



Maxine Goodman Levin School of Urban Affairs

LEVIN COLLEGE OF PUBLIC AFFAIRS AND EDUCATION

Negotiation and Conflict Management

UST 433/572 Section 501

Fall Semester, 2023

Remote Synchronous Meeting Time: Tuesdays, 6:00 – 8:50 PM

Instructor: Timothy J. Viskocil

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Course Syllabus

I. COURSE OBJECTIVES

Students will gain the knowledge and skills necessary to manage and resolve conflict, effectively problem solve and negotiate mutually acceptable agreements. At the completion of the course students will be able to:

- Explain Alternative Dispute Resolution (ADR) and the differences between Arbitration and Mediation;
- Demonstrate an understanding about the nature and dynamics of conflict;
- Apply conflict resolution and problem-solving skills to enhance personal and interpersonal relationships;
- Compare and contrast the different negotiation models and their respective procedures, and;
- Utilize various positive techniques to enhance individual negotiation skills.

The course is further designed to enable students to apply the various skills across a wide spectrum of situations on both a personal and professional level. To this end, students will have the opportunity to practice in individual conflict and negotiation settings.

II. REQUIRED COURSE MATERIAL

- *Essentials of Negotiation*; Roy J. Lewicki, Bruce Barry and David M. Saunders; Seventh Edition.
- *Getting to Yes: Negotiating Agreement Without Giving In*. 3rd ed. Roger Fisher, William Ury, and Bruce Patton. (Paperback)

Recommended Readings:

- *Difficult Conversations: How to Discuss What Matters Most*; by Douglas, Patton and Heen. (Paperback)
- *Getting Past No: Negotiating in Difficult Situations*; by William Ury (Paperback)

III. COURSE STRUCTURE AND CLASS POLICIES

Remote Synchronous Class Sessions/Zoom Protocol

As a synchronous class, we will meet remotely on Tuesday's beginning at 6:00 PM utilizing Zoom technology. The link to all Zoom meetings is: The link is also posted on the front page of this syllabus and on the Homepage in Blackboard. The same link is utilized for all scheduled class sessions.

- **Cameras/Videos**

For privacy reasons, students cannot be required to have their camera turned on during class sessions. However, if you feel comfortable in your surrounding environment, please consider keeping your camera on as much as possible during class. There are two main reasons for this request: First, for reasons that will be discussed, your experience in the simulations is different over Zoom than when meeting in person; Secondly, it is difficult to present the material and lead class discussions looking at a sea of black squares. It's beneficial for all of us to be able to see each other, just as in an in-person class.

- **Class Presence**

Students are expected to maintain a continuous presence while online and actively participate in all class discussions and activities.

- **Recording**

Since we are meeting in a synchronous class format (regularly scheduled dates and times), class sessions will not be recorded. Further, individual recordings are not allowed unless permission from the instructor and the person(s) being recorded is obtained. Please respect the privacy of your classmates.

Course Communication/Announcements/Emails

Course information will be communicated through the Announcements in Blackboard. Course information may also be sent to your CSU e-mail of record. Make sure to regularly check the Announcements and your CSU e-mail and/or messages at a forwarded address.

Posting of Class Material, Assignments, Readings, etc.

The course is divided into weekly modules. Modules/Weeks are identified in Blackboard and include applicable Power Point presentations, readings, assignments, and other information related to the weekly topic(s). It is my intent to post the weekly content prior to the start of the respective week. This will allow **you** students time to review the material and prepare for the scheduled sessions.

Discussion Boards

Specific Discussion Boards worth ten (10) points each may be scheduled as the semester progresses and depending on the topics and where our discussion takes us. Accordingly, the exact number and content of the Discussion Boards has not been determined. Students will be advised of any new Discussion Boards and given sufficient time to respond.

Instructor Availability/Returning Emails

I'll be available to meet with students as necessary. Meetings can be scheduled either before or after our regularly scheduled class time or a Zoom meeting can be scheduled at a mutually convenient time. I regularly check my email and will promptly reply to student messages.

Attendance

Students enroll in this course with the full knowledge and understanding of the days and times when we will meet. Students are further expected to manage their time to attend classes on a regular basis. Classes include lectures, interactive discussions, exercises and activities, so your presence and participation is critical every step of the way.

I also recognize that personal situations may arise where a student cannot attend class. As such, a student may miss three (3) classes for any reason – illness, personal matters, etc. - without a “penalty”. Thereafter, each missed class will result in a step down in the students final grade (e.g., from a “B” to a “B-”). There is no need to submit written excuses or receive permission for your absence.

