



Maxine Goodman Levin School of Urban Affairs

LEVIN COLLEGE OF PUBLIC AFFAIRS AND EDUCATION

Negotiation and Conflict Management

UST 433/572

Spring Semester, 2024

Meeting Time: Monday and Wednesday, 4:00 PM – 5:50 PM

Room UR 27

Instructor: Timothy J. Viskocil

Email: T.VISKOCIC00@csuohio.edu

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. (Paper Back)

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 AND CLASS INFORMATION

Classroom Civility and Protocols

Building a positive learning experience and having a comfortable classroom environment is an on-going semester goal and challenge. Accordingly, and out of respect for your fellow students, your instructor and the educational process, the following classroom protocols are in effect:

- **Cell phones** are to be turned off and put away before class starts and remain off during class time. Please let me know before class if there is a specific need for you to leave your cell phone on.
- **Laptops/tablets** may be used for note taking and referencing class related materials. Texting, surfing the web, selling/making purchases, watching videos, gaming/gambling, or otherwise distracting classmates or your instructor is not allowed.

It is my hope that the above will be followed without the necessity of a current “penalty” for non-compliance. I also don’t want to single-out or otherwise embarrass anyone for violating the protocols. Any issues that may arise during the semester will be discussed with the individual student and/or the class as appropriate. Your cooperation is expected and appreciated by everyone.

Course Communication/Announcements/CSU Email

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. They 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 allowing students time to review the material and prepare for class.

Discussion Boards

Specific Discussion Boards worth ten (10) points each may be scheduled as the semester progresses depending on the topics and where our discussion takes us. Accordingly, the exact number and content of the Discussion Boards has not been pre-determined. Students will be advised of 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. I regularly check my CSU email and will timely reply to student messages.

Attendance

Students enroll in this course with the full knowledge and understanding of the days and scheduled meeting times. 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 up to five (5) 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:** Students running late for class are welcome to join the class in progress. Joining 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.

Timely let me know if you currently have or do 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 any required readings and assignments. Finally, class participation, while critical, is very subjective and therefore is not graded.

Simulations/Class Activities

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, simulations have been tentatively scheduled on the dates indicated in the Course Schedule (pages 9 and 10 of this syllabus). Additional simulations and/or class activities may be scheduled throughout the semester. In such instances, students will be notified in advance of any additional simulations/activities. 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, including all the Ridgecrest School negotiating sessions, 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 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.

Writing 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 when it's due!
- Think about the assignment before starting it. Consider a draft before the final product. Proofread (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 following the submission date. Any unusual circumstances that may arise in meeting a scheduled submission date should be timely (before the due date) brought to my 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 finally, lessons learned over the course of the semester and the respective applicability going forward.

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

This assignment will help you focus your learning experience. Take your time to thoughtfully answer each question. There are no right or wrong answers. Be specific as possible.

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 specific conflict management skills (plural) would you like to acquire and/or improve upon by the end of the semester?
- Similarly, what specific negotiating skills (plural) would you like to acquire and/or improve upon by the end of the semester?

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

Note: Your responses may be of help when completing the 4th Assignment.

Assignment 1 is due on or before 11:59 PM, Wednesday, January 24th

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, March 10th

ASSIGNMENT 3 –Negotiation Analysis Paper (100 points)

This paper will focus on a high-profile negotiation of the past or present. Viable topics may be found in current event, business, sports, entertainment and history. The topic should be of interest to you and have enough information available where you can analyze the negotiation.

Suggested topics and a further explanation of the paper will be on/before beginning the topic of Negotiations. The Assignment is due after the topic has been thoroughly presented and discussed in class.

The paper will 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, April 28th

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 (reference the 1st Assignment), and
- What specifically will you do to help yourself become an effective conflict manager and better negotiator?

To answer these questions:

- Identify three (3) key “nuggets” or takeaways from **EACH** of the topics covered in class: conflict/conflict resolution and negotiations; and
- Determine a specific behavior and an action plan for each takeaway that you will put in place to make the changes happen.

Examples:

- The Effective Listening questionnaire indicates I need to improve certain listening skills and how am I going to do that, and/or
- The importance of determining BATNA in negotiations and what am I going to do going forward?

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, May 10th

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: Number TBD @ 10 points each	TBD
Total	TBD

VI. UNIVERSITY/COLLEGE POLICIES

Grading

The Levin College 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 January 26, 2024.
- The last day to withdraw from the course is March, 29, 2024.

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>

OIE Language

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.

Spring Semester COVID Guidance

Given the effectiveness and widespread availability of vaccines and boosters and based on the latest guidelines from the Centers for Disease Control and Prevention (CDC), masks are optional on campus. We recognize and appreciate that some members of the community will choose to continue wearing a mask. Free masks are available at the information desk in the Student Center. Please remember that vaccination plus booster shots offer the absolute best protection against serious illness, hospitalization and death from COVID-19. We continue to provide free vaccinations and boosters for students, faculty and staff at [CSU Health and Wellness Services](#) by appointment at the Center for Innovation in Medical Professions, Suite 205 (2112 Euclid Avenue). For other area locations offering free vaccines and booster shots, visit gettheshot.coronavirus.ohio.gov. People who have symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home. Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin. Please notify me if you have tested positive for COVID. If you experience severe symptoms from COVID, please contact the CARE Team at magnusacts@csuohio.edu for additional support.

