

**Spring 2024**

<b>Meeting days:</b> Tuesday	<b>Instructor title and name:</b> Prof. Luca Dal Pubel
<b>Meeting times:</b> 9:30 AM – 12:15 PM	<b>Phone:</b> 619-972-0834
<b>Meeting location:</b> Mission Valley RM 316	<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 face-to-face after class or 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:

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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. (2019). *The mind and heart of the negotiator*, 7<sup>th</sup> 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)

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## GPS ACADEMIC RESOURCES

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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!
- [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](mailto:GPSWritingCenter@pointloma.edu)

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## 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.

<u>Sample</u> assignment distribution by percentage: <ul style="list-style-type: none"><li>• Weekly Assignments (200 pts) 20%</li><li>• Final Simulation (150 pts) 15%</li><li>• NCR Paper Proposal (250 pts) 25%</li><li>• NCR Project Presentation (150 pts) 15%</li><li>• NCR Final Research Paper (250 pts) 25%</li></ul>	<u>Sample</u> grade scale: A= (930-1,000 pts) 93-100% A-= (900-929 pts) 90-92% B+= (870-899 pts) 87-89% B= (830-869 pts) 83-86% B-= (800-829 pts) 80-82% C+= (770-799 pts) 77-79% C= (730-769 pts) 73-76% C-= (700-729 pts) 70-72% D+= (670-699 pts) 67-69% D= (630-669 pts) 63-66% D-= (600-629 pts) 60-62% F= (0-599 pts) 0-59%
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## 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.

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## ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) 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.

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## 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, desire to meet or share a prayer request please email [mvchaplain@pointloma.edu](mailto:mvchaplain@pointloma.edu).

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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## 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.

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

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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 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."

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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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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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **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 class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

## 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
Jan 8 <sup>th</sup>	Thomas-Kilmann Test (Online)	Jan 14 <sup>th</sup>
Jan 15 <sup>th</sup>	Negotiation and Conflict Resolution Project - Intro	Jan 21 <sup>th</sup>
Jan 22 <sup>nd</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> <ol style="list-style-type: none"> <li>1. What does conflict mean to you?</li> <li>2. Why do organizations need conflict-competent leaders?</li> <li>3. What does it take to become conflict-skilled leaders?</li> <li>4. What are the dynamics of conflict?</li> <li>5. What responses do people engage in when responding to conflict?</li> </ol> <p>APA 7<sup>th</sup> ed. Citation Style Required.</p>	Jan 28 <sup>th</sup>
Jan 29 <sup>th</sup>	<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. 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>	Feb 4 <sup>th</sup>

	APA 7 <sup>th</sup> ed. Citation Style Required	
<b>Feb 5<sup>th</sup></b>	<p>Read Chapters 3 and 4 of <i>Becoming a 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: 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>APA 7<sup>th</sup> ed. Citation Style Required.</p>	<b>Feb 11<sup>th</sup></b>
<b>Feb 12<sup>th</sup></b>	Complete the creativity test you will find in Appendix 8-1, p. 175-178 of <i>The Mind and Heart of the Negotiator</i> .	<b>Feb 18<sup>th</sup></b>
<b>Feb 19<sup>th</sup></b>	<p>Read Appendix 2 of <i>The Mind and Heart of the Negotiator</i> and answer the following questions: 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>	<b>Feb 25<sup>th</sup></b>
<b>Feb 26<sup>th</sup></b>	<p>NCR Project Paper Proposal</p> <p>The <b>Proposal Paper</b> must be 2,000 words (8 pages, double-spaced, Times New Roman 12) and written in APA 7<sup>th</sup> ed. style.</p>	<b>Mar 3<sup>rd</sup></b>
<b>Mar 4<sup>th</sup> – 10<sup>th</sup></b>	<b>SPRING BREAK – NO CLASS</b>	
<b>Mar 11<sup>th</sup></b>	Read <i>Becoming a Competent Leader</i> , Chapter 6, and complete exercises 2 and 5, pp. 219-220.	<b>Mar 17<sup>th</sup></b>
<b>Mar 18<sup>th</sup></b>	<p>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>Mar 24<sup>th</sup></b>

<b>Mar 25<sup>th</sup></b>	<b>EASTER BREAK – NO CLASS</b>	<b>Mar 31<sup>st</sup></b>
<b>Apr 1<sup>st</sup></b>	<p>Read Chapter 8 of the <i>Mind and Heart of the Negotiator</i> and answer the following questions. How does the balance of power between negotiators affect the processes and outcomes of negotiation? Are men and women treated differently in negotiation? Does gender affect negotiation outcomes? Negotiations create incentives for deceiving. How can negotiators respond to unethical behaviors? 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>Apr 7<sup>th</sup></b>
<b>Apr 8<sup>th</sup></b>	<p>Read the case example in Chapter 9, p. 208 and answer the following questions. 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>Apr 14<sup>th</sup></b>
<b>Apr 15<sup>th</sup></b>	Pre-simulation Preparation (In-class)	<b>Apr 21<sup>st</sup></b>
<b>Apr 22<sup>nd</sup></b>	Negotiation Simulation (In-class activity)	<b>Apr 28<sup>th</sup></b>
<b>Apr 28<sup>th</sup></b>	<p>In-class Research Presentation</p> <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 present the findings of your project to your colleagues in class. The presentation should not exceed 10 minutes.</p>	<b>May 5<sup>th</sup></b>
<b>May 7<sup>th</sup></b>	<p><b>NCR Final Research Paper DUE</b></p> <p>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</p>	



	<p>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>	
<b>May 14<sup>th</sup></b>	<b>GRADES DUE</b>	