- **Arriving late/leaving early:** A student running late for class should join the class already in progress. Joining and remaining in class after the scheduled starting time will not be counted as an absence. Conversely, a student leaving class early without providing me with advance notice will be considered absent.
- **Notification:** Students are expected to notify me in advance, when possible, if they are going to be absent from class. Such a notice is professional courtesy and allows me to adjust any activities planned for the class.

Finally, timely let me know if you have or will encounter any unusual or extenuating circumstances that may conflict with this policy.

Class Participation

Students are expected to actively participate in all class activities. Actively participating does not mean talking just for the sake of talking or dominating a conversation. Instead, it's a willingness to learn, share ideas and experiences and effectively communicate to understand how others see their world. Participating actively also means coming to class fully prepared including completing all required readings and assignments. Finally, class participation, while critical, is very subjective and therefore is not graded.

Simulations/Role Plays

A key element of the course is the opportunity for students to practice the conflict resolution and negotiation skills gained through the class discussions, readings, assignments, etc. Accordingly, five (5) simulations/role plays are tentatively scheduled on the dates indicated in the Course Schedule (pages 9 and 10 of this syllabus). Specific role play assignments will be sent via CSU email in advance of the scheduled date.

- **Good Faith Participation:** The simulations are, by definition, somewhat artificial. They are however, designed to allow you to practice your skills and experience common issues first-hand. Accordingly, you are expected to seriously engage in each simulation and aggressively represent your assigned role. The exercises depend on everyone being prepared; not being prepared denies classmates the chance to fully practice their skills.

The Simulations/Role Plays, including their outcomes, are not graded. However, students failing to attend and participate in a scheduled simulation session will have ten (10) points deducted from their semester ending point total for each session missed.

IV. WRITING ASSIGNMENTS

Students will be graded on four (4) writing assignments. Specific assignments, requirements, assigned points and due dates are on the following 2 pages.

Instructor expectations, format and guidelines, suggestions, and late submissions follow:

Instructor Expectations

Negotiations and Conflict Management is an **advanced "400/500" level course**. As such, students are expected to exhibit a professional writing style that clearly demonstrates their understanding and application of the concepts learned throughout the course.

Format and Guidelines

Assignments must be submitted in Blackboard, in a WORD format, double spaced with indented paragraphs and 1-inch margins. Use a 12-point Calibri, New Times Roman or Arial font. Students should consult the American Psychological Association (APA) format for further reference.

Make certain your writing is:

- Interesting to you; keep your writing brief and structured; address the assignment's requirements; do not use fillers, ramble off topic or be redundant.
- Professional; make sure you or someone proofreads your final product; use proper grammar and spell check the paper. (Don't hesitate to utilize the Writing Center: <https://www.csuohio.edu/writing-center>.)
- Easy to understand – explain your logic and reasoning, state conclusions where appropriate; don't leave the reader (Instructor) guessing.
- Original; you can't recycle a paper you or someone else (self-plagiarism /plagiarism) wrote for another course or class.
- Identified – include your name, date, assignment number, date, etc. **Remember**, a title page does not count as one of the required pages.

Suggestions

- Don't procrastinate; don't start the paper the night before or the morning it's due!
- Prepare a draft, set it aside, reread it (or have it proofread) and make any necessary changes before submitting it in Blackboard.
- Make certain all the assignment's specific requirements are addressed and discussed.

Late Submissions:

For your planning purposes, the due dates for each assignment are listed in the Course Schedule. Early submission will be accepted. Late submissions will also be accepted, however **five (5) points per day will be deducted for each late day after the submission date**. Any unusual circumstances that may arise in meeting a scheduled submission date should be timely (before the due date) brought to the instructor's attention and an extension requested.

NOTE: The Writing Assignments are not research papers. As such, footnotes, citations etc. are not required. The intent of each paper is to have the student reflect, discuss and analyze either their own personal conflict experience, a negotiation situation and lessons learned over the course of the semester.

ASSIGNMENT 1: Self Reflection/Expectations and Goals (50 Points)

This assignment will help focus your learning experience. Take your time to thoughtfully answer each question. There are no right or wrong answers. Be as specific as possible. Your responses may also be of help when completing the 4th Assignment.

If you don't have a lot of negotiating experience, focus on what you would like to learn about negotiations.

Self-reflection:

- What are your strengths when managing conflict with others? Weaknesses?
- Similarly, what are your strengths when negotiating? Weaknesses?
- What is one thing that you would like to better learn/understand about conflict and negotiations?
- What specific conflict management and negotiation skills (plural) would you like to acquire and/or improve upon by the end of the semester?

The paper should be 1-2 pages. Bulleted responses, an outline format and/or short answers are acceptable.

Assignment 1 is due on or before 11:59 PM, Sunday, September 10th

ASSIGNMENT 2 – Individual Conflict Paper (100 points)

From your own personal experience, choose a recent CONFLICT situation that you were directly involved in. It can be with anyone and in any setting – with an individual or more than one person, family member, friend, co-worker, etc. Individual names/identities are not required.

Address all of the following in your paper:

- Background – briefly define the conflict; what brought it about; include the parties' relationship.
- The conflict management style of both parties – how did it impact the situation?
- Communication – was it effective/ineffective; did it help/hinder the situation? Explain.
- Was there a resolution - If not, why? If yes, what was the outcome and how/why did it happen?
- What was the impact on the relationship?
- **(IMPORTANT)** With hindsight and a "do-over" – what would you do differently (if anything)?

Note: Make certain the situation you choose is a "conflict" and not just a conversation with another person.

This paper should be a minimum of 3 pages.

Assignment 2 is due on or before 11:59 PM, Sunday, October 15th

ASSIGNMENT 3 –Negotiation Analysis Paper (100 points)

Choose one of the following and address all of the paper's requirements listed below:

Movies:

- 12 Angry Men
- Thirteen Days (Cuban Missile Crises)

2023 Negotiations

- UPS/IBT – United Parcel and the Teamsters
- SAG/AFTRA/AMPT – Actors, Writers and Producers
- UAW/Big 3 Auto Makers - GM, Ford & Stellatis (Chrysler, Jeep and others)

Address and discuss each of the following:

- **Describe** the negotiation (one, maximum of two paragraphs)
- The **Field Analysis** (referenced on pages 105-107 of the *Essentials of Negotiation* text)
- The use of **Power** – (several text pages)
- Questions of **Ethical** conduct – (text pp. 112-133)
- **Relationships** – before, during and after – (several text pages)

This paper should be a minimum of 3 pages.

Assignment 3 is due on or before 11:59 PM Sunday, November 19th

ASSIGNMENT 4 – Self Reflection Paper – Takeaways and Action Plans (100 points).

The Final Reflection Paper will answer the questions:

- what have you learned from this course, and
- what will you do to help yourself become an effective conflict manager and better negotiator?

To help you answer these questions:

- Identify and discuss three (3) key “nuggets” or takeaways from each of the topics covered in class: conflict/conflict resolution and negotiation. Takeaways can be:
 - Constructive, e.g., the Effective Listening questionnaire indicates I need to improve certain listening skills and how am I going to do that, and/or
 - Informative, e.g., the concept and importance of determining BATNA in negotiations and what am I going to do going forward?
- Determine specific behaviors, new and/or old, you will commit to and what specific action plan will you put in place to make the changes happen.

Be honest in your responses! Don't tell me what you think I want to hear. Tell me what you have learned and how you are going to apply the information, tips and techniques in both future conflict and negotiations situations.

The paper should be a minimum of 4 pages.

Assignment 4 is due on or before 11:59 PM Friday, December 8th

V. GRADING SUMMARY

Assignment	Points
1. Self-reflection, Goals and Expectations	50
2. Individual Conflict Paper	100
3. Negotiation Analysis Paper	100
4. Self Reflection Paper	100
Total	350
Discussion Boards: TBD @ 10 points each	TBD
Total	TBD
Note: There are no exams or quizzes for the course.	

VI. UNIVERSITY/COLLEGE POLICIES

Grading

The Levin College assigned letter grades are as follows:

A	94-100%
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79 (there is no C+ grade for graduate students)
C	70-76 for undergraduates; 70-79 for grad students)
D	60-69 (there is no D for graduate students)
F	59 and below for undergraduates, 69 and below for graduate students

Grade of "I"

I - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

Important Dates

- For the current semester, the deadline for dropping a course is September 8, 2023.
- The last day to withdraw from the course is November 3, 2023.

Students with Special Needs

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015, email at ods@csuohio.edu, or visit the Office's Virtual Front Desk at <https://www.csuohio.edu/disability/disability> to connect with a staff member.

Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services

Plagiarism

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations and Procedures (3.1.2 Policy on Academic Misconduct) at the following link: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

Office of Institutional Equity

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance should contact the Office for Institutional Equity by calling 216- 687-2223, sending an email to OIE@csuohio.edu, or visiting AC 236.

Instructional and Technological Support for Remote Learning Accommodations

Faculty providing remote instruction to students with ODS accommodations can find support from the following experts:

- Caryn Lanzo (802-3143; c.lanzo@csuohio.edu): Blackboard questions
- Chris Rennison (687-2110; c.rennison@csuohio.edu): Classroom technology questions.

Negotiations and Conflict Management

Fall 2023

Tuesday Tentative Course Schedule

Module/Week Dates	Topics	Assignments The following is not an all-inclusive listing. Refer to the respective Module/Week for a complete listing of all the weekly assignments.
Module/Week 1 August 29 th	Student & Course Introduction Alternative Dispute Resolution (ADR) <ul style="list-style-type: none"> • Arbitration, Mediation and Negotiation 	<ul style="list-style-type: none"> • Complete the Student Introductions in the Discussion tab on Blackboard • Review a personal Sales/Lease Agreement – specifics explained in Module/Week 1
Module/Week 2 September 5 th	Conflict and Negotiations <ul style="list-style-type: none"> • Relationships; Communication; Emotions 	<ul style="list-style-type: none"> • Complete the Effective Listening self-assessment questionnaire • Writing Assignment 1 is due by 11:59 PM, Sunday, September 10th
Module/Week 3 September 12 th and Module/Week 4 September 19 th	Conflict and Negotiations <ul style="list-style-type: none"> • Conflict (and Negotiation) Management and Behavioral Styles; Perceptions; Generations; Working Styles; Difficult People • Helpful practice – “Going to the Balcony” 	<ul style="list-style-type: none"> • Complete 2 self-assessment questionnaires: <ul style="list-style-type: none"> ○ Conflict Management & Behavioral Styles ○ Working Styles
Module/Week 5 September 26 th	Conflict <ul style="list-style-type: none"> • Understanding and Resolution • Resolution tips and suggestions 	
Module/Week 6 October 3 rd	Dispute Resolution Applications <ul style="list-style-type: none"> • Conflict Management Systems; Peer Mediation; Restorative Practices; Community Action; Facilitated Dialogue 	
Module/Week 7 October 10 th	No Class: Indigenous Peoples’/Columbus Day	<ul style="list-style-type: none"> • Writing Assignment 2 is due by 11:59 PM, Sunday, October 15th
Module/Week 8 October 17 th	Conflict wrap-up	<ul style="list-style-type: none"> • Simulation #1: The Dry Cleaner

Module/Week 9 October 24 th	Collaborative Problem Solving • Consensus decision making	• Complete Part 1 of “At the Movies”; Part 2 will be completed in class
Module/Week 10 October 31 st	Negotiations • Introduction to Negotiation • Distributive Negotiations	• Simulation #2: The Curfew • Complete the Negotiation Self-assessment questionnaire • <i>Essentials of Negotiation</i> : Chapter 1,2 &4
Module/Week 11 November 7 th	Negotiations • Integrative Negotiations	• Simulation #3: Used Car • <i>Essentials of Negotiation</i> : Chapter 3 • <i>Getting to Yes</i> ; Chapters 1 - 5
Module/Week 12 November 14 th	Negotiations • Ethics; Cognitive Biases; Power • Review: Emotions; Communication and Relationships in negotiations	• Simulation #4: Baker, Florist & Grocer • <i>Essentials of Negotiation</i> : Chapters 5 -9 • Writing Assignment 3 is due by 11:59 PM, Sunday, November 19th
Module/Week 13 November 21 st	Negotiations • Multi-Parties; International and Cross-Cultural Negotiations • Negotiations Best Practices • Summary of <i>Getting to Yes</i>	• Simulation #5: Exit Interview • <i>Essentials of Negotiation</i> : Chapters 10 – 12 • <i>Getting to Yes</i> Chapters 6 – 9; Conclusion & the 10 Questions People Ask
Module/Week 14 November 28 th	TBD	
Module/Week 15 December 5 th	TBD	• Writing Assignment 4 is due by 11:59 PM, Friday, December 8th
Week 16	December 12 th – 16 th Finals Week: No Final Exam	

Note: The instructor reserves the right to make changes to the course material and schedule during the semester. Students will be timely notified of any changes.