LDST 354 Conflict Resolution / MGMT 344 Bargaining and Negotiations in Organizations (Spring 2015)

Instructor: D. Tony Kong, Ph.D.
Email: tkong@richmond.edu
Class time: Tuesdays 3:00-5:40PM
Classroom: JPSN 107
Office hours: Mondays and Wednesdays 3-4PM or by appointment
Course website: http://blackboard.richmond.edu

COURSE OBJECTIVES

Conflict resolution is the art and science of the deliberate interaction between two or more parties that try to define or redefine the terms of their interdependence. We resolve conflict with our friends, employers, roommates, friends, parents, partners, bosses, etc. Although conflict resolution is very common in our life, many of us do not know much about the effective strategies and tactics of conflict resolution. In this course, we will mainly focus on how to resolve conflict through negotiation and mediation.

The broad objectives of this course are:

- To systematically discuss the structure and psychology of negotiation and mediation and understand how individuals, teams, and organizations behave in various negotiations and mediations.
- To enhance your negotiation and mediation skills as part of your important professional skill set by understanding yourself, learning to construct appropriate strategic negotiation and mediation plans, and learning to adapt to various negotiations and mediations.

Good skills facilitate negotiation/mediation processes and outcomes and create positive relationships with counterparts. To learn how to effectively negotiate and mediate, you will participate in various negotiation/mediation simulations. You will also conduct analysis about negotiation/mediation cases.
COURSE MATERIALS

Required readings:
• Additional readings (available in the course E-reserve: http://librarycat.richmond.edu/vwebv/enterCourseReserve.do)

Recommended readings:

RULES FOR GRADING

The quality of your written assignments, presentations, and class participation is a matter left to the course instructor’s subjective judgment. If you have a question about the instructor’s feedback, please ask.

However, the instructor’s decision on your letter grade is FINAL. I grade “on the curve”. See below for the grading scale.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Final Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96.9</td>
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<td>B</td>
<td>83-86.9</td>
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<td>80-82.9</td>
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If there are unusual or idiosyncratic circumstances that might prevent you from performing well in this course, such as chronic or acute illness, sudden death in your family, mental disabilities, and so forth, please inform me at the beginning of the semester, or as soon as the circumstances occur. In terms of disabilities, reasonable accommodations will be made for students with verifiable disabilities. You must communicate any problem to me as soon as possible. I will do everything in my power to tackle the problem fairly and quickly. However, retroactive excuses are not acceptable to me. You are not allowed to bring up ameliorating circumstances to justify your poor performance at the end of the semester. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** (http://asc.richmond.edu, 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** (http://careerservices.richmond.edu/ or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.

**Counseling and Psychological Services** (http://caps.richmond.edu or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** (http://writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** (http://library.richmond.edu/help/ask.html or 289-8669): Assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM.
ADDITIONAL NOTES

Awarding of Credit: To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. [http://registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

Disability Accommodations: Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. [http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

Honor System: The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” [http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)

Religious Observance: Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. [http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)

EVALUATION FOR COURSE GRADE

I expect you to submit your assignments punctually and responsibly. The grading policies described below are intended to symbolize the activities that help you achieve learning goals.

- Class participation (10%)
- Reading summary (6%)
- Individual paper (15%)
- Group paper (15%)
- Group presentation (10%)
- Negotiation exercises (9%)
- Final exam (35%)

1. Class Participation (10%)

Being on time and responsible is important. I expect everyone to be on time or a little earlier for classes. The class has strict attendance policy. If you absolutely have to miss a session or be late for a session, you must give me prior notice (via e-mail) before 2PM on the day of a session. If you (1) fail to provide such notice or (2) inform me after 2PM (except for emergency), you will get zero participation score for the session.
According to the university’s religious observance policy (http://registrar.richmond.edu/services/policies/religiousobsv.html), any student may be excused from class or other assignments because of religious observance. However, if you expect to miss an academic obligation because of religious observance, you are responsible for contacting me within the first two weeks of the semester and also for completing missed work in a timely manner.

For each session, you will be graded on a 4-point scale:

0—you are absent
1—you attend the session but do not speak up (i.e., make no contribution) or make trivial contributions (e.g., chitchats) in class discussions
2—you attend the session and make some contributions to class discussions
3—you attend the session and make significant contributions to class discussions

The quality of your contributions to class discussions is judged by the instructor based on the relevance, insightfulness, and elaboration of your discussions. Note that the quality of your contributions is not a perfect linear function of the frequency of your speeches.

We will have negotiation exercises from time to time. Your tardiness will disrupt the pre-arranged negotiation exercises and can potentially delay the entire class. Therefore, tardiness will be penalized. If you arrive at a session late without prior notice, I will deduct 1 point for your class participation score for the session. If you are shy and uncomfortable to speak out in class, I suggest that you should take advantage of this class as an opportunity to challenge yourself. After all, verbal communication is important to conflict resolution.

