

**CALIFORNIA STATE UNIVERSITY – LONG BEACH
COLLEGE OF BUSINESS ADMINISTRATION**

**HRM-654: SEMINAR IN
NEGOTIATION AND CONFLICT MANAGEMENT**

COURSE SYLLABUS • MAGL Presentation: SUMMER 2007

Dr. David E. Hartl, Instructor

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TIMES & DATES OF COURSE MEETINGS

Mondays and Thursdays, 6:30 to 10:30 p.m. unless otherwise arranged.
June 18, 21, 25, 28, July 2, 5, 9, 12, 16, 19, 23, 26, 30.

COURSE PURPOSE AND SPECIFIC OBJECTIVES

The purpose of this course is to help participants understand and practice effective theories and methods of negotiation and conflict management in a variety of settings. The course will be relevant to virtually everyone since negotiating to get what you want and avoiding or resolving conflicts are everyday occurrences for all of us. The bias of the course is to help participants gain effectiveness in negotiating agreements and managing conflicts in business environments, though many of the concepts are more widely applicable. The assumption is made that, while planning and analysis may be necessary for determining outcomes and identifying problems, it is through managing conflicts and negotiating agreements that alignment is achieved, solutions are implemented, and goals are accomplished.

The course uses a variety of instructional methods including presentation, experiential exercises, role play, critical incident debriefing, assessment instruments, video tape presentations, management simulations, and learning-teaching groups. Advance preparation for each class is critical for everyone's optimum learning experience as one person's lack of preparation is likely to adversely affect the interaction possibility of other class members. Preparation for some class experiences will require students to meet together outside of class. While this syllabus is detailed and specific, there may be occasions when the Instructor will modify the course schedule to address emergent issues.

The specific objectives for the course are:

- To help participants acquire a general understanding of negotiation processes, varied approaches to negotiating outcomes, circumstances that lead to conflicts, and ways to minimize and manage conflicts in organizational life.
- To provide participants with opportunities to personally experience negotiation processes and conflict situations and learn through the systematic examination of those experiences.
- To offer participants an opportunity to gain self knowledge and learn a personality assessment framework through which to better understand natural differences among people that impact negotiations, communications, perceptions, conflicts, goals, and leadership.
- To enable participants to better think critically, analyze situations objectively, and select approaches to negotiating agreements and managing conflicts.

REQUIRED TEXT AND COURSE MATERIALS:

PLEASE READ THIS SYLLABUS COMPLETELY. REFER TO IT REGULARLY TO KEEP TRACK OF THE COURSE SCHEDULE AND ALL COURSE ASSIGNMENTS. ASK FOR CLARIFICATION AND/OR AMPLIFICATION OF ANY POINTS THAT ARE UNCLEAR.

TEXT: Fisher, Roger, William Ury, and Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In*, Second Edition, Penguin Books, 1991.

Negotiation exercises, *Executive Book Summaries*, personality assessment instruments and interpretation booklets, duplicated articles, and original papers will be provided by the instructor.

Whenever possible, course handout materials will be distributed to you electronically as pdf file (Acrobat) attachments to emails. They will also be made available for download as pdf files (Acrobat) at the instructor's website: www.davidhartl.com. Please click on the University Courses button to find the appropriate handout materials listed under this course number, HRM654.

COURSE REQUIREMENTS

Since this course is highly interactive in nature, it is essential for every class member to be on time and present at each class session. One member's tardiness or absence adversely affects all other members. Therefore, it is a requirement for class members to be on time and participate in every class session.

There are five (5) brief writing assignments and one Seminar Presentation Team experience included in this course.

1. A personal biography incorporating information about your background and your specific interests in negotiation and conflict management. (1-2 pages, typed, double-spaced.)
2. An Analysis Paper covering key concepts in Negotiations. (2-3 pages, etc.)
3. An Analysis Paper covering key concepts in Conflict Management. (2-3 pages, etc.)
4. A Individual Report of the Seminar Presentation Team Process. (1-2 pages, etc.)
5. An Application Paper dealing with an area of your personal interest related to the course. (6-7 pages, etc.)
6. Seminar Presentation Team preparation and session leadership.

