

MGMT 570
Conflict Resolution & Negotiation
 Department of Management
 Rutgers, The State University of New Jersey
 School of Business
 Camden Campus
 Spring 2025
 Section 90 Asynchronous Online Class

Professor: Oscar Holmes IV, Ph.D., SHRM-SCP (He/Him/His)
Office: Business & Science Building 332
(Virtual) Office Hours: 11:00AM-12:00PM Thursdays and by appointment
Office Phone: 856-225-6593
E-mail: Oscar.HolmesIV@Rutgers.edu

Required Textbooks:

To help reduce your educational costs, I have decided to discontinue using a textbook and have replaced the textbook readings with similar quality readings that you can access for free using the Rutgers University library database or Google Scholar.

Required Negotiation Simulation Purchase Link & Information

You will be using the iDecisionGames platform this semester.

Registering for the platform is mandatory and costs \$72.50.

You will use the platform to receive your role instructions, enter your results, and receive feedback for upcoming Spring 25 MGMT 570 exercises. Please make sure to register yourself and pay the access fee by clicking on <https://idecisiongames.com/promo-home?code=Spring25-MGMT570>.

If the above link doesn't work you can also register by going to idecisiongames.com and entering the following access code for your section: **Spring25-MGMT570**

You will receive an email requesting that you confirm your email address. Please check your spam folder if you haven't received this email. If you have checked your spam folder and didn't find the confirmation email, please go to idecisiongames.com and click on forgot password. Please contact support@idecisiongames.com if you have any registration issues.

Note that you will be required to download and use the Google Chrome browser for all exercises. Also, please memorize the login and password information for subsequent access. You can always click "forgot password" later if you forget it and reset your password.

(Note some may be restricted and you will be given access later. Additionally, all of the simulation exercises will need to be completed synchronously).

COURSE DESCRIPTION

Course Information: This course is designed to provide you with the necessary information for developing your conflict resolution and negotiation skills and knowledge. Whether you recognize it or not, you likely engage in some form of conflict resolution and negotiation each day. This course will introduce students to the science behind the study of conflict resolution and negotiation and will teach students how to apply that knowledge. Conflict Resolution is the art and science of solving problems. Negotiation is the art and science of securing agreements between two or more interdependent parties who are seeking to maximize their outcomes. This course provides the opportunity to develop your negotiation skills in a series of exercises and debriefings that engage a variety of bargaining processes in the contexts of deal making and dispute resolution. Each exercise has been chosen to highlight the central concepts that underlie negotiation strategy. This course is designed to address a broad spectrum of negotiation problems that are faced by managers and professionals. Moreover, we will combine the theoretical concepts from class with applications, so you can understand why and how things work in context. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in conflict resolution and negotiation.

Major Learning Goals & Objectives:

- Improve your ability to analyze conflict and negotiation situations and learn how to develop a strategic plan to negotiate effectively.
- Gain a broad, intellectual understanding of central concepts in conflict resolution and negotiation as they apply in a variety of contexts.
- Build confidence in your conflict resolution and negotiation skills.
- Improve your analytical abilities for understanding and predicting the behavior of others in dispute and negotiation settings.
- Develop a toolkit of useful conflict resolution and negotiation skills, strategies, and approaches.

School of Business-Camden Program Learning Goals

1. Critical Thinking and Analytical Decision Making
2. Teamwork and Interpersonal Relations
3. Leadership
4. Communication: Impact and Effectiveness
5. Ethical Reasoning

E-mail and Canvas:

I will send you e-mail to the e-mail account listed in Canvas. Please be sure that you can receive e-mail sent to your RU Canvas account.

You may review your grades and download the syllabus, lecture notes, and any other class information when available from Canvas.

Class Materials:

You are strongly encouraged to access this course via Canvas several times a week. You can imagine that the class seamlessly “runs” through from day 1 (Monday) to day 7 (Sunday) with each Module representing a week.

Class Communication:

Since class attendance is not compulsory, as this is an online class, a viable and reliable form of communication is vitally important. Note that all class communication will be via your Rutgers e-mail and discussion forums and other tools in Canvas. You are expected to check your Rutgers e-mail at least (equally spaced) two or three times every week. All class announcements can also be accessed via the ‘Announcement’ page in Canvas. **You and your team members will need to find compatible time periods that work for you to complete your simulated negotiation exercises.**

Professor Communication:

Note that during the week, from Monday until Friday, I will try to reply to all e-mails within 24 hours. Please do not expect an immediate response. While you can email me through the Canvas email system, this is a separate system from my regular Rutgers email and I do not check this as often. For quicker responses, email me directly using my Rutgers email address. Although, I check my e-mails a few times daily, I may not be able to completely answer all e-mails immediately upon receiving them. Note that I may also be traveling out of town on many weekends and may not be able to respond to weekend e-mails until Monday.

