

**Summer Q1 2023**

<b>Meeting days:</b> Online	<b>Instructor title and name:</b> Prof. Luca Dal Pubel
<b>Meeting times:</b> Online	<b>Phone:</b> as requested
<b>Meeting location:</b> PLNU Canvas	<b>E-mail:</b> ldalpube@pointloma.edu
<b>Final Exam:</b> N/A	<b>Office location and hours:</b> 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. Topics include persuasion, interpersonal and intra-group resolution, overcoming bias, problem-solving techniques, levels of conflict, non-verbal communication, and cross-cultural negotiations. In addition, the course will incorporate simulated negotiations and highlight the importance of leadership, ethics, and trust.

**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:

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1. Exhibit an understanding of theories of negotiation and conflict resolution.
  2. Compare the two major negotiating approaches (distributive and integrative).
  3. Evaluate how different variables and contexts can influence negotiations and conflicts.
  4. Apply negotiating and conflict resolution techniques and strategies.
  5. Demonstrate how culture can impact negotiation and conflict resolution.
  6. Develop effective communication techniques and conflict-resolution skills.
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## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Thompson, L. L. (2012). *The mind and heart of the negotiator*. Boston: 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)

## ASSESSMENT AND GRADING

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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.

<u>Sample</u> assignment distribution by points:	<u>Sample</u> grade scale:	
<ul style="list-style-type: none"><li>• Group Discussions 240</li><li>• Writing Assignments 280</li><li>• Research Proposal 140</li><li>• Research Presentation 120</li><li>• Final Research Paper 200</li><li>• NCR Research Project Check Point 15</li><li>• NCR Topic Proposal 5</li></ul>	A= (930-1,000 pts) 93-100%	C= (730-769 pts) 73-76%
Total Points: 1,000	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

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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.

## SPIRITUAL CARE

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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, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at [mvchaplain@pointloma.edu](mailto:mvchaplain@pointloma.edu) or [gordonwong@pointloma.edu](mailto:gordonwong@pointloma.edu). Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

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## **COURSE CREDIT HOUR 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 \_\_\_unit class delivered over \_\_\_ weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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## **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.

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## **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.

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## **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. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

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## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the

Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

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Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

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### **COURSE MODALITY DEFINITIONS**

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- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

## USE OF TECHNOLOGY

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In order to be successful in your course, 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 for any online or hybrid classes. Please note that any course with online proctored exams require 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

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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

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DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
May 8 <sup>th</sup>	Thomas-Kilmann Test (Online) Negotiation and Conflict Resolution Project - Intro	May 14 <sup>th</sup>
May 15 <sup>th</sup>	Part 1: Conflict Resolution	May 20 <sup>th</sup>

	<p>Read Chapters 1-2, pp. 1-65 of <i>Becoming a Conflict Competent Leader</i>, and write a 1-2 page reflection demonstrating critical thinking and application of the course material. In writing your reflection, consider the following questions:</p> <p>What are the dynamics of conflict?  What responses do people engage in when responding to conflict?</p> <p>Part 2: Negotiation</p> <ol style="list-style-type: none"> <li>1. In chapter 2 of the <i>Mind and Heart of the Negotiator</i>, the author outlines three general areas of personal preparation. Write a 1-2 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?</li> </ol> <p>APA 7<sup>th</sup> ed. Citation Style Required.</p>	
<p><b>May 22<sup>nd</sup></b></p>	<p>Part 1: Conflict Resolution</p> <p>Read Chapter 3 of <i>Becoming a Conflict Competent Leader</i> and write a 1-2 page reflection demonstrating critical thinking and application of the course material. When writing your reflection, consider the following questions:</p> <p>How do you manage your emotions during a conflict?  What happens to you when you become angry?  How do you express your feelings?  What helps you calm down (any specific technique?)</p> <p>Part 2: Negotiation</p> <p>Read the article, <i>When your anchor sinks your boat: Information asymmetry in distributive negotiations and the disadvantage of making the first offer</i>. Write a two-page reflection demonstrating critical thinking and application of the course material.</p> <p>In the negotiation literature, it is often recommended to make 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.</p> <p>APA 7<sup>th</sup> ed. Citation Style Required</p>	<p><b>May 27<sup>th</sup></b></p>