The course requirements are described in more detail later in this syllabus. Specific guidelines are offered to assist you in preparing the writing assignments and the Seminar Presentation Team in separate pages that are attached at the end of this syllabus. The writing assignments are all relatively brief. Each assignment is targeted toward specific purposes. It will be much easier for you to complete the course writing requirements if you take time to clearly and fully understand them right away and begin tracking and noting key points related to their purposes right from the beginning of the course. When the time comes to finish the writing assignment prior to the due dates, you will have prepared yourself to complete the assignment easily and quickly. If you wait to think about the writing requirements until the week before they are due, you will find it to be much more difficult to complete them.

You are strongly encouraged to transfer your written assignments electronically as Word files that are attached to emails addressed to david@davidhartl.com. Be sure to include your last name in the file name for you papers.

The detailed course instructional schedule is on the next page and following.

COURSE INSTRUCTIONAL SCHEDULE

Session 1: Monday, June 18 – Course overview and orientation

- Orientation and brief course overview
- “Win-As-Much-As-You-Can” – an exercise in choices and consequences
 - Debrief points: People problems of perception, emotion, and communication; substantive problems of quantitative outcomes; implications for negotiations and conflict management
- Clarification of course syllabus, text, readings; course requirements, and course organization
- Distribution of personality assessment instrument, MBTI™

Preparation for next session

Text: *Getting to Yes*, pages 1-39

Hartl: Review course syllabus in detail

“How To Help Most People Learn and Change” (Download)

Complete the MBTI™ answer sheet and turn in all MBTI materials at the next class.

Write one-page narrative brief biography with general biographical information and emphasizing interests in negotiation and conflict management in personal and/or work life. Bring enough copies to class for each class member and instructor to have one.

Session 2: Thursday, June 21 – Building Trust and Negotiation Examples

**Distribute copies of one-page narrative brief biographies to instructor and class members.
Turn in completed MBTI™ materials for computer scoring.**

- Building the Learning Community: An exercise in team building. Who are we? What do we think about negotiation and conflict management?
- Methods for Developing Interpersonal Relationships and Trust – “The Jo-Hari Window”
- Principles of Adult Learning and Organizational Change – key management concepts for progress
- Organizing Seminar Presentation Teams: Negotiation Team; Conflict Management Team
 - See syllabus attached paper: “Guidelines for Seminar Presentation Teams”

Preparation for next session

Text: *Getting to Yes*, as much of the rest of the book as you can get to.

16 Personality Types in Organizations – especially read your own type description.

- ✓ Check your email for your individual MBTI results – bring them with you to class on Monday.

Session 3: Monday, June 25 – Introduction to Personality Type and Temperament

- Executive Briefing on Personality and Temperament Types focusing on natural personality differences and their impact on perceptions, communications, negotiations, conflicts, and leadership
- Video tape presentation: “Please Understand Me – The Video.”
- Exercise in learning to “size-up others” according to personality and temperament types

Preparation for next session

Text: *Getting to Yes*, finish the rest of the book

Executive Book Summaries: “Breakthrough Business Negotiation” (Distributed via email)

Hartl papers: “Influencing Others When You’re Not the Boss: Techniques for Getting Things Done Without Authority” (Download)

“Accountability Through Agreement” (Download)

Session 4: Thursday, June 28 – Human Factors of People in Negotiations and Conflict

- Discussion of key concepts in the text *Getting to Yes*
- Discussion of “*Breakthrough Business Negotiation*”
- Discussion of influence techniques and accountability through agreement
- Seminar Presentation Teams planning discussions

Preparation for next session

Articles: “Interests: The Measure of Negotiation”

Hartl papers: “The How’s and Why’s of Resistance to Change” (Download)

“Some Definitions for Negotiation Terms” (Download)

