, and how it can be managed through negotiation, particularly in the workplace.

#### **II. Course Prerequisites**

MAN 3025 with a minimum grade of C and MAN 3240 with a minimum grade of C

#### **III. Course Purpose**

This 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.

#### **IV. Course Format**

Hybrid: Hybrid is 50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. Faculty may require all students to attend certain classes in person.

#### **V. Student Learning Outcomes**

By the end of this semester, students will be able to:

- Recommend managerial actions based on knowledge covered in required courses in the Management minor and major.
- Demonstrate critical thinking and decision-making skills by applying general knowledge to specific instances.
- Successfully utilize presentation and report writing skills.

## VI. Course Objectives

The student should be able to:

- Differentiate between distributed and integrative bargaining and discuss the tactics you would use with each.
- Describe the basic bargaining process including terms such as BATNA and bargaining range.
- Discuss the differences between cooperative and competitive bargaining strategies.
- Discuss principled negotiations as proposed in "Getting to Yes" and determine when it should be used and how to overcome obstacles.
- Describe when third party interventions are needed.
- Discuss the process of mediation and when it is appropriate.
- Discuss the advantages and disadvantages of arbitration.
- Discuss their advantages and disadvantages between arbitration and using the courts.
- Discuss the different types of individual conflict resolution styles and in what circumstances they are appropriate to use. In addition, students will get practice in carrying out negotiations as part of in-class exercises. The goal is to develop real-life negotiating skills in each student.

## VII. Required Texts and/or Readings and Course Materials

- *Negotiation*, Roy Lewicki. 7<sup>th</sup> edition: McGraw-Hill.  
ISBN: 9780078029448

## VIII. Grading Scale

We have 2 quizzes that are 30% of your grade (15% each). Discussion, roleplay, and class participation accounts for 30%. A major part of your grade (40%) will be an actual negotiation between a management and union contract. More information to be discussed in class.

### Grading Scale (%)

90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

## IX. Grade Categories and Weights

Graded Items	Percent of Final Grade
Quizzes	30%
Discussion/Participation/Roleplay	30%
Final Negotiation	40%

### Quizzes (30%)

Two quizzes, worth 15% each.

**Discussion/Roleplay/Participation (30%)**

You are to role play the following negotiations, worth 30% of your grade. You will be teamed up in teams of three where two will negotiate and one will be the observer and paper writer. The writer is to also interview the negotiators on their perception of their negotiations experience. The writer will write a 3-page paper plus cover page on their observations and those of the negotiators and what went well and what could have been done better. The writer is to also capture what concepts they observed in the negotiations from the book. Last, the writer should summarize what recommendations they would make so the negotiations can be improved. Each team member will play the role of observer and paper writer. The following are the topics to select from:

**Negotiations Roleplay Set Up:**

The following negotiations will take place for 30 minutes. The observer will keep track of the time and let the negotiators know when they are down to 5 minutes.

1. Salary negotiations: one will play the role of the future employee and try to negotiate upward. The salary range is from \$50k-120k. The hiring employer will negotiate downward. The future employee will secretly share with the observer what amount they minimally are looking for and the hiring employer will secretly share with the observer the maximum they are willing to pay.
2. Home purchase/sale: One will be selling their 3 bedroom, 2 bathroom, 2800 square foot home in a gated community built in 2015. The seller has posted the house for \$475 and they will secretly share with the observer the lowest they would consider selling it for. The buyer will share secretly with the observer what is the maximum amount they are willing to pay with the observer.
3. Car sale/purchase: The seller is looking to sell their 2018 vehicle with 15k miles in excellent condition, asking \$29k. The seller will secretly share with the observer what is the lowest (if any) they are willing to accept. The buyer will secretly share with the observer what they are willing to purchase now that they have done their research.

**Final Negotiation (40%)**

To be discussed in class; 40% of grade.

