Daily life is fraught with conflicts. In today’s world, we interact with people of different perspectives, who come from diverse cultures and backgrounds. A better understanding of the social-psychological dynamics that take place at the encounter with different views, should improve your ability to overcome potential obstacles to achieving your goals and gain from differences.

Conflict evolves within the context of relationships. Emotions are an integral part and a powerful driving force of conflict. A long-term and trustful relationship is central to successful conflict management and negotiation. Consequently, you will learn and practice a relational orientation to conflict and negotiation that will help you to effectively cope with the complexity of conflict and overcome potential barriers to beneficial interactions. The better the relationship, the more you gain from conflict and negotiation. Laden with energy and negative feelings, conflict could become either destructive or a constructive experience. Whether over land, resources, power, perspectives or ideologies, engaging successfully with conflict requires a change of mindset, systematically acquiring and practicing new skills, and becoming reflective professionals.

The course has two primary objectives:

1. **Developing an insightful and systematic approach to conflict and negotiation**- to improve analysis, preparation, and understanding of the social psychological nuances underlying conflict and negotiation.
2. **Becoming reflective professionals**- to learn from your own experience through revisiting your conduct and decisions and examining a) whether they are working for you, and b) how you could improve results using the new tools you acquired in this course.

We will cover various grounds in this course, but the main goals are to:

1. Increase your knowledge of conflict and negotiation.
2. Acquire a valuable perspective of conflict and negotiation as well as multiple techniques and strategies for managing these processes effectively.
3. Refine your conflict management and negotiation skills.
4. Become a reflective manager, who can continue to learn from your own ongoing conflict and negotiation experiences beyond the completion of the course.
5. Identify and attain tangible and intangible goals in conflict and negotiation

**Class Format**

A primary goal of this course is to anchor students’ daily experience of conflict and negotiation within systematic conceptual frameworks. Therefore, the course offers an interactive learning environment where theory and practice meet in and outside of class. You will be engaged in action learning: learning from real challenges by applying theoretical frameworks in many assignments, discussions, reflection, and roleplay simulations from the Program on Negotiation, a joint Harvard-MIT-Tufts collaboration. Exercises are
conducted both independently and collaboratively in multiple assigned teams throughout the course. There is no single team that you work with throughout the semester. Instead, you will work in many work teams that are assigned by us, so that you get the opportunity to practice with as many classmates as possible.

The in-class negotiation simulations are highly useful. For each exercise, you will be assigned a particular role, and you will be given background resources and confidential information to help you in your preparation. It is wholeheartedly recommended that you diligently invest in all three stages of the process: preparation and Pre-Analysis (before), negotiation (during), and the debriefing and Post Analysis (after). Being unprepared for and not participating in a negotiation would not only adversely affect your own development but would also deny the learning experience of fellow students with whom you are paired. Your active participation and systemic preparation for negotiations are essential components of the social contract for this course. The grade for the simulation exercises focuses more on the process than on the outcome (see more details in the “Learning from Role-Plays” document on Sakai).

**The Interactive Nature of the Class**

The interactive nature of this class requires attendance, reading, preparing for the simulations, practicing the new concepts in and outside of class, and actively participating in class discussions. Reflecting and sharing your experiences are instrumental for harnessing the theories from class to your real-life situations, thereby enabling you to truly improve your conflict management and negotiation skills. The class offers a safe environment and a unique opportunity to share your experiences and learn from each other.

We do our best to create a supportive learning environment. It is pertinent that you fully engage in class activities and discussions while being mindful of your classmates, who also wish to be heard. Because we might discuss sensitive, sometimes personal, conflicts, confidentiality and privacy must be kept. Please do not discuss our conversations outside of the class.

**Important**

1. It is your responsibility to acquaint yourself with new theories, concepts, and models by completing all assigned readings before class. **We will not dedicate much time to presenting models and theories.** Rather, we will focus on applying knowledge you acquired on your own from reading to actual conflicts and negotiations. From our experience, this is the most effective utilization of students and instructors’ time.
2. Due to the engaging nature of the class, we do not encourage the use of laptops during classroom sessions.
3. If you expect to be late, absent or leave early, please notify us by email at least one week in advance, and before we assign your simulation role in order to make appropriate adjustments to the simulation teams and pairings. Remember, the effectiveness of exercises and simulations hinges upon collaboration. Your classmates rely on you to be present.

**Learning Through Reflection**

Reflection helps to systematically analyze your experience, make changes and expand your repertoire of behaviors and skills based on the theories and concepts learned. By increasing awareness to what propels your decisions and actions and by trying to change undesired behavior, you create an ongoing learning space (see more in the “Boost Your Learning” document on Sakai).
Course Requirements

The final grade is based on the required activities throughout the semester: reflective assignments, pre & post negotiation analyses, class attendance & participation, role play simulations, and a final reflective paper. Evaluation will be based on the Grading Table in the “Grading Criteria” document.

Class Assignments

The assignments below are an opportunity for you to reflect, synthesize theory and practice, and refine new skills on an on-going basis. Each reflective assignment is an individual work. The required assignments are detailed in the Class Topics & Assignments document. Please read the specific instructions in that document and follow them carefully.

All assignments are due at the beginning of every class. Late submission will result in points lost. Requests for exceptions must be raised at least a week before the due date. The grade is composed of: a) submission of all assignment and b) evaluation (please refer to the Grading Criteria document): 3 assignments: one Reflective Assignment, one Negotiation PreAnalysis, and one Negotiation PostAnalysis will be randomly evaluated and graded.

- Reflective Assignments:
  - Submissions (5 submissions/ classes 1-5)
  - Evaluation (One assignment)
  - 10%
  - 7.5%

- Pre-Analysis
  - Submissions (5 submissions/ classes 5-9)
  - Evaluation (One assignment)
  - 10%
  - 10%

- Post-Analysis
  - Submissions (4 submissions/ classes 6-9)
  - Evaluation
  - 7.5%
  - 10%

- SVI- correct calculation and Submissions (4 submissions/ classes 6-9)
  - 10%

- My Take on the class (10 submissions/ classes 2-10)
  - 10%

Total Assignments 75%

- Final Reflection (class 10)

The final reflection purpose is for you to reflect on and estimate the value of what you have learned over the course of the semester. Think about ways to continue applying the course knowledge and improving your conflict and negotiation skills in your personal and professional life. Make sure to demonstrate familiarity of terms, concepts, models and theories presented in this course. It is highly recommended to start working on the final paper well ahead of time.

If you consistently complete your weekly Reflective Assignments, your final reflective paper would require mostly editing.

The paper is due at the beginning of the last meeting (May 5th). No late submissions are allowed due to the schedule of final grades submission.

- Class Attendance and Participation 15%
Grade Scale

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B+</td>
<td>85 – 89</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84</td>
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<tr>
<td>C+</td>
<td>75 – 79</td>
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<tr>
<td>C</td>
<td>70 – 74</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**Academic Integrity**

Just as ethics and integrity are important in management practice, academic integrity is important in this course. You are responsible for understanding the Rutgers policies on academic integrity. Please review the [Rutgers’ academic integrity policy](#).

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with us.

Other sources of information to which you can refer include:

- [Rutgers’ Academic Integrity website](#)
- [Code of Student Conduct](#)
- [Eight Cardinal Rules of Academic Integrity](#)

**Workload**

The value you receive from this course will be commensurate with the thought and effort that you put into preparing for and engaging in the classes. Students should expect to spend at least 4 hours outside of class each week to read the assigned materials, reflect, complete assignments, and prepare for the next class session.

**Respectful Conduct**

Respectful behavior is expected throughout the class. During discussions, teamwork, negotiations, debriefs, feedback and reflective processes, respectful discourse should be maintained at all times and comments should be constructive and aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful disagreements may be an essential part of the learning process and lead to previously unconsidered options and new ideas.

**Academic Support Services**

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the [Learning Center website](#).
• Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the Writing Center website.
• Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website.

Rutgers Health Services
• Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the Rutgers Health Services website.

Accommodations for Accessibility

Requesting accommodations
If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential. In addition to contacting the instructor, please contact the Office for Disability Services to register for services and/or to coordinate any accommodations you might need in your courses at Rutgers. Go to the Student section of the Office of Disability Services website for more information.

Course Readings

Required Text:


Additional readings will be assigned and will be available online via the course’s website.

Additional Reading:


We look forward to a mutual learning experience!