Spring, 2024 Monday/Wednesday Course Schedule

Module/Week Dates	Topic	Assignments
Module/Week 1 January 17	<p style="text-align: center;">Student and Course Introduction</p> <p style="text-align: center;">Alternative Dispute Resolution (ADR)</p> <ul style="list-style-type: none"> • Focus on Arbitration & Mediation 	<p>Refer to the respective Module/Week in Blackboard for a complete listing of all weekly assignments.</p> <ul style="list-style-type: none"> • Complete the student introductions in the Discussion Board section on Blackboard. • Review a personal Sales/Lease Agreement – explained in Module/Week 1.
Module/Week 2 January 22 & 24	<p style="text-align: center;">Continue ADR discussion</p> <p style="text-align: center;">Concepts Impacting Conflicts & Negotiations</p> <ul style="list-style-type: none"> • Relationships; Communication; Emotions; Framing & Reframing 	<ul style="list-style-type: none"> • Complete the Effective Listening self-assessment questionnaire (posted on Blackboard) • Writing Assignment #1 is due by 11:59 PM, Wednesday, January 24th.
Module/Week 3 January 29 & 31 and Module/Week 4 February 5 & 7	<p style="text-align: center;">Factors Impacting Conflicts & Negotiations:</p> <ul style="list-style-type: none"> • Management and Behavioral Styles; Perceptions; Generations, Working Styles; History and Baggage; Difficult People. <p style="text-align: center;">Helpful skills:</p> <ul style="list-style-type: none"> • Going to the Balcony; The Role of Emotional Intelligence; Self-awareness 	<ul style="list-style-type: none"> • Complete self-assessment questionnaires (posted on Blackboard): <ul style="list-style-type: none"> ○ Conflict Management & Behavioral Styles ○ Working Styles
Module/Week 5 February 12 & 14	<p style="text-align: center;">Conflict</p> <ul style="list-style-type: none"> • Understanding and resolving conflict • Conflict resolution tips and suggestions 	
Module/Week 6 February 21	<p style="text-align: center;">No class on Monday, 2/19 - President's Day</p> <p style="text-align: center;">Dispute Resolution Applications</p> <ul style="list-style-type: none"> • Conflict Management Systems; Peer Mediation; Restorative Practices; Facilitated Dialogue 	
Module/Week 7 February 26 & 28	<p style="text-align: center;">Collaborative Problem Solving</p>	<ul style="list-style-type: none"> • <i>Getting to Yes</i>; Chapters 1 -4
Module/Week 8 March 4 & 6	<p style="text-align: center;">Simulations and Role Plays - TBD</p>	<ul style="list-style-type: none"> • Writing Assignment #2 is due by 11:59 PM, Sunday, March 10th

Spring Recess – March 11 - 17

Module/Week 9 March 18 & 20	Negotiations	<ul style="list-style-type: none"> • Complete the Negotiation Self-assessment questionnaire • <i>Essentials of Negotiation</i>: Chapters 1 & 4 • Monday: Simulation - Dry Cleaner
Module/Week 10 March 25 & 27	Negotiations	<ul style="list-style-type: none"> • <i>Essentials of Negotiation</i>: Chapter 2 • Wednesday: Simulation – Used Car
Module/Week 11 April 1 & 3	Negotiations	<ul style="list-style-type: none"> • <i>Essentials of Negotiation</i>: Chapter 3
Module/Week 12 April 10	No class on Monday, 4/8 – “Eclipse” Day Negotiations	<ul style="list-style-type: none"> • Wednesday: Simulation - Baker, Florist & Grocer • <i>Essentials of Negotiation</i>: Chapters 5 - 9
Module/Week 13 April 15 & 17	Negotiations	<ul style="list-style-type: none"> • Monday: Simulation - Exit Interview • <i>Essentials of Negotiation</i>: Chapters 10 -12 • <i>Getting to Yes</i>; Chapters. 6 – 9; Conclusion & the 10 Questions People Ask • Wednesday: Prepare for Ridgecrest School Negotiations
Module/Week 14 April 22 & 24	Ridgecrest School Negotiations	<ul style="list-style-type: none"> • Writing Assignment 3 is due by 11:59 PM, Sunday, April 28th
Module/Week 15 April 29 & May 1	Ridgecrest School Negotiations	<ul style="list-style-type: none"> • Team Negotiations with Multiple Issues
Week 16	May 4 - 10 Exam Week: No Final Exam	<ul style="list-style-type: none"> • Writing Assignment 4 is due by 11:59 PM, Friday, May 10th. (Grades are due on May 14th)

• Note: The instructor reserves the right to make changes to the course material and schedule at any point during the semester. Notice of any changes will be timely provided.