**X. Course Schedule.**

Date	Topics to be Discussed in Class and other Important Information
<b>Jan 10 Week 1</b>	Class Orientation and Expectations  <b>Jan 13: Spring add/drop ends; fee liability/tuition payment deadline. Last day to submit Spring residency reclassification applications.</b>
<b>Jan 17 Week 2</b>	Chapters 1, 2, 3
<b>Jan 24 Week 3</b>	Chapters 3,4,5

<b>Jan 31</b> <b>Week 4</b>	Chapters 6, 7  <b>Feb 6: <i>Spring graduation application deadline</i></b>
<b>Feb 7</b> <b>Week 5</b>	Chapters 8, 9, 10- Role Play Preview Review for Quiz
<b>Feb 14</b> <b>Week 6</b>	Quiz 1
<b>Feb 21</b> <b>week 7</b>	Chapters 11, 12, 13—Role Play
<b>Feb 28</b> <b>Week 8</b>	Chapters 14, 15—Role Play  <b>Mar 7: <i>Midterm grading closes</i></b>
<b>Mar 7</b> <b>Week 9</b>	Chapters 16, 17 Roleplay
<b>Mar 14</b> <b>Week 10</b>	<b>Spring Break</b>
<b>Mar 21</b> <b>Week 11</b>	Mock Negotiation Prep <b>Mar 25: <i>Last day to withdraw with no refund and no academic penalty.</i></b>
<b>Mar 28</b> <b>Week 12</b>	Chapters 18, 19—Role Play Due
<b>April 4</b> <b>Week 13</b>	Chap. 20—Review for Quiz
<b>April 11</b> <b>Week 14</b>	Quiz
<b>April 18</b> <b>Week 15</b>	Class Negotiations
<b>April 25</b> <b>Week 16</b>	Class Negotiations

<b>May 2</b>	Final Negotiations <b>May 4: End of Spring term</b>
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\* Note: The Schedule is subject to revision.

#### **XI. USF Core Syllabus Policies**

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

#### **XII. Course Policies:**

**Grades of "Incomplete":** An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

**Final Examinations Policy:** All final exams are to be scheduled in accordance with the University's final examination policy.

#### **XIII. Course Policies: Technology and Media**

**Canvas:** This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

**Recordings:** In this class, software may be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

#### **XIV. Course Policies: Student Expectations**

##### **Title IX Policy:**

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.)**

**as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or [va@admin.usf.edu](mailto:va@admin.usf.edu).*

#### **Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

#### **End of Semester Student Evaluations:**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

#### **Netiquette Guidelines**

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

#### **XV. Learning Support and Campus Offices**

##### **Academic Accommodations**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

### **Academic Support Services**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

### **Canvas Technical Support**

Example: If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

### **Center for Victim Advocacy**

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

### **Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

### **Tutoring**

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email [asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

### **Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: [writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

## **XVI. 2023 Spring COVID-19 Protocols**

For the most recent communication regarding COVID-19 protocols, please visit:

<https://www.usf.edu/coronavirus/>

**Academic Integrity**

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation 3.027.

**Academic Grievance Procedure**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

**Disability Access**

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.

**Disruption to Academic Progress**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

**Food and Housing Insecurity**

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull ([feedabull@usf.edu](mailto:feedabull@usf.edu) or their website), or Student Outreach and Support ([socat@usf.edu](mailto:socat@usf.edu) or their website).

**Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private



conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

### **Religious Observances**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. 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. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

### **Sexual Misconduct / Sexual Harassment**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF Policy 0-004). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the USF Center for Victim Advocacy: 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: [usf.edu/title-ix](http://usf.edu/title-ix)

### **Statement of Academic Continuity**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and ALERTUSF messages for important general information (USF Policy 6-010).

## **XVII. Important Dates to Remember**

For important USF dates, see the [Academic Calendar](http://www.usf.edu/registrar/calendars/) at <http://www.usf.edu/registrar/calendars/>