<p><b>May 29<sup>th</sup></b></p>	<p>Part 1: Conflict Resolution  Read <i>Becoming a Conflict Competent Leader</i> and write 1-2 page reflection demonstrating critical thinking and application of the course material. When writing your reflection, consider the following questions:</p> <p>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. What about the situation caused you to move as fast as you did?  What would have been a better approach?  Did you take into consideration the other side's feelings and interests?  What would you have done if you were the other person?  How do people in your organization deal with conflict?  Does your organization have a conflict-avoidant culture?</p> <p>Part 2: Negotiation  Read Appendix 3 of <i>The Mind and Heart of the Negotiator</i> and answer the following questions:</p> <p>What is the role of the third side?  How can a third side intervene to help resolve a conflict?  What are the differences between negotiation, mediation, and arbitration?  Write a 1-2 page reflection demonstrating critical thinking and application of the course material.</p> <p>APA 7<sup>th</sup> ed. Citation Style Required.</p>	<p><b>Jun 3<sup>rd</sup></b></p>
<p><b>Jun 5<sup>th</sup></b></p>	<p>Part 1: Conflict Resolution  Read <i>Becoming a Conflict Competent Leader</i> Chapter 5. Complete exercises 1, 3, 4, and 5 on p. 153-154.</p> <p>Part 2: Negotiation  Chapter 6 discusses the importance of establishing trust and building relationships for effective negotiation. Write a 1-2 page reflection paper addressing the following questions:</p> <p>How do you build trust, and what leads to mistrust?  What strategies can be used to repair trust?</p> <p>APA 7<sup>th</sup> ed. Citation Style Required.</p>	<p><b>Jun 10<sup>th</sup></b></p>
<p><b>Jun 12<sup>th</sup></b></p>	<p>Part 1: Conflict Resolution</p>	<p><b>Jun 17<sup>th</sup></b></p>

	<p>Read <i>Becoming a Competent Leader</i>, Chapter 6, and complete exercises 2 and 5, pp. 219-220.</p> <p>Part 2: Negotiation  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.</p> <p>APA 7<sup>th</sup> ed. Citation Style Required.</p>	
<b>Jun 19<sup>th</sup></b>	<p>Part 1: Conflict Resolution  Read Chapter 7 of <i>Becoming a Conflict Competent Leader</i>. 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:</p> <p>What experience have you had with conflicts on other teams?  What happened, and how was it handled?  What worked and what didn't work?  What's the best advice you ever received about handling conflict in the workplace?  Write a two-page reflection demonstrating critical thinking and application of the course material.</p> <p>Part 2: Negotiation  Read the case example in Chapter 9, p. 208 and answer the following questions.</p> <p>Who are the parties involved in the negotiations?  Do they have interdependent interests? What can make this negotiation difficult?  What are some of the critical challenges of multiparty negotiations?  What strategies can negotiators use to negotiate multiparty negotiations successfully?  Write a 1-2 page reflection demonstrating critical thinking and application of the course material.</p> <p>APA 7<sup>th</sup> ed. Citation Style Required.</p>	<b>Jun 24<sup>th</sup></b>
<b>Jun 26<sup>th</sup></b>	Part 1: Conflict Resolution	<b>Jun 29<sup>th</sup></b>



	<p>Read <i>Becoming a Competent Leader</i>, Chapter 8. Answer questions on p. 270.</p> <p>Part 2: Negotiation          Watch the video "What game theory teaches us about war" embedded above, and then write a 1-2 page reflection paper addressing the following questions.</p> <p>What are social dilemmas?          Provide an example of a social dilemma in business.          Discuss at least two tacit negotiation situations. What is the common theme across each of the situations?          What strategies can be used to maximize cooperation in social dilemmas?</p> <p>APA 7th ed. Citation Style Required.</p>	
Jun 26 <sup>th</sup>	<p>Final Research Presentation: <b>Create/make and submit</b> 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.</p>	Jun 29 <sup>th</sup>
Jun 26 <sup>th</sup>	<p>NCRC Final Research Paper          You will construct a paper from the interviews, sharing their secrets with us. The paper must be 4,000 words (16 pages, double-spaced, Times New Roman 12) and written in APA style. The paper should include the following:</p> <ul style="list-style-type: none"> <li>• Brief Biography of the person interviewed</li> <li>• Summary of the organization</li> <li>• Findings of the Interview</li> <li>• How do your findings relate to what you have studied in this course</li> <li>• Conclusion</li> </ul> <p>APA 7<sup>th</sup> ed. Citation Style Required</p>	Jul 2 <sup>nd</sup>
Jul 9 <sup>th</sup>	<b>GRADES DUE</b>	