Session 5: Monday, July 2 – Negotiating Interests

- Discussion of negotiation terms, tactics, and their consequences
- Negotiation Exercise; analysis and debriefing – “COFFEE CONTRACT”
- Discussion of the “How’s and Why’s of Resistance to Change”
- Seminar Presentation Teams planning discussions

Preparation for next session

Articles: “Claiming Value”

“Winning at the Sport of Negotiation”

“Thrust and Parry: The Art of Tough Negotiating”

Session 6: Thursday, July 5 – BATNA and the Bargaining Zone

- Sub-group exercise in identifying examples of negotiation tactics and their consequences
- Discussion of influence techniques and accountability through agreement
- Negotiation Exercise; analysis and debriefing – “TEXOIL”

Preparation for next session

Article: “Shortcomings of Neutrality in Mediation: Solutions Based on Rationality”

Hartl papers: “Mediating Disputes” (Download)

Finish preparing Analysis Paper emphasizing Negotiations – due July 9.

Session 7: Monday, July 9 – Third Party Dispute Resolution

<i>Analysis Paper emphasizing Negotiations is due tonight.</i>
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- Negotiation Exercise; analysis and debriefing – “AMANDA”
- Seminar Presentation Teams planning discussions

Preparation for next session

Article: “How Management Teams Can Have A Good Fight”

Executive Book Summaries: “Capitalizing on Conflict”

Session 8: Thursday, July 12 – Problem Solving through Negotiation

- Conflict Management Consultation Exercise; analysis and debriefing – “COMMON GROUND”
- Administer the “Thomas-Kilmann Conflict Mode Instrument” – debrief and discuss the findings
- Discussion of “*Capitalizing on Conflict*”

Preparation for next session

Finish Preparing Analysis Paper emphasizing Conflict Management – due July 16.

Session 9: Monday, July 16 – Human Factors and Dealing with People

Analysis Paper emphasizing Conflict Management is due tonight.

- Conflict Management Exercise; analysis and debriefing – “THE PARKING SPACE”
- Exercise in Structuring Seminar Presentation Teams planning discussions

Preparation for next session

Readings required by your own Seminar Presentation Team plans

Session 10: Thursday, July 19 – Strategies, Tactics, Key Issues, and Processes

- ♦ Structured Seminar Presentation Team planning discussions

Preparation for next session

Finish plans and preparations for Seminar Presentations.

Session 11: Monday, July 23 – Negotiation Seminar Presentation Team

- ♦ Seminar Presentation Team – Negotiation

Preparation for next session

Materials provided by the Conflict Management Seminar Presentation Team

Session 12: Thursday, July 26 – Conflict Management

- ♦ Seminar Presentation Team – Conflict Management

Preparation for next session

Finish Individual Report of the Seminar Presentation Team Process due July 30.

Session 13: Monday, July 30 – Last class session: summing up, Q/A, course evaluation

Individual Report of the Seminar Presentation Team Process due tonight.

- Exercise in specifying course learning outcomes
- Summary review and discussion of the course, related issues and themes, Q/A.
- Course evaluation.

Final Application Paper due not later than 12 NOON, Monday, August 6, 2007.

SPECIAL NOTE: Application Papers (6-7 double-spaced pages) are due for receipt by the Instructor not later than noon, Monday, August 6, 2007. Sending papers as attachments to email is strongly encouraged. If the U.S. Postal Service is to be used, the paper must be post marked not later than Thursday, August 2, 2007.

COURSE REQUIREMENTS AND GRADING CRITERIA

- 1) **Participation:** (20% of grade) This course is comprised of many simulations and class discussions, each of which involve preparation and debriefing, as well as the preparation and presentation of an in-class seminar on a selected topic. You are expected to be prepared, willingly and actively participate in class exercises and debriefing discussions, and contribute to your Seminar Presentation Team. Your experiencing these learning activities is a central component of the course. Missing class sessions and having someone “take notes for you” is not relevant to this course design; it will prevent your having the personal experiences provided in each meeting. Of greatest concern in your participation is the quality of your contributions; the degree to which they add value to the learning experience of the class.
- 2) **Analysis Paper on Negotiation:** (10% of grade) (See following paragraph.)
- 3) **Analysis Paper on Conflict Management:** (10% of grade) Two written analysis papers (each between 2 and 3 double-spaced pages long) will be due during the course on the dates shown in the detailed course instructional schedule above. One paper should emphasize negotiation; the other should emphasize conflict management even though these are not entirely discrete topic areas. You may select any of the negotiation and conflict management exercises as the basis for your Analysis papers. *(See the attached handout on Analysis Papers for specific guidelines.)*
- 4) **Seminar Presentation Team:** (20% of grade.) Each student will share in preparing and presenting a one-session seminar for other course participants on a selected topic. The seminar will somehow address situations, issues, concepts, techniques, methods, skills, etc., related to their topic for the special consideration by the rest of the class. *(See the attached handout on Seminar Presentation Teams for specific guidelines.)*
- 5) **Seminar Presentation Team Individual Report:** (10% of grade) Report should be 1-2 pages double-spaced in length. While the seminar presentation is prepared and presented as a group, the report on that experience is written individually. *(See the attached handout on Individual Report of the Seminar Presentation Team Process for specific guidelines.)*
- 6) **Application Paper:** (30% of grade) Paper should be 6-7 pages double-spaced in length. This is the summative written assignment for the course. It may be completed either individually or in groups of not more than three. (See the attached handout on Application Paper for specific guidelines.)

ACADEMIC INTEGRITY

You are responsible for knowing the University’s regulations regarding cheating, plagiarism, and academic misconduct (see CSULB Catalogue). It is prohibited and detrimental to the learning process to use notes, papers, exercises, and course materials for this course which have been acquired other than through the official channels for this course presentation. **After you have completed the course, it is not permitted to pass on copies of any of the course materials to any other persons.**

Office Hours: Individual or group conferences with the Instructor may be arranged by appointment using the address, telephone number, and internet email address shown above. Ordinarily, the Instructor will be available at the class meeting room a half hour prior to beginning the session.

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GUIDELINES FOR PREPARING ANALYSIS PAPERS

(2-3 typed, double-spaced pages each)

SUGGESTED FOCUS QUESTIONS AND CRITERIA

The purpose of the Analysis Papers is to provide an opportunity for students to reflect on and document their insights and learning based upon the in-class experiences, discussions, readings, explanations, and presentations focused on either negotiation processes or conflict management methods.

1. Analysis Papers might address these issues:

- a. How did the actual processes and outcomes of the negotiation or conflict management exercise compare to the predictions of various writings on negotiation or conflict management? How do they compare with your actual experiences at work?
- b. What did you learn about negotiation or conflict management from the class exercises?
- c. What did you learn about yourself and/or other people through the class exercises?
- d. How did your outcomes in the exercises differ from those of your other classmates? Why? What did you learn about yourself based on differences?
- e. If you had a chance to do the any or all of the exercises over, or to deal with a negotiation or conflict situation in your life again, what would you do differently? Why? What would you do differently in your Global Logistics work?
- f. Identify any other questions that you think are relevant to either of the Analysis Papers and respond to them in a way that helps to express what you have learned.

2. Analysis Papers will be evaluated according to the following criteria:

- a. Clarity of your intellectual understanding of the key points, language, issues, and material covered in this course (presentations, explanations, readings, discussions, debriefings, etc.) as it relates to the analysis of the selected cases or exercises.
- b. The evidence shown in the Analysis Papers of your perceptiveness of negotiation and conflict management issues, the dynamics of interaction processes, yourself and others in relation to handling negotiation and/or conflict management.
- c. The organization, structure, writing clarity, and professional presentation of the Analysis Paper.

You are strongly encouraged to attach your Analysis Papers and other written materials to an email addressed to david@davidhartl.com. Papers sent electronically may be submitted up to midnight of the date on which the paper is due. Please use your own last name as part of the attached file name when sending by email. If electronic transfer is unavailable to you, you may turn in printed copies of your Analysis Papers at the appropriate class session.

