



Carleton University
Sprott School of Business
Managing Conflict and Negotiation (BUSI 3106A)
Winter 2015

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Course meets: Thursdays 8:35am-11:25am (January 5th, 2015 - April 8th, 2015)
Classroom: 3101 Canal Building
Pre-requisites: BUSI 2101 or BUSI 2702 with a grade of C- or higher

Undergraduate calendar description: “Analysis of the sources and forms of conflict and effective approaches to managing conflict. Exploration of the effectiveness of various strategies of negotiations.”

COURSE DESCRIPTION AND OBJECTIVES

We negotiate every day -- with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, and service providers -- determining what price we will pay, how much we should be compensated, what movie we will watch, and who will clean the kitchen. All of these are negotiations. We also routinely find ourselves immersed in situations characterized by conflict -- situations where our own goals, opinions, or ideas do not align with those of others. Although conflict and negotiations are a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective negotiations and conflict resolution. Why do we sometimes get our way, while other times we walk away feeling frustrated by our inability to achieve the outcomes we desire?

Managing Conflict and Negotiation (BUSI 3106A) presents the opportunity to develop your conflict management and negotiation skills by providing you with a set of experiences that are designed to enhance your comprehension, self-awareness and capacity for effective conflict resolution and negotiation.

The specific learning objectives for this course are:

- Increase your conceptual understanding of conflict and negotiation behaviour in organizations and other contexts
- Improve your ability to analyze conflict and negotiation situations, predict the behavior of others in these circumstances, and apply theory and research to the practice of negotiation and conflict resolution
- Learn how to develop a strategic plan to resolve disputes and negotiate effectively
- Improve your ability to negotiate successfully through practical, hands-on experience; Develop a toolkit of useful negotiation skills, strategies, and approaches
- Build confidence in your conflict resolution and negotiation skills

To achieve these specific learning objectives, we will consider some of the major approaches, theories, and empirical research that have influenced our thinking about the phenomena of conflict and negotiations. We will explore various manifestations of conflict, cover the fundamentals of distributive and integrative bargaining, and will examine a range of important issues pertinent to these areas including trust, power, ethics, gender, and culture.

This course uses an experiential, action learning approach. In particular, the course uses a combination of lectures, readings, experiential exercises, self-assessment techniques, and simulations to enhance your learning and development. Over the span of the term, students will take part in a series of negotiation exercises ranging from simple buyer-seller bargaining to complex, multiparty, multi-issue negotiations. The role of the instructor in this course is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore and experiment with your own ideas, as well as practice your skills. Given the design of this course, active participation in class – in discussions and exercises – is mandatory.

COURSE DELIVERABLES & EVALUATION

In accordance with the Carleton University Undergraduate Calendar (p 34), letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

As a result of its structure, this course will demand a great deal out of you. You need to consider (early on) whether the demands of this course will fit with your other personal, professional and academic commitments. Although there will be assignments and activities throughout the course that are not graded, your course grade is based on the following components:

Component	Due Date	Grade Value
Conflict Diagnosis Paper	February 12 th , 2015 (by 11:55pm)	15%
Negotiation Planning Documents and Post-Negotiation Reflections	Cumulative	20%
In-Class Exam	March 5 th , 2015	30%
Real-World Negotiation Project	April 1 st (by 11:55pm)	20%
Conflict and Negotiation Mini Research Papers	April 23 rd (by 11:55pm)	15%

Note: The criterion / standard for Satisfactory In-term Performance is completion of the in-class exam and real world negotiation assignment. Unsatisfactory In-term Performance in this course will lead to an FND grade (i.e. failure) in this course (regardless of the performance on other assignments).

I. Conflict Diagnosis Paper (15%)

Primary goals of this course include improving your ability to analyze conflict situations, apply theory and research to the practice of conflict resolution, and cultivate strategies to resolve disputes effectively. The conflict diagnosis paper is an essential part of achieving these goals. This assignment will require you to think about a conflict situation that you have personally encountered in the past, how it was handled at the time, and how the knowledge you are gaining through this course, could have helped you or others in this situation. Discussing a conflict that you encountered at a summer or part-time job, while on a sports team, during a volunteering experience, a club, a school project, with a housemate, etc., are all viable options. You will submit your analysis in the form of a 5-6 page (double-spaced) paper. More details about the specific requirements for this assignment will be provided later in the term.

