

# NEGOTIATION AND CONFLICT MANAGEMENT

MBAD 6165-U90 (T 5:30-8:15 PM)  
Classroom: CCB 805  
Spring 2019

**Instructor:** Dr. Gary F. Kohut  
**Office:** UNC Charlotte Center City Bldg. Suite 703  
**Office Hours:** T 4:00-5:30 PM - Center City Bldg.  
Others by Appointment  
**Email:** [gfkohut@uncc.edu](mailto:gfkohut@uncc.edu)

## REQUIRED COURSE TEXTS

1. Roger Fisher, William Ury, and Bruce Patton. Getting to Yes: Negotiating Agreement Without Giving In (3<sup>rd</sup> edition, Penguin Books, 2011) (GTY). ISBN: 978-0143118756
2. Roy J. Lewicki, Bruce Barry, and David M. Saunders. Negotiation: Readings, Exercises and Cases (7<sup>th</sup> Edition, McGraw-Hill Irwin, 2015) (NEG). ISBN: 978-0-07-786242-8

## COURSE DESCRIPTION

**MBAD 6165. Negotiation and Conflict Management. (3).** Negotiation is the art and science of securing agreement between two or more independent parties. Conflict management involves resolving situations where the interests of two or more parties differ. This course will involve developing a repertoire of skills and techniques for negotiation and conflict management to develop a systematic and positive approach for negotiating with multiple stakeholders. Case studies, readings, and simulations will be used.

## COURSE OVERVIEW

The purpose of this course is to understand and use the theory and processes of negotiation as they are practiced in a variety of settings. The course is designed to be relevant to the broad spectrum of negotiation problems that are faced by managers and professionals. A basic premise of the course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed in order for analytical skills to be accepted and implemented. Class sessions explore the many ways that individuals think about and practice negotiation and conflict management – with colleagues, employers, employees, clients, outside agencies, and others.

Since negotiation and conflict management involve individual abilities and not just intellectual understanding, we also will look closely at personal skills and experiences. You will have a chance to learn more about your own preferences and the consequences of the choices you make. In addition, you will be asked to accept and offer feedback on the negotiation behavior that you demonstrate and observe. Equally important will be practice in formulating your own theories about negotiation and extracting insights from your experiences to guide you in future negotiations. Thus, you will need to read and prepare carefully, participate freely, critique yourself and others, and spend significant reflection and writing time in order to learn as much as possible from the course.

My goal for you in this course is to empower you to become more comfortable negotiating—to appreciate the professional and personal enjoyment to be derived from negotiating. Each negotiation represents an opportunity, because it provides the negotiators with the chance to improve their respective circumstances. If the parties could not improve their present situations, they would not be communicating with each other. Negotiators appreciate the interaction as a beneficial and challenging endeavor.

### **COURSE OBJECTIVES**

Upon completion of this course you should be able to

1. Recognize the steps in analyzing and managing conflict situations
2. Understand more about the nature of negotiation. This objective is paramount because many of the important aspects of negotiating (e.g., interests, goals, cooperation) are ambiguous and often do not have “right” answers. Please do not expect a set of formulas that will always maximize your profit.
3. Develop confidence in the negotiation process as an effective means to resolve conflict.
4. Gain a broad, intellectual understanding of the central concepts in negotiation and be able to analyze these concepts.
5. Experience the negotiation process, and through reflection, learn to evaluate the costs and benefits of alternative actions and how to manage the negotiation process.
6. Work with people whose backgrounds, expectations, and values differ from your own
7. Use negotiation strategies that managers can use to resolve conflict through integrative bargaining

### **METHOD OF INSTRUCTION**

You will be given the building blocks of effective negotiation and conflict management through lecture, class discussion, cases, and exercises. This course, however, differs from most courses in that the heart of it is a set of interactive negotiation exercises. These exercises have a dual purpose. First, they will give you hands-on experience with negotiation. You will learn by actually negotiating, then stepping back and, with the help of your classmates, analyzing how you did, what worked, what didn't, and what to do next time. We will compare the different approaches of each of your classmates. Second, the cases and exercises will show the key principles of our systematic approach to negotiations.

