



MGMT 5111D
Conflict and Negotiation
Winter 2015, Second Session

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Office Hours: Wednesday 16:00-17:00 or by appointment
Class Hours: Tuesday 18:00-21:00, 701DT
Course Webpage: cuLearn

Description

This course focuses on conflict, negotiation and bargaining. Topics covered include the bargaining process, conflict handling and how to analyze, plan and implement successful negotiations. Management and labour objectives and strategies that lead to conflict will also be considered.

Prerequisites: MGMT 5100

A Note on the Approach to Learning

The purpose of this course is to enhance students' conflict and negotiation skills. Learning skills involves conceptualizing and experiencing, practising and learning from that practice, expressing yourself and analyzing that expressed behaviour. To learn skills, you must practice them. Consequently, much of the class time and assigned work will require students to work through conflict and negotiation situations. To effectively learn new skills, students must be willing to critically examine their own behaviour, feelings and reactions.

The instructor's role is to help students learn from their experiences. Each student is responsible for her or his own learning. What a specific person learns depends on his or her own base skills, needs, readiness, and the relationships she or he develops with other members of the class. It also depends very heavily on the investment that he or she is willing to make in preparing for and participating in the classroom exercises. Learning potential is maximized when all participants communicate their perceptions and feelings honestly and directly. Lack of participation inhibits your own and others' learning.

Required Materials

With the exception of three chapters provided on cuLearn, the required readings will be available through Carleton University Library Reserves. In addition, students will be required to read 4 chapters from the book:

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to Yes: Negotiating Agreement Without Giving In, Second Edition*. New York: Penguin.

This book is available on reserve at the Library but is also readily available for purchase at most bookstores and online in e-book format.

Marking Scheme

- 20% Personal Application Assignment on Conflict
- 20% Personal Application Assignment on Negotiation
- 20% Behavioural Exam on Conflict
- 20% Behavioural Exam on Negotiation
- 20% Participation in Class Exercises and Discussions

Personal Application Assignments

Students will be asked to analyze their personal experiences and interactions in light of the material learned in the course. Students will be provided with detailed guidelines to help them explore the dimensions and implications of their own experiences dealing with conflict and negotiation. Each assignment will be limited to 750 words (approximately 3 pages). The assignments will be due one week following the completion of the class sessions on that topic. More detailed instructions will be provided in separate handouts for each assignment.

Behavioural Exams

Behavioural exams evaluate a student's ability to exhibit the best practice behaviours reviewed in the readings and class sessions. These exams will involve an unfolding conflict or negotiation scenario. Students will be required to adopt a specified role and interact with another participant (a classmate or teaching assistant) in a realistic and effective way as the situation unfolds. Students will be graded on a standardized scoring key assessing their ability to demonstrate effective handling of conflict and negotiation situations. Exams will be scheduled outside of class time following completion of the class sessions on that topic. Behavioural exams will take place in the instructor's office **and will be videotaped.**

Participation in Class Exercises and Discussions

Since much of the learning in a course of this nature takes place during classroom activities, attendance and wholehearted participation are essential to successful performance. This component of the grade will include attendance, contributions to class discussions and effective performance in classroom activities. Please inform the instructor in writing of the reason for any unavoidable absence so that participation grades can be adjusted accordingly.

Special Notes regarding Assignments

Late or missed assignments will normally be assigned a grade of 0. If you need special accommodations because of a disability, pregnancy or religious observance, please refer to the relevant Spratt policies and discuss this with the instructor as soon as possible. Academic honesty is the cornerstone of the development of knowledge. If you need guidance in giving others proper credit for their ideas, please seek guidance from the instructor.

Course Schedule

Class	Required Readings and Advance Preparation
Week 1 (Mar 3) Conflict Principles	Self-Assessment: Conflict Handling Style [Link available on CuLearn.] Wood, J.T. (2003). Constructive conflict in discussions: Learning to manage disagreements effectively. In J. Gordon (Ed.), <i>The Pfeiffer Book of Successful Conflict Management Tools</i> (pp. 67-73). San Francisco, CA: Jossey-Bass. [Reading available on CuLearn.]
Week 2 (Mar 10) Conflict in Practice	Edmondson, A.C. & Smith, D.M. (2006). Too hot to handle? How to manage relationship conflict. <i>California Management Review</i> , 49(1), 6-31. [Reserves] Karp, H.B. (2003). The art of creative fighting. In J. Gordon (Ed.), <i>The Pfeiffer Book of Successful Conflict Management Tools</i> (pp. 5-17). San Francisco, CA: Jossey-Bass. [Reading available on CuLearn.] Self-Assessment: Assertiveness [Link available on CuLearn.]
Week 3 (Mar 17) Conflict in Context	Feldman, D.C. (2003). A taxonomy of intergroup conflict-resolution strategies. In J. Gordon (Ed.), <i>The Pfeiffer Book of Successful Conflict Management Tools</i> (pp. 29-38). San Francisco, CA: Jossey-Bass. [Reading available on CuLearn.] Katz, D. (2010). Trainers as mediators: Facilitating Team Collaboration. <i>T+D</i> , 64(9), 72-73. [Reserves]
Week 4 (Mar 24) Negotiation Principles Conflict PAA Due	Sebenius, J.K. (2001). Six habits of merely effective negotiators. <i>Harvard Business Review</i> , 79(4), 87-95. Self-Assessment: Negotiation [Available on CuLearn.]
Week 5 (Mar 31) Negotiation in Practice	Fisher, R., Ury, W., & Patton, B. (1991). Chapters 2 through 5. In <i>Getting to Yes: Negotiating Agreement Without Giving In, Second Edition</i> . New York: Penguin.
Week 6 (Apr 7) Negotiation in Context	Negotiating without a net: A conversation with the NYPD's Dominick J. Misino (2002). <i>Harvard Business Review</i> , 80(10), 49-54. [Reserves]
Apr 14 (NO CLASS) Negotiation PAA Due	

Behavioural Exams

Students will be asked to sign up for specific time slots within the following timeframes:

Conflict Exams Wed Mar 25 15:00-16:00, 17:00-18:00; Thurs Mar 26, 14:00-17:30

Negotiation Exams Wed Apr 8 15:00-16:00, 17:00-18:00; Thurs Apr 9, 14:00-17:30

IMPORTANT ADDITIONAL INFORMATION

Drop Course Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Group Work

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course.

Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with the instructor at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

Religious Observance

Students requesting academic accommodation on the basis of religious observance 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 academic 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.

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.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – 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 which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Important Dates and Deadlines can be found at:

<http://sprott.carleton.co/students/mba/dates-deadlines>