SPECIAL NOTE: If you turn in your papers in hard copy, please staple the pages of the paper together in the upper left-hand corner. Do not use thesis paper covers, bindings, or other cover materials. Be sure the title of the paper, your name, and the date are clearly shown on the first page of the paper. Thank you.

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GUIDELINES FOR SEMINAR PRESENTATION TEAMS

Your Seminar Presentation Team will be comprised of up to eight participants and will have a general area of focus related to negotiation and conflict management. Your Seminar Presentation will have an overall timeframe of between 2.5 and 3 hours of class time which may include a 15 minute break.

You might consider your Seminar Presentation Team as a newly formed “product- or process-development project team.” Use the Seminar Presentation Team experience to practice your best project team performance skills in leadership, communication, coordination, negotiating equitable work load distribution, managing conflicts among team members, and developing team accountability for performance.

TASK: With respect to the general focus area your group has been given to research and present:

1. Discover all you can about the best practices and abuses of practices relating to the focus area. Please refer to the Selected and Classified Bibliography on Negotiations and Conflict Management provided with this syllabus, the course text and duplicated articles, handout materials, the Internet, and any other resources your group can think of that can contribute to the content of your Seminar Presentation.
2. Decide on the content points your group considers important for the rest of the class to learn concerning your general focus area. Develop a way to explain and/or illustrate those points in your presentation. Be sure to include examples and illustrations from your Global Logistics work.
3. Create a sequence of activities for your Seminar Presentation. What points will be covered, in what way, by whom, and for how long? What methods will you use to engage the class members to interact with your key points so that they experience them in an effective way? What support materials will you need to create, duplicate, and provide for participants to have as references for their continuing learning? What A-V equipment will you need and who will operate it during your Seminar Presentation? How will you evaluate your Seminar Presentation and get feedback from the rest of the class on its effectiveness in helping others learn?
 - a. Please be prepared to share a summary of the feedback results from your Seminar Presentation with the Instructor by the last class session. The summary of evaluation feedback from the class should also specify what your team learned from the feedback. Formation of the 20% of the course grade allocated to the Seminar Presentation Team will be based on both the Team’s feedback summary/learning and the Instructor’s own observation of the Presentation.
4. Conduct the Seminar Presentation. Keep careful track of time so that the presentation fills at least 2.5 hours of class time (including a 15 minute break), but does not extend beyond 3 hours, including time for class members to complete any evaluation/feedback instrument you may provide.

SPECIAL NOTE:

Please feel free to use and include any information you discover and any materials you create for your Seminar Presentation as part of your Application Paper.

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INDIVIDUAL REPORT of the SEMINAR PRESENTATION TEAM PROCESS

(1-2 typed, double-spaced pages)

SUGGESTED FOCUS POINTS AND CRITERIA

1. The Individual Report of the Seminar Presentation Team Process is your individual opportunity to write about what you learned from THE PROCESS of your Seminar Presentation Team experience including:
 - a. Your rationale for selecting the content materials you included in your group's seminar presentation.
 - b. Your rationale for selecting the process in which you made your presentation.
 - c. What you learned from preparing for and making the presentation.
 - d. What you learned about working in teams.

PLEASE NOTE: The Individual Report of the Seminar Presentation Team Process is NOT intended to be a report on, or a repeat of the content points made in the class presentation. Its focus is on what you learned as a member of the small group about why you did what you did, what you learned from the experience, and how you might apply lessons from the experience to your work in Global Logistics.

2. Your Individual Report of the Seminar Presentation Team Process will be evaluated according to the following criteria:
 - a. Clarity of your insights into why you and your group selected the content material used in your presentation and the presentation processes you used.
 - b. Perceptiveness concerning your small group's dynamics, equity of work distribution, participation of group members, effectiveness of working arrangements developed by the group.
 - c. Value and relevance of lessons learned from your Seminar Participation Team experience to the skills of negotiation and conflict management.
 - d. Professional presentation of the Report in its organization and writing style.

The Individual Report of the Seminar Presentation Team Process is due at the last class session, July 30, 2007.

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APPLICATION PAPER

(6-7 typed, double-spaced pages)

SUGGESTED FOCUS TOPICS AND CRITERIA

You may work individually or in small groups of no more than three to prepare your Application Paper. If you work in a small group, all members of the group will receive the same evaluation for the paper, i.e., you will all be jointly responsible for the quality of the paper.

The purpose of the Application Paper is to increase your understanding of negotiation and conflict management and show how concepts and techniques for negotiation and conflict management relate to everyday, real-world situations. Below are offered some possible approaches to developing your Application Paper. These ideas are offered only as suggestions. You may take other approaches if you wish. It is recommended and you are encouraged, at any time, to consult with the instructor to sharpen your own specific ideas for how to develop your Application Paper. Meantime, here are three possible approaches to stimulate your thinking:

- ✓ Analyze a negotiation or a conflict situation from the “real world” that is of special interest to you. Choose a personal experience, a second-hand experience, a particular published case, or something from the media or current events. Be sure to select an incident that is sufficiently rich in detail to provide you with sufficient data for analysis and development of your paper. In your paper, explicitly apply the concepts learned from this course and, if possible, offer prescriptive advice on how the negotiators or involved parties could have been more effective in their negotiations and/or the conflict could have been better managed.
- ✓ Conduct a set of interviews with “experts” or others involved in a specific negotiation or conflict context (e.g. car dealers, purchasing agents, real estate agents, lawyers, CPAs, recruiters, investment bankers, labor-management leaders, mediators, dispute resolution consultants, arbitrators, etc.) How have these people used, or failed to use, concepts and skills identified in this course? What are the determinants of success or failure in the specific negotiation or conflict context discussed in the interviews? How could they have improved their negotiations or their conflict management processes? What would you have done differently if you were in their situation? Why?
- ✓ Develop a case exercise or management simulation experience that could be used in a future HRM 654 course dealing with either a negotiation process or a conflict management situation. Be sure to test your exercise on a pilot group. Ideally, this exercise should tap into some process that you think is important but was overlooked in this course. This analysis should include the objective of the exercise, the exercise itself (in an appendix), and the results of the pilot run of your exercise. Also, include your reaction to the results – what surprised you, what needed to be adjusted, and prepare teaching notes that could be used for the exercise.

The Application Paper will be evaluated according to these criteria:

Intellectual understanding: How well does your Application Paper demonstrate understanding of relevant concepts, language, techniques, etc., provided in this course as they apply to the situation your Application Paper addresses?

Creativity: How are you able to extend, modify, or elaborate on ideas learned in this course as you consider the situation addressed in your Application Paper?

Professional presentation: How clearly written, organized, and professionally presented is the paper?

SPECIAL NOTE: Application Papers (6-7 double-spaced pages) are due for receipt by the Instructor not later than noon, Monday, August 6, 2007. Sending papers as attachments to email is strongly encouraged. If the U.S. Postal Service is to be used, the paper must be postmarked not later than Thursday, August 2, 2007.

INSTRUCTOR BIOGRAPHICAL INFORMATION

Dr. David E. Hartl is president of *General Learning Climates, Inc.*, a consulting, coaching, training, and research firm located in Orange, California dedicated to creating organizational climates conducive to learning and change. For more than 40 years his clients have included Fortune 500 corporations, high tech businesses, manufacturing companies, professional partnerships, health care systems, community, arts, and voluntary agencies, and government organizations at local, state and national levels throughout the United States and overseas. He is the author of more than 250 articles, book chapters, research reports, learning programs, and papers. He was awarded a masters degree in adult education in 1965 and a doctorate in social psychology in 1974, both from Boston University. Since 1965 he has taught in the graduate programs of Boston University, The Johns Hopkins University, and, for more than 20 years, in the graduate program of public administration at the University of Southern California. He currently teaches as part of the adjunct faculty of the College of Business Administration, California State University, Long Beach. Additionally, he designed and leads the professional development program “Negotiating for Success” for nation-wide mortgage loan corporate clients. His contact information is: **P.O. Box 2788, Orange, CA 92859-0788**

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