**Fermanian School of Business**

**LDR6061/BUS6061 - Negotiation and Conflict Resolution**

**3 Units**

**Summer Quad 1 2025**

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| **Meeting days:** Online | **Instructor title and name:** Prof. Dr. Luca Dal Pubel |
| **Meeting times:** Online | **Phone:** 619-972-0834 |
| **Meeting location:** PLNU Canvas | **E-mail:** ldalpube@pointloma.edu |
| **Final Exam:** N/A | **Office location and hours:** available to meet students individually by appointment via ZOOM |

## PLNU Mission

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## Fermanian School of Business Mission

**Character – Professionalism – Excellence – Relationships – Commitment - Innovation**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

### COURSE DESCRIPTION

This course explores the art and science of negotiation and conflict resolution as essential strategies and skills for making decisions, managing conflict, and creating value. Topics include interpersonal and intra-group conflict, problem-solving techniques, integrative and distributive negotiation approaches, non-verbal communication, and cross-cultural negotiations. In addition, the course will incorporate simulated scenarios and facilitation roleplays designed to build effective negotiators and conflict-competent leaders. The course will highlight the importance of ethics and trust for collaboration and teamwork.

### COURSE LEARNING OUTCOMES

This course aims to understand the theory and processes of negotiation and conflict resolution as it is practiced in various settings. Upon completing this course, students will understand what it takes to successfully negotiate in challenging business environments, resolve conflicts, and obtain the skills needed to become professional negotiators and conflict-competent leaders.

Upon completion of this course, students will be able to:

1. Exhibit an understanding of theories of negotiation and conflict resolution (MBA: PLO 1); (MAOL: PLO 1).
2. Compare the two major negotiating approaches (distributive and integrative) (MBA: PLO 1); (MAOL: PLO 1).
3. Evaluate how different variables and contexts can influence negotiations and conflicts (MBA: PLO 2); (MAOL: PLO 2).
4. Apply negotiating and conflict resolution techniques and strategies individually and in teams (MBA: PLO 1, 2, & 7); (MAOL: PLO 1, 2, & 5).
5. Demonstrate how culture can impact negotiation and conflict resolution (MBA: PLO 2); (MAOL: PLO 2 & 6).
6. Develop effective communication techniques and conflict-resolution skills (MBA: PLO 6); (MAOL: PLO 4).

## COURSE CREDIT INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Thompson, L. L. (2019). *The mind and heart of the negotiator, 7th ed.* Pearson.

2. Runde, C. E., & Flanagan, T. A. (2012). *Becoming a conflict competent leader: How you and your organization can manage conflict effectively*. John Wiley & Sons.

### Required Resources

APA Style & Grammar Guides (online)

Purdue Owl APA Guide (online)

## GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center offers:**
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - **Research Help Guide** to help you start your research

- The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge

- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- **Grammarly** Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
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- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

## ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

Sample assignment distribution by percentage:

- Group Discussions 240
- Writing Assignments 280
- Research Proposal 140
- Research Presentation 120
- Final Research Paper 200
- NCR Research Project Check Point 15
- NCR Topic Proposal 5

- Total Points: 1,000

Sample grade scale:

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| A= (930-1,000 pts) 93-100% | C= (730-769 pts) 73-76% |
| A-= (900-929 pts) 90-92% | C-= (700-729 pts) 70-72% |
| B+= (870-899 pts) 87-89% | D+= (670-699 pts) 67-69% |
| B= (830-869 pts) 83-86% | D= (630-669 pts) 63-66% |
| B-= (800-829 pts) 80-82% | D-= (600-629 pts) 60-62% |
| C+= (770-799 pts) 77-79% | F= (0-599 pts) 0-59% |

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

## ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

APA Style: How to Cite ChatGT

## SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.
In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

## LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

You may report an incident(s) using the Bias Incident Reporting Form.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Graduate Academic and General Policies for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

## PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at http://pointloma.edu/title-ix.

## COURSE MODALITY DEFINITIONS

**Online:** Asynchronous Course: All class meetings are asynchronous.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

## USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## ~~FINAL SIMULATION POLICY~~

Successful completion of this class requires taking the final simulation **on its scheduled day**. No requests for early simulations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

| DATE PRESENTED | CLASS CONTENT OR ASSIGNMENT | ASSIGNMENT DUE DATE |
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| **May 12th** | Thomas-Kilmann Test (Online) | **May 15th** |
| **May 19th** | Part 1: Conflict Resolution<br>Read Chapters 1-2, pp. 1-65 of *Becoming a Conflict Competent Leader*, and write a 1-page reflection demonstrating critical thinking and application of the course material. In writing your reflection, consider the following questions:<br><br>What are the dynamics of conflict?<br>What responses do people engage in when responding to conflict?<br><br>Part 2: Negotiation<br>1. In chapter 2 of *The Mind and Heart of the Negotiator*, the author outlines three general areas of personal preparation. Write a 1-page reflection describing the three areas and their relevance in the negotiation preparation process. Also, respond to the following question: What are some of the critical issues negotiators should consider before commencing negotiations?<br><br>APA 7th ed. Citation Style Required. | **May 24th** |
| **May 26th** | Part 1: Conflict Resolution<br>Read Chapter 3 of *Becoming a Conflict Competent Leader* and write a 1-page reflection demonstrating critical thinking and application of the course material. When writing your reflection, consider the following questions:<br><br>How do you manage your emotions during a conflict?<br>What happens to you when you become angry?<br>How do you express your feelings?<br>What helps you calm down (any specific technique?)<br><br>Part 2: Negotiation<br>Read the article, *When your anchor sinks your boat: Information asymmetry in distributive negotiations and the disadvantage of making the first offer*. Write a two-page reflection demonstrating critical thinking and application of the course material.<br><br>In the negotiation literature, it is often recommended to make | **May 31st** |

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| | the first offer. In their article, Maaravi and Levy investigate the implication of making the first offer in distributive negotiation. Discuss the findings of their research and the disadvantages of making the first offer in the case of information asymmetry.<br><br>APA 7th ed. Citation Style Required | |
| **June 2nd** | Part 1: Conflict Resolution<br>Read Chapter 4 of *Becoming a Conflict Competent Leader* and write 1-page reflection demonstrating critical thinking and application of the course material. When writing your reflection, consider the following questions:<br><br>Think about a time when you experienced a conflict in your organization or workplace and went ahead too quickly in a conflict, and this speed made the situation worse.<br>What about the situation that caused you to move as fast as you did?<br>What would have been a better approach?<br>Did you take into consideration the other side's feelings and interests?<br>What would you have done if you were the other person?<br>How do people in your organization deal with conflict?<br>Does your organization have a conflict-avoidant culture?<br><br>Part 2: Negotiation<br>Read Appendix 3 of *The Mind and Heart of the Negotiator* and answer the following questions:<br><br>What is the role of the third side?<br>How can a third side intervene to help resolve a conflict?<br>What are the differences between negotiation, mediation, and arbitration?<br>Write a 1-2 page reflection demonstrating critical thinking and application of the course material.<br><br>APA 7th ed. Citation Style Required. | **June 7th** |
| | **NCR Project Proposal:**<br>The Proposal Paper must be 500 words (2 pages, double-spaced, Times New Roman 12) and written in APA 7th ed. style. | **June 8th** |
| **June 9th** | Part 1: Conflict Resolution<br>Read *Becoming a Conflict Competent Leader* Chapter 5.<br>Complete exercises 1, 3, 4, and 5 on pp. 153-154. | **June 14th** |

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| | Part 2: Negotiation<br>Chapter 6 discusses the importance of establishing trust and building relationships for effective negotiation. Write a 1-page reflection paper addressing the following questions:<br><br>How do you build trust, and what leads to mistrust?<br>What strategies can be used to repair trust?<br><br>APA 7th ed. Citation Style Required. | |
| **June 16th** | Part 1: Conflict Resolution<br>Read *Becoming a Competent Leader*, Chapter 6, and complete exercises 2 and 5, pp. 219-220.<br><br>Part 2: Negotiation<br>Read Chapter 12. Review Exhibit 12-3 and discuss how information technology affects negotiator performance and its effects on social behavior. People of different generations ascribe to different behavioral norms. Check exhibits 12-4 and discuss the negotiation norms and beliefs of five (5) generations. Write a 1-2 page reflection demonstrating critical thinking and application of the course material.<br><br>APA 7th ed. Citation Style Required. | **June 21st** |
| **June 23rd** | Part 1: Conflict Resolution<br>Read Chapter 7 of *Becoming a Conflict Competent Leader*. In this chapter, the authors outlined a three-part model for approaching conflict in teams. Please describe the model, strategies, and techniques for establishing team conflict competence. Also, answer the following questions:<br><br>What experience have you had with conflicts on other teams?<br>What happened, and how was it handled?<br>What worked and what didn't work?<br>What's the best advice you ever received about handling conflict in the workplace?<br>Write a two-page reflection demonstrating critical thinking and application of the course material.<br><br>Part 2: Negotiation<br>Read the case example in Chapter 9, p. 208 and answer the following questions.<br><br>Who are the parties involved in the negotiations?<br>Do they have interdependent interests? What can make this negotiation difficult?<br>What are some of the critical challenges of multiparty negotiations? | **June 28th** |

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| | What strategies can negotiators use to negotiate multiparty negotiations successfully?<br>Write a 1-page reflection demonstrating critical thinking and application of the course material.<br><br>APA 7th ed. Citation Style Required. | |
| **June 30th** | Part 1: Conflict Resolution<br>Read Becoming a Competent Leader, Chapter 8. Answer questions on p. 270.<br><br>Part 2: Negotiation<br>Watch the video "What game theory teaches us about war" embedded above and then write a 1-page reflection paper addressing the following questions.<br><br>What are social dilemmas?<br>Provide an example of a social dilemma in business.<br>Discuss at least two tacit negotiation situations. What is the common theme across each of the situations?<br>What strategies can be used to maximize cooperation in social dilemmas?<br><br>APA 7th ed. Citation Style Required. | **July 5th** |
| | **Final Research Presentation:** Create/make and submit a presentation (e.g., using PowerPoint or another presentation software application) of your NCR project research paper. You will submit your presentation as well as present the findings of your project to your colleagues in this week's discussion. The presentation should not exceed 5 minutes. | **July 6th** |
| | **NCRC Final Research Paper**<br>You will construct a paper from the interviews, sharing their secrets with us. The paper must be 2,000 words (8 pages, double-spaced, Times New Roman 12) and written in APA style. The paper should include the following:<br><br>• Brief Biography of the person interviewed<br>• Summary of the organization<br>• Findings of the Interview<br>• How do your findings relate to what you have studied in this course<br>• Conclusion<br><br>APA 7th ed. Citation Style Required | **July 6th** |

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| **July 13th** | **GRADES DUE** | |