II. Negotiation Planning Documents and Post-Negotiation Reflections (20%)

Many weeks we will be engaging in negotiation simulations during class. As part of this process, you will be asked to complete both a negotiation planning document and after 3 negotiations of your choosing, a post-negotiation reflection.

Negotiation Planning Documents

The negotiation planning documents will help you structure your negotiation experience, prepare fully for the role that you will play in each negotiation exercise, and better understand the nature of the particular negotiation simulation. They will also help you to develop strategies that will maximize your outcomes. **You must submit a negotiation planning document before all negotiations.** You or your team (in cases where you are negotiating in a

team) should submit **1 copy** of your planning document on cuLearn and **bring 1 copy** of your planning document to class so that you can use it as a reference during your negotiation. Three of your planning documents will be randomly chosen for grading during the semester. For the others that are not graded, you will still receive credit for completing them. The planning documents are due the Tuesday before a negotiation is scheduled (by 11:55pm) – no exceptions. More details about the specific requirements for these documents will be provided in class.

Post-Negotiation Reflections

The post-negotiation analyses will allow you to reflect on successful and failed strategies used during the simulations, and should allow you to better prepare for and respond during subsequent negotiations. For these reflections you will evaluate / reflect upon your behavior and your counterparty's behavior in the negotiation exercise. Reflections will be graded based on the *quality* and *thoughtfulness* of your answers. Your task is to describe your perceptions of the experience, and any significant insights / lessons gained from your participation in the negotiation. Analyses should not merely be summary reports of everything that happened in the negotiation, although you should provide a brief summary of the situation / an overview of key events, to start your reflection. Some useful suggestions that can help guide your reflection are provided below:

- What were the critical factors that affected the negotiation situation and its outcomes, and what can you say about these factors in general?
- Who controlled the negotiation and how did they do it?
- How did the negotiation context differ from other exercises / negotiations that we have done previously, and what new factors did this context highlight?
- What did you learn about yourself from this experience?
- What did you learn about the behavior of others from this experience?
- What did you learn about bargaining and/or conflict from this situation?
- What would you do the same or do differently in the future and why? How would you like to behave in order to perform more effectively?

Post-negotiation reflections should be submitted within 48 hours of completing the negotiation exercise (i.e., by Saturday at 11:30am).

Note: Late planning or reflection documents will receive a mark of 0.

III. In-Class Exam (30%)

Your in-class exam will be based on all material covered from class 1 through class 6. This exam will be a combination of multiple choice, short answer, and long answer questions. The exam may also provide you with specific conflict and negotiation cases and scenarios, and ask you to apply key course concepts. You are responsible for all assigned readings (including any cases) *and* lecture material. No aides will be permitted for this in-class exam.

IV. Real-world Negotiation Project (One Paper Clip Project) (20%)

To encourage you to think about the many everyday opportunities that you have to negotiate, and to practice / improve your negotiation skills, you will be asked to do just that...go out and negotiate! The goal of this project is for you to negotiate a series of five or more trades over the course of several weeks, starting with a paperclip and ending with something substantially more valuable. For example, you may be able to trade your paperclip for a pencil, the pencil for a pen, the pen for a book, the book for a DVD, the DVD for a rocking chair, and so forth. We will go over the specific instructions for this project and you will receive a paperclip later in the semester. On the day of this assignment's debriefing, you will bring to class the last item that you acquired (or a picture of it, if it is too large). We will discuss the negotiation strategies that led to obtaining your items, the most valuable objects, as well as those strategies that did not generate value. The class will also vote on the most valuable object.

After each trade you must complete an entry into a negotiation log, providing comments about the trade, your behaviours, and the responses of your negotiation partners. **After you have completed all of your trades you will then write a 4-5 page (double-spaced) analysis of the project in which you discuss which negotiation strategies worked best for you across the entire series of negotiations.** More specific instructions about the negotiation log and analysis will be given in class.

Your grade for the One Paper Clip project will be determined by the quality and insightfulness of your negotiation log and final analysis.

V. Conflict and Negotiation Mini Research Papers (15%)

The final component of assessment in this course takes the form of 3 mini research papers that you will write in self-selected pairs. The purpose of these papers is to present "Burning Research Questions" that you have developed in response to what you have learned over the course of the semester. In other words, if you were a conflict and negotiations researcher, what research questions would you want to go out and study? While topics addressed in any class can be incorporated into your papers, 2 of the 3 mini essays should be rooted in content from weeks 10-12 (i.e. ethics and power, gender, culture). More detail pertaining to this assignment will be distributed at the end of the semester.

As this assignment replaces a take home exam, in line with Sprott requirements it will be due on or before April 23rd (by 11:55pm). Please note that in light of these requirements I am not permitted to accept any papers after April 23rd. Please do not miss this deadline! You can submit your papers electronically via cuLearn.

Unprofessionalism deduction (-5% per disrupted class)

Attendance, preparation, and active participation in the negotiation exercises is expected (please see below for how to manage legitimate absences, both planned and unplanned). If you are absent without making acceptable alternate arrangements or sending a stand-in, if you are unprepared to negotiate, or if you otherwise leave your classmates in the lurch, I reserve the right to reduce your **overall course grade by 5%** for each disrupted class.

Many of these exercises are paired in advance. As such, one absent student robs his or her partner of the opportunity to negotiate (this is why I have a very punitive deduction for absences during classes where negotiation simulations are scheduled). However, I understand that there may be a number of possible conflicts with a particular class. Some may be planned (e.g., case competitions, conferences, scheduled medical appointments, religious observances). Others may be unplanned (e.g., illness, family emergencies). You can avoid the penalty in the case of a legitimate absence. Here is what you need to do:

Planned Absences

Inform the instructor of any planned absences as early as possible, **and no later than 1 week (7 days) before the class**. You will need to arrange with your assigned partner(s) to conduct the negotiation before class. (You cannot do the negotiation after class has taken place). You must schedule the negotiation at a time that is convenient for you and your partner.

Unplanned Absences

Inform the instructor of any legitimate unplanned absences as soon as you can. At the beginning of the academic term, you should appoint a negotiation substitute. Your substitute will be someone who is not enrolled in BUSI 3106A, but who is available at the time of the class, and is willing to negotiate on your behalf if you are unable to conduct the negotiation. In the case of an unplanned absence (or in a planned absence if you can't make appropriate arrangements with your counterpart), you can call your substitute and have them attend class on your behalf. The substitute does not need to be an expert negotiator, and is not required to participate in the debriefing or class discussion after the negotiation. The purpose of the substitute is simply to fill in during the negotiation itself so that your partner is not left 'stranded' in your absence.

In some cases, appropriate signed documentation for absences will be required. Remember that absences for vacations, shifts at work, club or group meetings, intramural sports, etc. are not legitimate reasons for an absence. Also, please remember that you will lose marks for corresponding negotiation planning documents and post-negotiation reflections that cannot be submitted.

These two policies (pre-negotiation and substitutes) should ensure that everyone has a partner or group to negotiate with when required. If you are absent without following these policies -- that is, if you simply don't show up for a negotiation without having arranged to negotiate beforehand or having sent your substitute -- there will be a 5% penalty on your final grade. I trust that you will never leave your classmates stranded, and that I will never have to use this policy.

COURSE MATERIALS

Unless otherwise stated* you are to complete the assigned readings before class, and ensure that you arrive ready to participate having (when applicable) completed the prep work for participation.

Course Package:

In an effort to keep costs for this course as low as possible, a course pack has been put together containing several chapters. The course package will be available at the Campus Bookstore. In addition to these chapters, other required reading will be made available on cuLearn.

Negotiation Simulation Package:

Many weeks, we will conduct a hands-on negotiation exercise. These materials are licensed from the Kellogg School of Management. As such, there is a license fee for these mandatory materials. You must purchase a license.

Importantly, you will pay your license fee for these materials by buying an access code at the bookstore. I will then hand out in class, or email you the materials to conduct these simulations as required over the course of the semester. Please bring the access code with you by the second week of classes (i.e. January 15th).

**In some cases, assigned readings will be made available after a particular lesson. When such is the case, this will be made clear on cuLearn.*

COURSE EXPECTATIONS - FOR STUDENTS:

Preparation & Participation

There is a standard ‘rhythm’ to the course that relies on each member of the class being prepared in advance of class, and being engaged in each week’s session. Because the course involves a series of face-to-face negotiation exercises, you must be committed to attendance, preparation and active participation. The negotiations will generally occur during class. The value of these exercises hinges on your readiness for the negotiation and your participation in the debriefing and discussion that occur in class after each negotiation is complete.

As previously mentioned, because of its structure, this course will demand a great deal out of you. You need to consider (early on) whether the demands of this course will fit with your other personal, professional and academic commitments.

Before coming to class, carefully review the assigned readings. You must be able to link your experience to this material, and my expectation is that you will contribute to the conversation in class. In addition to preparing you for the in-class discussion, your readings (hint, hint) may also provide you with useful insights that can help you excel in a negotiation!

Many weeks you must also prepare for the negotiation. You will receive your materials in class or online approximately one week in advance, so you will have several days to prepare for each negotiation exercise. To prepare yourself strategically and psychologically to conduct the negotiation, you will need to carefully read your role information. As part of your preparation, you will complete the negotiation planning document, as described above.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – for example presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy that is available, along with resources for compliance at:

<http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

With the exception of the group case assignment, the work submitted for evaluation in this class is individual in nature and should be the result of your individual effort. Where you use outside sources, they must be properly cited/referenced. If you are unsure about sourcing / collaboration etc. please speak to me.

Classroom Citizenship

I expect you to be respectful of your colleagues and myself in this class. This includes arriving on time, not leaving during the class, or otherwise disrupting the class. Classroom citizenship behaviours include listening to others without interrupting, and speaking/responding to one another and myself with respect. This does not mean always agreeing; I expect there will be disagreement and debates in the class – but be nice! There is a zero tolerance policy for discriminatory comments.

Adherence to Deadlines

You are expected to submit all of your assignments on time. In the event that you do not submit an assignment on time, you will lose 15% per day that your assignment is late – that includes the weekend (i.e. 15% for Saturday, 15% for Sunday). You may submit assignments over the weekend and I will deduct 15% as appropriate based on the time I receive your assignment. **Please note the Sprott mandated deadline for your final assignment – it does not allow for late submissions (i.e. if late, I cannot accept your assignment).

The late penalty is meant to encourage you to manage your time effectively and to ensure that those who hand in their assignments on time are not penalized. It is not a punishment - it is a consequence of being late. Extensions are rarely granted unless extenuating circumstances are present. I expect that students discuss with me these circumstances, as early as possible. Documentation supporting your need for an extension may be required.

Use of Technology

I encourage students to bring their laptops to follow along with the class slides and to take notes if they would like. However, using laptops for non-class related activities (i.e. *Facebook, Twitter, email, games etc.*) is not permitted. This is disruptive to others in the class, including me. If I determine that laptops are being abused or causing disruption to others, I will not allow them be used in class anymore. There will be times when laptops will have to be closed in class for specific exercises. Cell phones must not ring in class, and students may not text.

COURSE EXPECTATIONS – FOR THE PROFESSOR:

Class Preparation

I will be prepared for each class. This includes my lecture and slides to guide us through our discussion. I will post a version of the slides to the course website one day before the class. For teaching purposes your version will be somewhat different than the set used in class.

Teaching Style

My style is a combination of lecture, class discussion, demonstrations and experiential exercises, and media use. I will typically not reiterate what is in your readings, though I'll often emphasize important themes. It is for this reason that it is important to *do your readings and come to class*. Also, reading the material before class will allow you to bring any questions or concerns you have regarding the material to lecture, and be better prepared for simulations. Of note: there may be times when I don't know the answer to a question or comment – I will get back to you in class or by using the class website as soon as I can.

Outside the Classroom

I will be available to meet in person during my office hours or at another mutually convenient time by appointment. Simply send me an email and we can work out a time that suits us both. Drop-ins are not always an effective use of your time if I am seeing large numbers of students (which tends to happen around assignment / test times), but please feel free to stop by if you wish. I enjoy meeting with those in my classes, so please do not hesitate to set up a meeting! Please note: I can only respond to emails that are sent from your Carleton.ca email accounts. Please title your email "BUSI 3106A" so I can filter quickly to your message, and be sure you include your full name and/or student number in the text of email.