Text/Article/Case Readings/Simulated Exercises: It is your responsibility to read the text/articles/cases and be familiar with the material covered. The module assignments will be related to the assigned materials in addition to other topics. You will be tested on the materials covered in readings and exercises.

Grades

A final course grade will be assigned based on the following student products:

	<u>Weight:</u>
Quizzes	30%
Simulation Exercises	30%
Leadership Bio & Discussion Posts (Assignments)	20%
Final Exam/Project	20%

Final grades will be determined using the following scale:

A	100-90%
B+	89-85
B	84-80
C+	79-75
C	74-70

D 69-60
F below 60%

Simulation Grading:

There are various simulation output data based on the particular exercise. As such, it is impossible to develop standard grading criteria that translate into specific numerical grades. I know this is disconcerting for many students who like to have an exact assignment rubric. Nonetheless, the main point of the simulation is to practice and learn new negotiation skills. Therefore, your grade will be based on your role performance on the simulation exercises using the following scale:

Outstanding Performance = 100
Above Average Performance = 90
Average Performance = 80
Below Average Performance = 70

PS: Please know that I understand how uncertainty around grading can be anxiety-producing for students. I've heard my students' feedback and truly understand your position. However, the simulation platform does **NOT** give specific performance feedback that lends itself to simple and specific numerical grading. Likewise, I cannot share with you all the grading processes before each simulation exercise because that would change how you would go about completing the simulation. Therefore, please just take a moment to relax and focus on the actual learning part of the negotiation simulations rather than just focusing on the grade you receive. Moreover, no matter how poorly one performs on the simulation, the lowest grade one can receive is 70! After each simulation, I will give an overall debrief and explanation of grading. Stay calm and negotiate on!!!

CLASS PARTICIPATION:

As the class is delivered in an asynchronous online format, there is flexibility when you access the course page to complete assignments. **However, I suggest that you pay close attention to assignment deadlines.** Additionally, **all of the simulation exercises will need to be conducted synchronously.** Therefore, you will need to coordinate with your teammate a day and time to complete the simulation activity. Therefore, it is imperative that you sign into the simulations ASAP so that you can be paired with negotiation partners early on and work out a negotiation time that works for each of you. You will be expected to participate in a professional and ethical manner at all times in this course.

Student Work

Student work is routinely checked for plagiarism. Students who submit plagiarized work will have charges filed against them within the University honor program procedures. All students are required to know what constitutes plagiarism as defined in the University's honor policy:

If you're not clear on the distinction between plagiarism, paraphrasing and writing your own words, you'll find some useful information and examples online

at: <https://www.libraries.rutgers.edu/tutorials/writing-citing>

Make-Up Work/Late Assignment Policy: If, for a university-approved or other legitimate reason, you cannot complete a quiz, assignment, or exam during the scheduled time, you must give me written notice via email in advance so that other arrangements can be made. If the situation does not allow for advance notification (e.g., emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for non-university-approved reasons is not guaranteed. I reserve the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders). **If students think they may not be able to make a deadline, I encourage you to reach out to me as soon as possible to attempt to make accommodations before the deadline.**

Incomplete Policy: "Incompletes" will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when an "incomplete" is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the "incomplete" converting to an "F": <https://registrar.camden.rutgers.edu/gradeinstruction#incomplete>.

Important Dates

January 30: Last Day to Drop a class without a W grade or Add a class.

March 15-23: Spring Recess

April 21: Last Day to Withdraw from an individual class with a grade of W.

May 5: Regular Classes End

May 12: Final Exam Due (Negotiation Simulation Exercise)

May 8-14: Final Exam Period

[See Registrar's Webpage for Most-Up-To-Date Info on Academic Calendar](#)

Included by Incorporation

This syllabus incorporates all RU rules, requirements, policies, and academic deadlines that apply to students. This syllabus also incorporates all the deadlines on the academic calendar. Please make yourself familiar with all rules, requirements, policies and deadlines including but not limited to Academic Integrity, University Statement Concerning Students with Disabilities, Computer Ethics Policy, Sexual Harassment Policy, RU Rules and Procedures including Rights and Prohibited Conduct, and course withdrawal deadlines.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://www.turnitin.com) (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the [Turnitin.com](https://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. Use of the [Turnitin.com](https://www.turnitin.com) service is subject to the Usage Policy posted on the [Turnitin.com](https://www.turnitin.com) site.

For Help with Library Resources Please Contact Business Librarian Info: Katie Elson Anderson | 856-225-2838 | **Katie.Anderson@Rutgers.edu**

Academic Integrity

The Academic Integrity policy can be found at

<https://studentconduct.rutgers.edu/processes/university-code-student-conduct>

<http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students.

Artificial Intelligence Use

Neither the university nor the school has a standard policy on the use or non-use of artificial intelligence (Chat GPT, etc).

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and

- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

If there are questions on how to comply, please contact the Rutgers-Camden Dean of Students office: deanofstudents@camden.rutgers.edu or contact the appropriate Associate Dean or Area Head at the School of Business.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct. To review the code, go to the Office of Community Standards:
<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide

accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Assignments

This class will require a lot of discipline and time management. A lot is expected of you. Make sure that you stay informed of which assignments are due and coordinate with classmates with respect to your simulation exercises.

Personal Leadership Biography: Leaders need to get to know their followers, so write a brief bio (1-2 pages) on yourself, providing a little of your background (major, interests, current work status or jobs you've held, career goals, etc.), why you are taking MGT 570, what your level of effort will be during the semester, and specifically state your goals for the class. Include a least a paragraph about something you "care about – and why – outside of your family." For example, the environment, religion, politics, policy, community service – some greater good. You may also discuss any other issues of interest to you. **Post your bio to Canvas AND a 1-2 minute Video Biography Synopsis to the Discussion Board site so that people in the class can get a sense of who you are AND upload the written portion of your bio to the assignment page for grading purposes.** This will be graded on completion, grammar, conciseness, and ingenuity.

Discussion Board Posts & Replies: Most weeks, you will be asked to post in the discussion board forum and reply to at least **one** classmate. Please pay close attention to the discussion board question and due dates. Your discussion board post should be in written form. **These posts and replies are graded based on quality/insights of your post NOT on how much you write.**

Conflict Resolution & Negotiation Strategy Skills/Takeaways: As this course will provide you with a wealth of practical skills, strategies, and takeaways, the best way to integrate all of this knowledge is to keep your own "cheat sheet" of learned information in a Word Document. **Each week, you should write no more than a paragraph of your key insights, strategies, skills, takeaways you've picked up from the readings.** Use the Class Topic Headings for each week for easy reference and date each entry. This "cheat sheet" will serve as a final project for this class and should prove to be a useful document that you can use for easy reference throughout your career.

Negotiation Simulation Exercises: **Although this is an asynchronous online class, all of your negotiation simulation exercises will need to be conducted in a synchronous manner;** that is, once your negotiation partner(s) is/are assigned, you must coordinate with each other to

pick a time and date (before the due-date) when your negotiation can take place either via video call, phone call, in-person, via email, etc. Effective negotiation and conflict resolution skills must be practiced in real-time if you ever want to improve your skills.

In an effort to promote more equity in this course, an up front, optional extra credit assignment is offered in this course that is available to everyone. Other extra credit opportunities that may become available is study/research participation. If these opportunities become available, then I will let you know and tell you how much extra credit will be given if you decide to participate.

Extra Credit Assignment: Create a new and unique module that corresponds to a class topic (cannot duplicate any current readings, assignments, and/or assessments). You should incorporate at least 4 quality readings that correspond to the topic (provide full citation AND link when possible), at least 2 quality assignments that correspond to the topic, and a quality 5-question multiple choice quiz that corresponds with the topic (with at least 4 answer options). Provide the quiz answers. **Worth:** 10 extra points to a single quiz or simulation grade. **Due:** May 1.

Possible Module 13 Replacement Padlet Link & QR Code:

<https://padlet.com/OHIV/possible-module-13-replacement-topics-d7hktf7wmotiate1>

In another effort to be more inclusive and responsive to your suggestions, I ask that you suggest alternative topics that you'd like to cover for Module 13. As a class, we will decide to go with a new topic and readings, or stick with the original topic and readings. This is your opportunity to more actively participate in your learning process and how the course is designed. Please go to the padlet link and post your suggestions by Feb. 12. Feel free to vote on others' as well.

Retrieving Class Readings

As a graduate course, it is expected that you are proficient in article retrieval and using various online databases. As such, it is **YOUR responsibility** to secure most of the articles we will read each week. These articles can be retrieved either using the Rutgers online library database system and/or Google Scholar. In some cases, I have provided you the article in the class module if special access was needed to retrieve the article. You will **NEVER** have to pay additional money to access an article. Additionally, some readings are directly linked within the syllabus.

Quizzes

The quiz questions will come **from the assigned readings and lesson notes**. Typically, quizzes will be around 5 questions. You may refer to your readings when answering the quizzes, BUT it will best if you complete **ALL** of your readings prior to beginning the quiz. You may **NOT** seek outside help, communicate with your classmates, or copy and paste any aspect of the quizzes.

Class Schedule

This class schedule represents my best estimate of the topics to be covered within each week. As such, it is very important that you complete all required readings and exercises in the specified time period. If it becomes necessary, I reserve the right to alter this schedule at any time during the course. **In most cases, I will “publish” (open) at least two weeks of modules for you so that you can read/prepare at least a week ahead of the class schedule. Please pay close attention to when assignments/quizzes/simulation exercises are due.**

Date	Topics	Readings	Assignments/Quizzes * Due Dates are Listed in Canvas*
Module 1: Jan. 21-24	Course Overview; Review Syllabus; Introductions; Simulation Access & Trial: Canvas Course Exploration & Familiarization	1. Class Syllabus, Canvas Course Page; iDecision Games Simulation Introduction 2. Negotiation Theory & Practice: A Review of the Literature	1. Purchase Simulation Access. Familiarize yourself with simulation platform and canvas platform. 2. Complete Student Biography Assignment. Due on Jan. 24, 11:59PM EST. 3. Reply on the discussion board to at least 1 classmate's biography highlighting something interesting you learned about them due on Jan. 26, 11:59PM EST.
Module 2: Jan. 27-31	The Art of the Apology	1. The Organizational Apology Schweitzer, Maurice E.; Brooks, Alison Wood; Galinsky, Adam D. Harvard Business Review . Sep2015, Vol. 93 Issue 9, p44-15. 9p 2. "Sorry" Is Not Enough Harvard Business Review . Jan/Feb2018, Vol. 96 Issue 1, p20-22. 3p. 3. When Should a Leader Apologize and When Not? Kellerman, Barbara. Harvard Business Review . Apr2006, Vol. 84 Issue 4, p72-81. 10p 4. Why "I'm Sorry" Doesn't Always Translate Maddux, William W.; Kim, Peter H.; Okumura, Tetsushi; Brett, Jeanne M. Harvard Business Review . Jun2012, Vol. 90 Issue 6, p26-26. 3/4p	1. Complete this Negotiation Assessment & Review Your Results. **No need to submit results, this is just for your information. 2. In your Discussion Board Group, Post your assessment of Professor McNaughton's explanation letter, particularly as to how his letter relates to what you have learned about apologies from the readings. Reply to at least one discussion board post. 3. Take Online Quiz

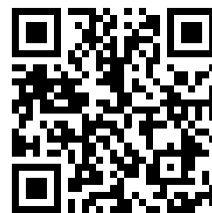
		<p>5. The Art of the Apology by Holly Weeks, Harvard Management Update, 2003, Vol. 8(4) p. 10 (posted in module)</p> <p>6. Is An Apology an Effective Marketing Campaign? Knowledge @Wharton</p> <p>7. This Professor Made Up a Job Offer From Another University. Now He Faces a Criminal Charge. By Megan Zahneis July 09, 2018 *Make sure you fully read Professor McNaughton's Explanation Letter that is embedded in the story.</p> <p>8. 15 Rules for Negotiating a Job Offer. Malhotra, Deepak. Harvard Business Review. April 2014, Vol. 92 Issue 4 p117-120.</p>	
Module 3: Feb. 3-7	Introduction to Negotiation	<p>1. Sebenius, J. 2001. Six Habits of Merely Effective Negotiators. Harvard Business Review, 79, 4, 87-95.</p> <p>2. Beersma, B. & De Dreu, C. K. W. 2002. Integrative and Distributive Negotiation in Small Groups: Effects of Task Structure, Decision Rule, and Social Motive. Organizational Behavior and Human Decision Processes, 87, 2, 227-252.</p> <p>3. How to Learn to Negotiate Easily—For Those Who Avoid It.</p> <p>4. Introduction to Negotiation Theory-Part I: The Role of Competition and Cooperation in Negotiation</p>	<p>1. New Recruit Negotiation Simulation Exercise.</p> <p>2. Take Online Quiz</p> <p>3. In your Discussion Board Group, discuss your thoughts on the Negotiation Simulation Exercise integrating insights from your readings. Reply to at least one discussion board post</p>

Module 4: Feb. 10-14	Managing Conflict, Emotions, & Listening	<ol style="list-style-type: none"> 1. Want Collaboration? Accept and Actively Manage Conflict. Weiss, Jeff; Hughes, Jonathan. Harvard Business Review. Mar 2005; vol. 83, Issue 3, p.93-101. 2. Executing Strategic Change: Understanding the Critical Management Elements that Lead to Success. Franken, A.; Edwards, C.; Lambert, R. California Management Review, Sp 2009, Vo. 51, Issue 3, p. 49-73. 3. Too Hot to Handle? How to Manage Relationship Conflict. Edmondson, A.; Smith, D. California Management Review, Fall 2006, Vol. 49, Issue 1, p. 6-31. 4. Understanding Customer Delight and Outrage. Schneider, B.; Bowen, D. E. Sloan Management Review, Fall 1999, Vol. 41, Issue 1, p. 35-45. 	<ol style="list-style-type: none"> 1. Take Online Quiz 2. In your Discussion Board Group, discuss a strategy from the reading that you found particularly insightful to manage conflict. Reply to at least one discussion board post.
Module 5: Feb. 17-21	Negotiation, Listening, & Emotions	<ol style="list-style-type: none"> 1. <u>Make Your Emotions Work For You in Negotiations by Shirli Kopelman</u> 2. Emotion and the Art of Negotiation. Brooks, A. W. Harvard Business Review, Dec. 2015, Vol. 93, Issue 12, p. 56-64. 3. Negotiating with Emotion. Leary, K., Pillemer, J., Wheeler, M. Harvard Business Review, Jan/Feb 2013, Vol. 91, Issue ½, p. 96-103. 4. How to Negotiate with Employee Objectors. Ewing D. W. Harvard Business Review, Jan/Feb 1983, Vol. 61, Issue 1, p. 103-110. 5. When Winning is Everything.. Malhotra, Deepak, Ku, Gillian, Murnighan, J. Keith. 	<ol style="list-style-type: none"> 1. Be Reasonable, See it my way! Negotiation Simulation Exercise 2. In your Discussion Board Group, discuss your thoughts on the Negotiation Simulation Exercise & how you employed strategies from this week's readings on emotions and listening to improve your performance. Reply to at least one discussion board post.

		Harvard Business Review May 2008, Vol. 86 Issue 5, p. 78-86.	
Module 6: Feb. 24-28	Gender & Racio-Ethnic Differences in Negotiations	<ol style="list-style-type: none"> 1. Amanatullah, E. T., & Morris, M. W. (2010). Negotiating gender roles: Gender differences in assertive negotiating are mediated by women's fear of backlash and attenuated when negotiating on behalf of others. <i>Journal of Personality and Social Psychology</i>, 98(2), 256-267. 2. Changing the Narrative: Women as Negotiators & Leaders. Kray, L., Kennedy, J. A. California Management Review. Fall 2017, Vol. 60, Issue 1, p. 70-87. 3. Leading through Negotiation: Harnessing the Power of Gender Stereotypes. Kray, L., California Management Review. Fall 2007, Vol. 50, Issue 1, p. 159-173. 4. Breakthrough Bargaining. Kolb, D., Williams, J. Harvard Business Review, Feb. 2001, Vol. 79, Issue 2, p. 88-97. 5. Do Race & Gender Play a Role in Salary Negotiations? A New Study Says Yes. 6. Interviewing while Black: How race affects salary negotiations by Derek Avery. 	<ol style="list-style-type: none"> 1. Watch Negotiation Video: Dr. Margaret Neale 24 minutes 2. Watch Equal Pay Explained by Oprah 2 minutes 3. Take Online Quiz 4. In your Discussion Board Group, discuss a time when you thought a social identity (either yours or someone else's) has influenced a negotiation. Integrate some insights from this week's readings. Reply to at least one discussion board post.
Module 7: Mar. 3-7	Individual Differences in Negotiations	<ol style="list-style-type: none"> 1. Are Some Negotiators Better than Others? Individual Differences in Bargaining Outcomes. Elfenbein, H. A., Curhan, J. R., Eisenkraft, N., Shirako, A., Baccaro, L. Journal of Research in Personality, 2008, Vol. 42, Issue 6, p. 1463-1475. 	<ol style="list-style-type: none"> 1. The 3 Party Negotiation Simulation Exercise 2. Take Online Quiz. 3. In your Discussion Board group, discuss your performance in the simulation exercise as it relates to your personality

		<ol style="list-style-type: none"> 2. The Personality Traits of Good Negotiators. By Tomas Chamorro-Premuzic 3. Bargaining Styles and Negotiation: The Thomas-Kilmann Conflict Mode Instrument in Negotiation. in Shell, G. R. Negotiation Journal. Apr 2001, Vol. 17, Issue 2, p. 155-174. 4. Investigative Negotiation. Malhotra, Deepak, Bazerman, Max. Harvard Business Review. Sep. 2007, Vol. 85, Issue 9, p. 72-78. 	and/or bargaining styles. Reply to at least one discussion board post.
Module 8: Mar. 10-14	Mediation & Arbitration	<ol style="list-style-type: none"> 1. 10 Negotiation Failures by Program on Negotiation Harvard Law School Staff, August 1, 2016 2. Bringing Peace into the Room: The Personal Qualities of the Mediator and their Impact on the Mediation. Bowling, D., Hoffman, D. Negotiation Journal, Jan. 2000, Vol. 16, Issue 1, p. 5-28. 3. The Secrets of Successful Mediators. Goldberg, S. B., Negotiation Journal, Jul. 2005, Vol. 21, Issue 3, p. 365-376. 4. Five Ways to Keep Disputes Out of Court. Allison, J. R. Harvard Business Review, Jan/Feb. 1990, Vol. 68, Issue 1, p. 166-177. 5. Managing Conflict: Third-Party Interventions for Managers. Nugent, P. S., Boredling, L. A., Academy of Management Perspectives, 2002, Vol. 16, Issue 1, p. 139-154. 	<ol style="list-style-type: none"> 1. Southern Electric Negotiation Simulation Exercise. 2. In your Discussion Board group, discuss your performance in the simulation exercise as it relates to your readings on mediation and arbitration. Reply to at least one discussion board post.

Module 9: Mar. 24-28	Team Negotiation & Conflict	<ol style="list-style-type: none"> 1. How to Manage Your Negotiating Team. Brett, J. M., Friedman, R., Behfar, K. Harvard Business Review. Sep. 2009, Vol. 87, Issue 9, p. 105-109. 2. The Overcommitted Organization: Why It's Hard to Share People Across Multiple Teams—And What to do About it. Mortensen, M., Gardner, H. K. Harvard Business Review, Sep/Oct. 2017, Vol. 95, Issue 5, p. 58-65. 3. Intergroup Negotiations: The Effects of Negotiating Teams. Polzer, J. T. Journal of Conflict Resolution, 1996, Vol. 40, No. 4, p. 678-698. 4. Negotiating as a Team. By Elizabeth Mannix. 	<ol style="list-style-type: none"> 1. Take Online Quiz Due 2. In your Discussion Board group, discuss your experiences with team negotiation and/or conflict and integrate key insights from your readings. Reply to at least one discussion board post.
Module 10: Mar. 31-Apr. 4	Giving Feedback & Handling Criticism	<ol style="list-style-type: none"> 1. How to Pick a Good Fight. Joni, S. A., Beyer, D. Harvard Business Review, 2009, Vol. 87, Issue 12, p. 48-57. 2. Stop Serving the Feedback Sandwich. By Adam Grant 3. How to Give Feedback People Can Actually Use. 4. Four Tips for Handling Criticism at Work. 	<ol style="list-style-type: none"> 1. Watch Video on the Feedback Sandwich 2 minutes. 2. Watch Video on how to respond to criticism 2 minutes. 3. Listen to How to Love Criticism. 34 minutes. 4. In your Discussion Board group, discuss a key insight from the readings on giving feedback and handling criticism that you have employed within the week or plan to employ in the future. Reply to at least one discussion board post.
Module 11: Apr. 7-11	Culture & International Issues in Negotiations	<ol style="list-style-type: none"> 1. Kahane, D. Dispute Resolution and the Politics of Cultural Generalization. Negotiation Journal. Jan. 2003, Vol. 19, Issue, 1, p. 5-27. 	<ol style="list-style-type: none"> 1. Mouse Negotiation Simulation Exercise 2. Take Online Quiz 3. In your Discussion Board group, discuss key cultural insights as related to the simulation exercise and your readings.

		<ol style="list-style-type: none"> 2. Culture and Negotiation Strategy. Adair, W., Brett, J., Lempereur, A., Okumura, T., et al. Negotiation Journal, Jan. 2004, Vol. 20, Issue 1, p. 87-111. 3. The Hidden Challenge of Cross-Border Negotiations. Sebenius, J. K. Harvard Business Review, Mar 2002, Vol. 80, Issue 3, p. 76-85. 	Reply to at least one discussion board post.
Module 12: Apr. 14-18	Cognitive Biases in Negotiation & Conflict Resolution	<ol style="list-style-type: none"> 1. Smyth, L. Identity-Based Conflicts: A Systemic Approach. Negotiation Journal. Apr 2002, Vol. 18, Issue 2, p. 147-161. 2. Caveats for Cross-Border Negotiations. Sebenius, J. K. Negotiation Journal, Apr 2002, Vol. 18, Issue 2, p. 121-133. 3. Cognitive Biases in Negotiation 	<ol style="list-style-type: none"> 1. Virtual Victorian Negotiation Simulation Exercise. 2. In your Discussion Board group, discuss any cognitive biases that may have come up as related to the simulation exercise and your readings. Reply to at least one discussion board post.
Module 13: Apr. 21-25	Power & Influence in Negotiation & Conflict Resolution **Possible Replacement Module**	<ol style="list-style-type: none"> 1. Poitras, J. & Bowen, R. E. Negotiation Journal. Jul 2002, Vol. 18, Issue 3, p. 211-232. 2. Responding to Critical Moments with Humor, Recognition, and Hope. Forester, J. Negotiation Journal, Apr. 2004, Vol. 20, Issue 2, p. 221-237. 3. Principles of Persuasion. Watkins, M. Negotiation Journal, Apr. 2001, Vol. 17, Issue 2, pg. 115-137. 4. The Strategic Use of Interests, Rights, and Power to Resolve Disputes. Lytle, A. L., Brett, J., Shapiro, D. L. Negotiation Journal, Jan. 1999, Vol. 15, Issue 1, p. 31-52. 	Padlet Link & QR Code https://padlet.com/OHIV/mvs1myfvr3fku5em 
Module 14: Apr.	Ethics in Negotiation &	<ol style="list-style-type: none"> 1. Ethics in Negotiation: Causes & Consequences. Gunia, B. C. Academy of 	<ol style="list-style-type: none"> 1. Take Online Quiz.

28-May 2	Conflict Resolution	<p>Management Perspectives. In Press. (posted in Module)</p> <p>2. Fifty Shades of Deception: Characteristics & Consequences of Lying in Negotiations. Gaspar, J. P., Methasani, R., Schweitzer, M. Academy of Management Perspectives. In Press (posted in Module)</p> <p>3. How to Make the Other Side Play Fair. Bazerman, M. H., Kahneman, D. Harvard Business Review, Sep. 2016, Vol. 94, Issue 9, p. 76-103.</p> <p>4. Lying, Cheating Foreigners! Negotiating Ethics Across Cultures. Rivers, C., Lytle, A. L. International Negotiation, 2007, Vol. 12, p. 1-28.</p>	<p>2. In your Discussion Board group, discuss how you have handled ethical issues in negotiations and/or conflict disputes making reference to this week's readings. Reply to at least one discussion board post.</p> <p>3.SHARC Negotiation Simulation Exercise.</p>
Module 15: May 5	Complex Negotiations	<p>1. Deal Making 2.0: A Guide to Complex Negotiations. Lax, D. A., Sebenius, J. K. Harvard Business Review, 2012, Vol. 90, Issue 11, p. 92-100.</p> <p>2. Extreme Negotiations. Weiss, J. Donigian, A., Hughes, J. Harvard Business Review, 2010, Vol. 88, Issue 11, p. 66-75.</p> <p>3. