

*Vanguard University*  
School for Professional Studies  
Degree Program

**CONFLICT MANAGEMENT AND  
NEGOTIATION**

Student Guide

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## I. COURSE DESCRIPTION AND PURPOSE

Whether we realize it or not, we negotiate every day. We negotiate with our managers, our employees, our clients, our suppliers, our fellow students, our families, our neighbors, and even our professors! The ability to negotiate effectively is a critical skill for everyday life and essential to being an effective leader. Yet many of us are not trained to negotiate, and must learn by trial and error. This class is designed to give you a framework for more effective negotiation and conflict management.

This course explores a range of issues concerning conflict, negotiation, and resolution. The course encourages students to understand conflict resolution as an evolving skill that requires an appreciation of the underlying assumptions and practices that underscore conflict. In this sense, students will learn to intervene in conflict while simultaneously undergoing a critical questioning of the choice, rationale, and appropriateness of the conflict.

## II. REQUIRED TEXT

Two books are required for this course:

Title: Conflict Management: A Practical Guide to Developing Negotiation Strategies  
Author: Budjac Corvette  
ISBN: 978-0-1311-9323-9

Title: Getting to Yes: Negotiating Agreement Without Giving In  
Author: Roger Fisher and William Ury  
ISBN: 978-0-1401-5735-2

## III. COURSE STRUCTURE AND PROFESSOR CONTACT

### ➤ **The course consists of:**

- lectures on individual/joint decision processes, negotiations, and conflict management strategies;
- class discussions and student presentations on assigned conflict management topics;
- simulation exercises illustrating various aspects of negotiation and conflict management;
- discussions of simulation outcomes in terms of formal decision making models and negotiation theory.

### ➤ **Students are expected to:** attend all classes; participate actively in discussions; and turn in all coursework assignments.

### ➤ **Homework should be:** typed and handed in on time. Communication skills complement analytic skills, so pay attention to completeness, clarity, and substantive aspects of written work. Grading is based upon sound analysis as well as effective communication of results.

### ➤ **Prepare for class sessions:** read text assignments and identify topics that need clarification. Feel free to raise questions to ensure thorough understanding and ability to use the information in contexts outside the classroom.

### ➤ **Prepare for class discussions and simulations:** keep notes on your own behavior, feelings, choices and rationales, as well as notes on the behavior of your partners and opponents. Make journal entries during simulations, or take some time after class to record your thoughts and perceptions.

### ➤ **Professor Contact:** You are welcome to email me any time: [jillreza@gmail.com](mailto:jillreza@gmail.com).

## IV. WEEKLY COURSE SCHEDULE

The course schedule is tentative and subject to change depending upon the professor's preference and the progress of the class.

### WEEK ONE

**Important Note:** An assignment is due the first day of class.  
Please be sure to download Quiz #1 from the Vanguard website.

#### READ CONFLICT MANAGEMENT TEXT (Chapters 1–4)

##### Chapter 1 - Defining Negotiation and Its Components

##### *Learning Objectives for This Chapter*

- To understand the definition and magnitude of negotiation.
- To understand that there are limits to what is negotiable.
- To identify the components of negotiation performance.
- To identify the steps necessary to develop your effective personal negotiating power.

##### Chapter 2 - Personality

##### *Learning Objectives for This Chapter*

- To learn what comprises personality.
- To learn key aspects of major personality theories most relevant to conflict, negotiation, and persuasion.
- To assess key aspects of *your* personality.

##### Chapter 3 – Conflict

##### *Learning Objectives for This Chapter*

- To learn the nature of conflict and its relationship to negotiation.
- To assess your personal approach to conflict.
- To use systems thinking to diagnose and analyze conflict.
- To understand the difference between managing, resolving, and avoiding conflict.

##### Chapter 4 – Negotiation Style

##### *Learning Objectives for This Chapter*

- To learn the four major negotiation styles.
- To learn how personality affects negotiation style.
- To assess your natural and habitual negotiation styles.
- To learn how to choose the appropriate style.
- To identify steps toward developing effective negotiation styles.

#### READ GETTING TO YES (Introduction, pp. xvii-xix; Section I, pp 3-14)

##### Introduction

##### I. THE PROBLEM

1. Don't Bargain Over Positions

#### ASSIGNMENT(S) TO BE TURNED IN AT THE BEGINNING OF CLASS

- Quiz One Multiple Choice and Essay Questions
- Introductory Email – due after this class per professor's instructions

<b>WEEK TWO</b>
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<b>READ CONFLICT MANAGEMENT TEXT (Chapters 5–8)</b>
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**Chapter 5 –  
Key Negotiating  
Temperaments**

***Learning Objectives for This Chapter***

- To learn how your personality affects your negotiating temperament.
- To learn the four key negotiating temperaments.
- To identify behavioral expectations associated with each negotiating temperament.
- To assess your unique negotiating temperament.

**Chapter 6 –  
Communicating in  
Negotiation**

***Learning Objectives for This Chapter***

- To understand communication as a process.
- To learn rules for effective listening and speaking in negotiation.
- To learn communication filtering techniques for negotiation.
- To recognize signs of destructive conflict in negotiation and what to do when they arise.
- To learn to watch body language in negotiation.
- To be cautious in written and electronic negotiation.

**Chapter 7 –  
A Note on Cultural and  
Gender Differences**

***Learning Objectives for This Chapter***

- To understand what culture is.
- To appreciate cultural differences in negotiation.
- To consider potential gender differences in negotiation.

**Chapter 8 –  
Interests and Goals in  
Negotiation**

***Learning Objectives for This Chapter***

- To understand the major types of interests and goals relevant in negotiation.
- To learn how to identify and rank goals in negotiation.
- To understand that goals change in negotiation.
- To learn how goals affect your negotiation strategy.

<b>READ GETTING TO YES (Section II, pp 15-55)</b>
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**II. THE METHOD**

2. Separate the PEOPLE from the Problem
3. Focus on INTERESTS, Not Positions

<b>ASSIGNMENT(S) TO BE TURNED IN AT THE BEGINNING OF CLASS</b>
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- Quiz Two Multiple Choice and Essay Questions
- Designated Student Presentations
- Simulation #1

<b>WEEK THREE</b>
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<b>READ CONFLICT MANAGEMENT TEXT (Chapters 9–12)</b>
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**Chapter 9 –  
Understanding the  
Importance of Perception in  
Negotiation**

*Learning Objectives for This Chapter*

- To understand basic psychological principles of perception.
- To learn how individual differences affect perception.
- To recognize that there are differences between self and others' perceptions.
- To learn how perception affects attitude, goals, and decisions in negotiation.

**Chapter 10 –  
Effects of Power in  
Negotiation**

*Learning Objectives for This Chapter*

- To learn the major types of power involved in negotiation.
- To distinguish between real and perceived power in negotiation.
- To practice assessing power.
- To learn constructive ways of using power.
- To learn about psychological games in negotiation.
- To learn the personal impact of power and games in negotiation.

**Chapter 11 –  
Asserting Yourself**

*Learning Objectives for This Chapter*

- To assess your current level of assertion.
- To understand the difference among passivity, aggression, and assertion.
- To recognize aggression and its impact on negotiation.
- To learn the dynamics of anger and anger management.
- To learn assertive behavior and its impact on negotiation.

**Chapter 12 –  
Principles of Persuasion**

*Learning Objectives for This Chapter*

- To recognize the difficulties of persuasion.
- To learn the fundamental keys of persuasion.
- To learn when persuasion is unlikely.
- To learn the role of diplomacy in persuasion.
- To practice your persuasion skills.

<b>READ GETTING TO YES (Section II, pp 56-94)</b>
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**II. THE METHOD (cont.)**

4. Invent OPTIONS for Mutual Gain
5. Insist on Using Objective CRITERIA

<b>ASSIGNMENT(S) TO BE TURNED IN AT THE BEGINNING OF CLASS</b>
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- Quiz Three Multiple Choice and Essay Questions
- Reflections Paper for Simulation #1
- Designated Student Presentations
- Simulation #2

<b>WEEK FOUR</b>
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<b>READ CONFLICT MANAGEMENT TEXT (Chapters 13–16)</b>
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**Chapter 13 –  
Rules of Negotiation &  
Common Mistakes**

*Learning Objectives for This Chapter*

- To learn guiding principles for conducting negotiations.
- To learn the most common mistakes made in negotiation.
- To recognize the framework for negotiation strategies.

**Chapter 14 –  
The Negotiation Process and  
Preparation**

*Learning Objectives for This Chapter*

- To learn key terms used in negotiation.
- To understand strategic behavior in negotiation.
- To identify the stages of negotiation.
- To learn the preparation stage of negotiation.

**Chapter 15 –  
Alternative Styles, Strategies,  
and Techniques of  
Negotiation**

*Learning Objectives for This Chapter*

- To learn how to begin negotiations.
- To learn specific tactics used throughout the negotiation process.
- To recognize special issues in representative negotiating.
- To understand the impact of deception and ethics in negotiation.

**Chapter 16 –  
Team Negotiation**

*Learning Objectives for This Chapter*

- To learn the additional complexities presented by team negotiation.
- To learn how to gain benefits from team negotiation.
- To learn how to avoid detriments of team negotiation.

<b>READ GETTING TO YES (Section III, pp 97-143)</b>
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**III. YES, BUT ...**

6. What If They Are More Powerful?  
(Develop Your BATNA — Best Alternative to a Negotiated Agreement)
7. What If They Won't Play?  
(Use Negotiation Jujitsu)
8. What If They Use Dirty Tricks?  
(Taming the Hard Bargainer)

<b>ASSIGNMENT(S) TO BE TURNED IN AT THE BEGINNING OF CLASS</b>
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- Quiz Four Multiple Choice and Essay Questions
- Reflections Paper for Simulation #2
- Designated Student Presentations

<b>WEEK FIVE</b>
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<b>READ CONFLICT MANAGEMENT TEXT (Chapters 17–20)</b>
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**Chapter 17 –  
Negotiation in Leadership  
and Public Relations**

*Learning Objectives for This Chapter*

- To learn how leadership encompasses negotiation and persuasion.
- To learn personal characteristics that affect leadership behavior.
- To understand public relations as negotiation and persuasion.

**Chapter 18 –  
Third-Party Intervention**

*Learning Objectives for This Chapter*

- To learn four types of third-party intervention processes.
- To learn special components of labor-management negotiation.
- To learn tips for using third-party processes.
- To identify skills required to be a third-party interventionist.

**Chapter 19 –  
Using Your Personal  
Negotiating Power**

*Learning Objectives for This Chapter*

- To integrate the material from previous chapters.
- To identify tactics that likely will and will not work for you.
- To learn how to develop your personalized negotiation strategies.
- To learn how to deal with stalled negotiations.
- To apply collaborative techniques in competitive and avoidance systems.
- To apply your knowledge by practicing negotiation.

**Chapter 20 –  
Post-Negotiation Evaluation**

*Learning Objectives for This Chapter*

- To learn the indicia of a successful win-win negotiation.
- To learn how to evaluate your negotiation effectiveness.

<b>READ GETTING TO YES (Sections IV and V, pp 147-187)</b>
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**IV. IN CONCLUSION**

**V. TEN QUESTIONS PEOPLE ASK**

<b>ASSIGNMENT(S) TO BE TURNED IN AT THE BEGINNING OF CLASS</b>
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- Quiz Five Multiple Choice and Essay Questions
- Summary Paper
- Self Addressed, Stamped Envelope
- Designated Student Presentations

## V. COURSE POLICIES

### A. Attendance And Tardy Policy

You must attend class on time and remain present until dismissed. Class attendance is necessary in order to complete the course. The School for Professional Studies relies on the dynamics of class interaction and group processing in order to integrate and apply the learning of academic content. This model also emphasizes the development and practice of interpersonal communication skills and teamwork (e.g., group problem solving and negotiation). The format therefore necessitates class attendance. In practical terms, one course session is equivalent to three weeks of traditional semester course work.

*Students who miss two class meetings (or more than seven class hours) in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's second absence was under extremely unavoidable and unusual circumstances (i.e., an auto accident), the professor may file an academic petition on behalf of the student to the Director of SPS. If the academic petition is approved, the instructor may give the student a "W" (withdrawal) grade in place of a failing grade. The student will still be required to retake the course.*

Students who arrive late disturb the class. At the professor's discretion, students who arrive late may not receive participation points for the unit covered. Students who are habitually late may be asked to drop the course.

### B. Late Paper Policy

You are responsible for submitting assignments on time (at the beginning of class). There will be a ten percent (10%) penalty for any assignment turned in after the class start time on the due date. For example, if a given assignment is worth 150 points, there will be a 15 point deduction (10% of 150) if it is turned in any time after the class start time on the specific due date. No late assignment will be accepted more than one week after the due date.

### C. Academic Dishonesty

Work submitted for assessment purposes must be the **independent work of the student concerned**. Plagiarism, copying, sharing quiz answers, or the use of another's work without proper acknowledgment, is never permitted. Nor is it permissible for any former or present student to allow another student to refer to, use as a sample, or in any way copy or review his or her work. Any student who commits plagiarism or is a knowing party to plagiarism in this class will receive a failing grade ("F") for the course. If a student needs guidance, he or she must seek the Professor's assistance.

## VI. DISABILITY SERVICES

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at [disabilityservices@vanguard.edu](mailto:disabilityservices@vanguard.edu)

## VII. DIVERSITY STATEMENT

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

## VIII. EVALUATION OF ASSIGNMENTS

### A. Mechanics

Unless otherwise indicated, all assignments must be typed and double-spaced on 8 ½" x 11" white paper with no more than 12 characters per inch and 24 lines per page. We recommend twelve point Times New Roman font. There must be a one-inch margin on all sides. Pages must be numbered by placing the appropriate number in the center of the bottom margin. Assignments must not be right or fully justified, and print quality must be clearly readable. Please type your name, Cohort, and date in the upper left corner and fasten your pages together with a staple.

Most of your assignments will have a mandatory page limit. If you exceed the mandatory page limit on any assignment, your professor will deduct points. Additionally, your professor has the discretion not to read or give any points for any material on pages that exceed the page limit. Points will be deducted if you do not comply with these requirements.

If the assignment comes with a grading criterion, you must attach a blank grading criterion as the last page of the finished product.

### B. Evaluation Components

Student work will be evaluated based upon competencies, knowledge, and quality of work. Components of student point allocation, on a scale totaling 1000 possible points, include:

#### **INTRODUCTORY EMAIL TO PROFESSOR (5 Points)**

Students are required to send an email to the professor with "Vanguard" in the subject line. The email will be assigned the first day of class and is due on a date determined by the professor (before the second class). The purpose of the email is to build a distribution list for the professor's global communication with the class.

#### **CLASS ATTENDANCE AND PARTICIPATION (100 Points)**

Classes meet intensively for five days. Class attendance and participation are worth ten percent of your total grade. Students earn twenty points per session (ten points for the first half and ten points for the second half). You must be prepared and participate in all discussions. Participation is evaluated according to quality, not quantity, of participation. Criterion: Is the student engaged in classroom discussions? Does the student demonstrate an ability to handle assigned material with a degree of proficiency? (E.g., demonstrate the type of questions and issues consistent, and reflecting a familiarity with the assigned material). Attendance will be scored, and no points will be awarded if the student is absent.

**IN-CLASS  
SIMULATIONS  
(30 Points)**

There are three graded in-class simulations and a written summary of reflections about each simulation. The topic and simulation instructions will be distributed the week before the simulation and the reflections paper will be due the week following the simulation. The content and format for the reflections paper will be discussed in class and grading criteria will be provided for guidance and evaluation.

**STUDENT  
PRESENTATION  
(10 Points)**

Each student will present a topic based on an assigned conflict management or negotiation topic. Students will prepare a topical outline and bibliography to be distributed to students prior to the presentation. The details of your presentation, as well as the format, evaluation criteria, and time limitations will be discussed in class.

**WEEKLY OPEN-BOOK  
QUIZZES  
(650 Points):**

Every week, students will complete an open-book, take-home quiz that relates to the assigned text material from Conflict Management: A Practical Guide to Developing Negotiation Strategies. Typically, the quiz will include multiple choice and short essay questions. Students must work independently on these quizzes or receive a zero on the assignment. Be prepared to discuss the quiz questions during class.

If you are not sure about an answer choice or if the choices are confusing or tricky, turn in a supplement explanation about the issue. A short paragraph demonstrating thoughtful and accurate analysis about vague answer choices will earn you credit for the question. It is fine to write the explanation on the back of the answer sheet. Be sure to cite the textbook page numbers that support your discussion.

The respective quiz answer sheet and short essay responses are due at the beginning of each class.

**SELF ADDRESSED,  
STAMPED ENVELOPE  
(5 Points)**

Students are required to turn in a self-addressed, stamped envelope on the final day of class so the professor can mail graded coursework back to the student. The School for Professional Studies office does not accept student coursework and does not take responsibility for returning graded papers. All exchanges of papers will be between the student and the professor.

**SUMMARY PAPER  
(200 Points)**

This course requires one summary paper that demonstrates an integration of academic content, personal experience, and critical thought. The topic, content, and format will be discussed during the fourth meeting and a grading criteria will be provided for guidance and evaluation. In general, the professor will assess whether the summary paper is clear, engaging, original, and focused; whether ideas and content are richly developed with details and examples; and whether the student successfully moves the paper through academic constructs and experiential documentation. Points are also allocated to writing style and the professor will assess clarity, spelling, proofreading, grammar, punctuation, conciseness, tone, and straightforward sentence structure. The overall paper should demonstrate a clear balance of these components.

**C. Point Correlation Chart**

<b><u>Percentages</u></b>	<b><u>Points</u></b>	<b><u>Grade</u></b>	<b><u>Significance</u></b>	<b><u>GPA</u></b>
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00