### **EVALUATION**

Graded Negotiation #1 and reflective paper	50 points
Graded Negotiation #2 and reflective paper	50 points
Graded Negotiation #3 and reflective paper	50 points
Graded Negotiation #4 and reflective paper	50 points
Graded Negotiation #5 and reflective paper	50 points
Self-Assessment Exercises & Term Paper Debrief	25 points
Negotiation Analysis Term Paper	100 points
Class Participation	<u>25 points</u>
<b>Total Points</b>	<b>400 points</b>

## Grading Scale

<u>Point Range</u>	<u>Grade</u>
360-400	A
320-359	B
280-319	C
Below 280	U

## Graded Negotiations and Reflective Papers

It is the goal of the course that, by its end, you will become an effective negotiator. As such, you will be given a chance to show your effectiveness in using the class concepts and strategies through negotiation exercises during and at the end of the semester. You will be provided a specific role with each negotiation situation. You will prepare your role and negotiate it, debrief with other parties, discuss it in or outside of class and write up your analysis. The idea is to identify mistakes and good practices as a way to develop a checklist for the future. We will start with a simple negotiation and rapidly progress to more complex ones.

There will be five graded negotiations in the course. In each graded negotiation, students will be evaluated on the basis of their performance in the role-play AND the paper they submit on that role-play. Grading on the role-play itself will focus on the actual results achieved by each negotiator. Since the role-plays differ, criteria will vary from one scenario to the next; criteria will be announced prior to the role-play.

The accompanying paper should focus on preparation and goal setting for the role-play, an analysis of the actual negotiating events, and a justification of the results achieved. A good paper will address:

- the preparation and planning process that you used to get ready for the negotiation, including your goals/objectives
- a description of the actual progression of events and how the negotiation evolved
- the solution you achieved, relative to the goals you set in planning and preparation, and how you "defend" your solution against your earlier goals/objectives (for example, how would you sell your solution to your boss)
- an evaluation of your own performance in the negotiation
- a summary of what you learned from the exercise (or what you didn't learn, and why not)

Papers will be evaluated against these preceding points. Papers should be no more than 4 pages, typewritten, double-spaced. Points will be deducted for papers with significant defects in spelling, grammar, punctuation and fundamental written expression.

## Self-Assessment Exercises.

A series of self-assessment exercises will be administered in class throughout the semester that will give you insight into characteristics of your negotiating style and the style(s) of others.

## Negotiation Analysis Term Paper

Each class participant must prepare a complete analysis of an actual negotiation in which he/she has participated in. Each analysis will consist of three sections: an introduction, a functional analysis, and a retrospective or prospective summation.

*Introduction.* This must be a complete description of the negotiation, its setting, participants and other stakeholders, and intended goals or aims. This information **must come from a “real” negotiation!** This section of the project will probably be one or two pages.

*Functional Analysis.* The described negotiation must be analyzed from the perspectives of:

- planning, preparation, and strategy
- communication processes and activities
- persuasive processes and activities
- social contextual observations and effects
- power processes
- individual difference effects
- conflict resolution and/or third-party processes
- ethical considerations
- international aspects and effects (if appropriate)

This section of the project will likely be three to five pages in length.

*Summation.* Based on the description and analysis of the chosen negotiation, this section will be where the author will apply the benefits of his/her insight and education to assess, or improve the negotiation outcome(s). For retrospective analyses, the focus should be on what was done, the correctness of assumptions and choices, the effects of tactics and strategies, and what might be done differently in future, similar instances. For analyses of ongoing or proposed negotiations, the focus should be on these aspects as well as on actually or potentially needed “damage control” and tactical or strategic options (i.e. “what if” planning). This section should probably be two to four pages in length, depending on the nature and status of the negotiation.

### Class Participation.

Students are expected to participate in all the class exercises and discussions. As in any graduate business course, each person’s contribution to the class is an important part of every person’s experience. Given the nature of this course, your participation is absolutely essential. Preparation for class discussion, cases, and exercises should reflect your familiarity with the material. Without the proper preparation, the class exercises become virtually meaningless. If you come to class unprepared, it ruins your classmates’ experience. I anticipate that each of you will be prepared for every class and each of you should have no problems meeting my expectations for preparation

I realize that the demands of traffic, work, family, etc. are powerful, but since this class is based so much on discussion and participation, I expect everyone to be on time for class, and I will be incorporating on-time attendance into your participation grade. In addition, expect to be called upon in class. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties:

- offers a different or unique, but relevant, perspective
- contributes to moving the discussion and analysis forward
- builds on other comments
- applies concepts in the readings to negotiation experiences

## **ETHICAL OBLIGATIONS**

The following ethical standards apply to this course:

- A. You are expected to be prepared and on time for all negotiation exercises.
- B. You may not physically show your confidential role instructions to other parties, though you are free to tell them whatever you would like to about your confidential information.
- C. Do not make up facts that materially change the power distribution of the exercise; e.g., that your family has just bought the company with which you are currently negotiating for a job.
- D. You may use any strategy, short of physical violence, to reach agreement, including misrepresentation. However, in selecting a strategy, it is wise to consider that using it may have ramifications that go beyond the particular negotiation.
- E. You may not share or describe the content of the role-playing exercises to students who may take this course in the future.
- F. You may not look at course materials from other Negotiations classes that I or others are currently or have previously taught. This prohibition, which also includes materials posted on the web, will be in effect until after the end of the semester.

## **ACADEMIC INTEGRITY**

You are bound by the Code of Student Academic Integrity. The following information from the current UNC Charlotte Catalog is provided for your information.

"The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, define violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards.

- A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information while fabrication is a matter on inventing or counterfeiting information for use in any academic exercise.
- C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
- E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing or making inaccessible library or other academic resource material.
- F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of The UNC Charlotte Code of Student Academic Integrity. This code may be modified from time to time. Users are advised to contact the Office of the Dean of Students to assure they consult the most recent edition."

## STATEMENT OF INCLUSION

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status

## COURSE OUTLINE

<u>DATE</u>	<u>TOPICS</u>	<u>ASSIGNMENT</u>
T 1/15	Course Overview	
T 1/22	Introduction to Conflict Management <ul style="list-style-type: none"> <li>▪ Types of conflict</li> <li>▪ Levels of conflict</li> <li>▪ Dysfunctions of conflict</li> <li>▪ Functions and benefits of conflict</li> <li>▪ Dual concerns model</li> <li>▪ Conflict handling styles</li> </ul>	Chapters 1-5 (GTU) Chapter 1 (NEG)
T 1/29	Negotiation <ul style="list-style-type: none"> <li>▪ Negotiation process: Planning and preparation</li> <li>▪ Distributive vs Integrative negotiation</li> <li>▪ Types of interests</li> <li>▪ Developing a BATNA</li> </ul> Negotiation Fundamentals <ul style="list-style-type: none"> <li>▪ Approaches to resolving disputes</li> <li>▪ Managing negotiation tensions</li> <li>▪ Implementing a collaborative strategy</li> <li>▪ Solving joint problems to create value</li> </ul>	Chapter 1 (NEG) Chapters 6-end of text (GTU)
T 2/5	Negotiation Subprocesses <ul style="list-style-type: none"> <li>▪ The negotiator's frame</li> <li>▪ Emotions in negotiation</li> <li>▪ Sources of power</li> <li>▪ Negotiation Ethics</li> </ul>	Chapter 2 (NEG) <b>Negotiation #1</b>
T 2/12	Negotiation contexts <ul style="list-style-type: none"> <li>▪ <i>Moves</i> and <i>turns</i> in negotiation</li> <li>▪ The soft sell</li> <li>▪ Making concessions</li> <li>▪ The cost of low trust</li> </ul>	Chapter 3 (NEG) <b>Negotiation #1 Reflection Due</b>

- Maintaining coalitions and alliances
- Benefits of conflict in negotiating teams

T	2/19	Individual differences in negotiations <ul style="list-style-type: none"> <li>▪ Gender</li> <li>▪ Emotional intelligence</li> </ul> Qualities of master negotiators	Chapter 4 (NEG)
T	2/26	Individual differences in negotiations <ul style="list-style-type: none"> <li>▪ Gender</li> <li>▪ Emotional intelligence</li> </ul> Qualities of master negotiators	Chapter 4 (NEG) <b>Negotiation #2</b>
T	3/5	SPRING BREAK	
T	3/12	Dealing with hardball tactics Negotiating with those with more power Influencing techniques Questioning techniques	<b>Negotiation # 2 Reflection Due</b>
T	3/19	Negotiation across cultures <ul style="list-style-type: none"> <li>▪ Cultural values, beliefs, norms, and knowledge structures</li> <li>▪ Cultural assumptions</li> <li>▪ Effect of cultural differences</li> <li>▪ Negotiation goal: Contract or relationship?</li> <li>▪ Negotiation attitude: Win-lose or win-win?</li> <li>▪ Personal style: Informal or formal?</li> <li>▪ Communication: Direct or indirect?</li> <li>▪ Form of agreement: General or specific?</li> <li>▪ Building an agreement: Bottom up or top down?</li> <li>▪ Risk taking: High or low?</li> <li>▪ Coping with culture</li> </ul>	Chapter 5 (NEG) <b>Negotiation # 3</b>
T	3/26	Negotiation across cultures <ul style="list-style-type: none"> <li>▪ Cultural values, beliefs, norms, and knowledge structures</li> <li>▪ Cultural assumptions</li> <li>▪ Effect of cultural differences</li> <li>▪ Negotiation goal: Contract or relationship?</li> <li>▪ Negotiation attitude: Win-lose or win-win?</li> <li>▪ Personal style: Informal or formal?</li> <li>▪ Communication: Direct or indirect?</li> <li>▪ Form of agreement: General or specific?</li> <li>▪ Building an agreement: Bottom up or top down?</li> <li>▪ Risk taking: High or low?</li> <li>▪ Coping with culture</li> </ul>	Chapter 5 (NEG) <b>Negotiation # 3 Reflection Due</b>
T	4/2	Negotiation across cultures <ul style="list-style-type: none"> <li>▪ Cultural values, beliefs, norms, and</li> </ul>	Chapter 5 (NEG) <b>Negotiation #4</b>

- knowledge structures
- Cultural assumptions
- Effect of cultural differences
- Negotiation goal: Contract or relationship?
- Negotiation attitude: Win-lose or win-win?
- Personal style: Informal or formal?
- Communication: Direct or indirect?
- Form of agreement: General r specific?
- Building an agreement: Bottom up or top down?
- Risk taking: High or low?
- Coping with culture

T 4/9	Resolving Differences <ul style="list-style-type: none"> <li>▪ Dealing with inertia</li> <li>▪ Taking the stress out of stressful conversations</li> <li>▪ Renegotiating existing agreements</li> <li>▪ Negotiating with disordered people</li> <li>▪ When and how to use third-party help</li> </ul>	Chapter 6 (NEG) <b>Negotiation #4 Reflection Due</b>
T 4/16	Resolving Differences <ul style="list-style-type: none"> <li>▪ Dealing with inertia</li> <li>▪ Taking the stress out of stressful conversations</li> <li>▪ Renegotiating existing agreements</li> <li>▪ Negotiating with disordered people</li> <li>▪ When and how to use third-party help</li> </ul>	Chapter 6 (NEG) <b>Negotiation #5</b>
T 4/23	Best Practices in Negotiation <ul style="list-style-type: none"> <li>▪ Negotiating as if implementation mattered</li> <li>▪ Seven strategies for negotiation success</li> <li>▪ Avoiding negotiation mistakes</li> </ul>	Chapter 7 (NEG) <b>Negotiation #5 Reflection Due</b>
T 4/30	Closing Techniques Counteracting Tactics from Others	<b>Negotiation Term Papers Due</b>
T 5/7	Final Exam -- <b>Negotiation Analysis Term Paper Debrief</b>	