You are also supposed to display professional courtesy and respect to your classmates and the instructor. As part of professional courtesy,

- You are expected to remain in the classroom for the duration of the classes unless an urgent need arises or a prior arrangement has been made with the instructor;
- You are expected to not use laptops, PDAs, or other electronic devices in the classroom unless you have obtained the instructor’s consent for activities directly related to the classes. Accessing emails or the Internet during the classes is prohibited, as they can distract other students and the instructor;
- You are expected to keep your mobile phones and pagers turned off or have them set on silent/vibrate during the classes. Answering phones or pagers during the classes is prohibited, except for an emergency.

2. Reading Summary (6%)

Before each session with required readings (by 3PM), you must submit a single Word document with a summary of all the readings (including the assigned chapter of the textbook edited by Michael Benoliel; see the course schedule) for that session (about 250 words for each reading) to
Blackboard (the folder for the respective session). Please specify the authors of the reading for your summary of it (e.g., Kong (2014)). This will help you prepare for the class discussions and the exam. Your reading summary for each session will be graded by the instructor based on their overall quality (0=fail, 1=pass, 2=good). Failure to submit the summary for any session on time will automatically lead to a score of zero for that session.

3. Individual Paper (15%)

You will independently prepare a 10-page (including your references, footnotes or endnotes, appendices, and everything else), double-spaced analysis report (Times New Roman, font size 12, Word document only) of the following negotiation cases about Disney (available at https://cb.hbsp.harvard.edu/cbmp/access/32514065). You must not seek anybody else’s help for this individual assignment. Your analysis should be focused and in-depth and incorporate what you have learned from the course.


Your individual paper will be judged based on the following four equally important criteria: critical analysis, comprehension, clarity, and professionalism.

- **Critical analysis**: Demonstrate your thoughtful, sophisticated, and insightful negotiation analyses, as opposed to superficial analyses with no nuance.
- **Comprehension**: Demonstrate your comprehension of the course materials and class discussions of negotiation processes and outcomes.
- **Clarity**: Demonstrate your clarity, coherence, and organization of your explanations with specific examples or data supporting your arguments.
- **Professionalism**: Demonstrate your professional writing skills, including good grammar and correct spellings, along with appropriate citations in the main text and the reference list. Failure to include appropriate citations may lead to plagiarism. Very poor or sloppy writing will automatically receive a failing score on this criterion.

Plagiarism from online sources, your peers’ work, your own work in the past, and so forth is strictly prohibited. If you borrow ideas from others or yourself (yourselves), provide appropriate citations. Academic integrity is a serious matter. I take this matter seriously and expect that you do too. I encourage you to refer to related university policies or ask me if you have questions about academic integrity in this course. If you are suspected for plagiarism, you will be given a chance for an explanation.

Regarding the citations, you can use any citation style, but once you choose one, stick to it throughout the entire paper. You may use American Psychological Association (APA) style for...
your in-text citations and references. Visit the following websites for more information about APA style:

- http://www.library.cornell.edu/resrch/citmanage/apa
- http://www.ccc.commnet.edu/apa/

But you may also choose Academy of Management Journal (AMJ) style (http://journals.aomonline.org/amj/style_guide.pdf) or American Sociological Association (ASA) style (http://www.buffalostate.edu/library/docs/asa.pdf) for your in-text citations and references.

The individual paper is due by 3PM on February 24, 2015. You should submit it to Blackboard (the folder for the individual paper).

4. **Group Paper (15%)**

You will work in a group of three or four to prepare a 15-page (including your references, footnotes or endnotes, appendices, and everything else), double-spaced research report (Times New Roman, font size 12, Word document only) of any negotiation case. The choice of the negotiation case is yours. Your group paper will be judged based on the same four equally important criteria as the individual paper: critical analysis, comprehension, clarity, and professionalism.

1. To produce a good research report, you need to find empirical data, legal evidence, news coverage, etc. to support your argument. A good example is Suh and Choe’s (2010) case analysis of 1987-1995 Korea-United States bilateral trade negotiations (Suh, Y., & Choe, Y.Y.A. (2010). Negotiators as mediators: The case of 1987-1995 Korea-United States bilateral trade negotiations. Negotiation Journal, 26, 435-452), available in the course E-reserve. You may focus on anything you have learned from the course. However, I highly recommend that you focus on 1-3 topics for your negotiation analysis.

Possible kinds of negotiations you may analyze include, but are not limited to, the following:

- Employer-employee negotiation
- Entrepreneur-venture capitalist negotiation
- Ideology-based negotiation (e.g., environmental issues, human rights, etc.)
- Political negotiation (e.g., negotiation in the realm of international relations)
- Sports negotiation (e.g., athlete salary negotiation)
- Commercial negotiation (e.g., used/new car purchase negotiation, real estate negotiation)
- Legal negotiation (e.g., divorce negotiation)
- Labor union-management negotiation

Questions may include, but are not limited to, the following:
- What were the parties’ interests, power, and rights?
- What went wrong (or right), and why?
- What could have been done differently?
- How was the process linked to the outcome?
- What interpersonal factors shaped the way the negotiators perceived each other, and how?

Again, plagiarism from online sources, your peers’ work, your own work in the past, and so forth is strictly prohibited. If you are suspected for plagiarism, you will be given a chance for an explanation. The rule of the citation style for the group paper is the same as that for the individual paper.

The group paper is due by 3PM on April 21, 2015. One of your group members should submit it to Blackboard (the folder for the group paper). Your file should be named as “GroupPaper_Group #”, where # is your group number.

In order to prevent social loafing, you will be given an opportunity to rate each group member’s contributions to the group paper. Accordingly, your final grade of the group paper is the weighted sum of the score given by the instructor (12%) and the average score of your group members’ evaluations of your contributions (3%).

5. Group Presentation (10%)

As a group, you and your group members will make a group presentation about your analysis. The grading of the presentation will mainly focus on your critical analysis, comprehension of the course materials, and clarity of your presentation (see below regarding the five equally important criteria).

- **Organization**: Your presentation is consistently clear, concise, and well-organized. Points are easy to follow because of the organization. Transitions between sections are smooth and coordinated.
- **Comprehension**: You display an excellent grasp of the course materials. You demonstrate excellent mastery of contents, applications, and implications. Your discussion is in-depth.
- **Communication aids**: Your presentation is simple, clear, easy to interpret, and easy to read. The slides, if any, are well-coordinated with contents, well-designed, and used
very effectively. Your presentation is a good example of how to prepare and use good visual or/and audio aids.

- **Critical analysis**: Your analysis is clear and concise with major points emphasized and insights provided. Your analysis also includes clear recommendations and logical conclusions.
- **Stage presence**: You appear confident and at ease. You use notes (if any) well, have good eye contact with the audience, and display appropriate gestures.

Note that every member of your group will receive the same grade of the presentation. An excellent presentation provides concise and useful information to your peers about your analysis and what you have learned from the case. You should demonstrate your understanding of how you apply the negotiation concepts to your analysis as well as prescriptive advice and suggestions to your peers if applicable. You may incorporate multi-media in your presentation, such as video clips, audio clips, website demonstration, role-play, etc. to illustrate your points and make your presentation more engaging. The purpose of this group assignment is to encourage you to learn how to resolve conflict effectively in a group project and how to share your ideas with and persuade others.

**6. Negotiation Exercises (9%)**

You are required to participate in 5 negotiation simulations (1% each) throughout the semester. Failure to participate in each of the negotiation simulations will automatically lead to a deduction of 1% of your course grade. Given that the purpose of these exercises is to encourage you to practice your negotiation skills, your negotiation performance will not be evaluated. However, you should strive for your best performance.

For two of the negotiation simulations, you must complete a short post-negotiation questionnaire regarding your negotiation experience by 11PM of that day. You will receive 4% of your grade only if you punctually and responsibly complete the required post-negotiation questionnaires. Failure to complete each post-negotiation questionnaire on time will automatically lead to a deduction of 2% of your course grade.

**7. Final Exam (35%)**

There will be a final exam. Its details will be discussed later.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td>Introduction and distributive bargaining</td>
<td></td>
<td>Intro, CH1</td>
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<td>2</td>
<td>1/20</td>
<td>Integrative bargaining</td>
<td>Reading summary</td>
<td>CH3</td>
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<tr>
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<td>1/27</td>
<td>Traits and gender</td>
<td>Reading summary</td>
<td>CH10, CH12</td>
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<td>2/3</td>
<td>Cognitive biases and nonverbal behavior</td>
<td>Reading summary</td>
<td>CH11, CH14</td>
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<td>5</td>
<td>2/10</td>
<td>Power, interests, and rights</td>
<td>Reading summary</td>
<td>CH7</td>
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<td>6</td>
<td>2/17</td>
<td>Agency and ethics</td>
<td>Reading summary</td>
<td>CH15</td>
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<td>2/24</td>
<td>Case analysis 1</td>
<td>Individual Paper</td>
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<td>3/3</td>
<td>Contingent contracting and relationships</td>
<td>Reading summary</td>
<td>CH5, CH6</td>
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<td>9</td>
<td>3/17</td>
<td>Case analysis 2</td>
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<td>3/24</td>
<td>Team/multiparty negotiation</td>
<td>Reading summary</td>
<td>CH22</td>
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<td>3/31</td>
<td>Mediation</td>
<td>Reading summary</td>
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<td>4/7</td>
<td>Cross-cultural negotiation; review</td>
<td>Reading summary</td>
<td>CH16, CH17</td>
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<tr>
<td>13</td>
<td>4/14</td>
<td>Workshop on diversity-related conflict</td>
<td>Attendance required</td>
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<td>14</td>
<td>4/21</td>
<td>Group presentation</td>
<td>Group Paper</td>
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<td>15</td>
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<td>Final exam (7-10PM, JPSN 107)</td>
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ADDITIONAL READINGS (AVAILABLE ON COURSE E-RESERVE)

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5
SESSION 6

SESSION 8

SESSION 10

SESSION 11

SESSION 12