Grades

I will return your work as soon as possible. If you have a concern about a mark you've received you may contact me to discuss it the *day after* your assignment is returned. **Please outline your specific concern in writing so that I may review it prior to our meeting.** Unless there is an addition error, I rarely change marks once assignments have been returned, although I always encourage students to ask questions and seek clarification if desired—understanding where one "missed the mark" on a current assignment can contribute to improved performance on subsequent assignments. Please note that any request to re-grade an assignment or exam will result in the entire assignment or exam being re-graded. That is, you cannot request a review of a specific question or part of an assignment. Keep in mind that any request to have work re-graded can result in a lower grade, if appropriate.

TENTATIVE COURSE SCHEDULE

Class 1: January 8th	Introduction/ Course Expectations Overview of Conflict and Negotiations	
Class 2: January 15th	Understanding, Managing & Resolving Conflict: Part 1 *Negotiation Simulation Package Access Code Due*	<ul style="list-style-type: none"> • Wood, J.T. (2003). Constructive conflict in discussions: Learning to manage disagreements effectively. • Karp, H.B. (2003a). The art of creative fighting. • Griffith & Goodwin (2013). Working towards collaboration. • TBD
Class 3: January 22nd	Understanding, Managing & Resolving Conflict: Part 2	<ul style="list-style-type: none"> • Thompson, L (2015). Establishing trust and building a relationship. (pgs. 2-20) (Course Package) • Betancourt (1997). An attribution model of social conflict and violence: From psychological to intergroup phenomena. (pgs. 3-8; Note: please use pg. # on document not PDF as guide) • Karp, H.B. (2003b). A positive approach to resistance. *To be read after class
Class 4: January 29 th	Distributive Negotiation: Taking a Bigger Slice of the Pie *In-Class Negotiation*	<ul style="list-style-type: none"> • Thompson, L (2015). Preparation: What to Do Before Negotiation. (Course Package) • Thompson, L (2015). Distributive Negotiation: Slicing the Pie. (Course Package) *To be read after class
Class 5: February 5th	Integrative Negotiation: Uncovering Hidden Opportunities *In-Class Negotiation*	<ul style="list-style-type: none"> • Thompson, L (2015). Establishing Trust and Building a Relationship. (pgs. 20-28) (Course Package) • Thompson, L (2015). Win-Win Negotiation: Expanding the Pie. (Course Package) *To be read after class

Class 6: February 12th	Multiparty Negotiations: Coalitions & Teams *In-Class Negotiation* *Conflict Diagnosis Due*	<ul style="list-style-type: none"> • Thompson, L (2015). Multiple Parties, Coalitions, and Teams. (Course Package)
Class 7: February 19th	Reading Week ☺ No class	
Class 8: February 26th	STUDY, STUDY, STUDY! *Work Period	
Class 9: March 5th	In-Class Exam	
Class 10: March 12th	Ethics & Power in Negotiations *In-Class Negotiation*	<ul style="list-style-type: none"> • Galinsky et al. (2006). Power and perspectives not taken. <i>Psychological Science</i>. • Volkema, Fleck, & Hofmeister (2012). Predicting competitive-unethical negotiating behavior and its consequences. <i>Negotiation Journal</i>. • TBD
Class 11: March 19th	Gender and Negotiations	<ul style="list-style-type: none"> • Haselhuhn & Kray (2012). Gender and Negotiation. <i>The Psychology of Negotiation</i>. • TBD
Class 12: March 26th	Negotiating Across Borders and Between Cultures *In-Class Negotiation*	<ul style="list-style-type: none"> • Thompson, L (2015). Cross-Cultural Negotiation. (Course Package)
Class 13: April 2nd	One Paper Clip project Debriefing Final Thoughts on Conflict and Negotiation *One Paper Clip project Due*	

IMPORTANT INFORMATION

- **Academic Regulations of the University:** University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website:
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>
- **Students must always retain a hard copy of all work that is submitted**
- **All final grades are subject to the Dean's approval**
- **Academic Accommodations for Students with Disabilities**
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, please meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2015 exam period is March 6, 2015.

- **Academic Accommodations for Religious Obligations:**
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

- **Academic Accommodations for Pregnancy:**
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.
- **Assistance for Students**
Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: www.carleton.ca/sasc/writing-tutorial-service/
Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions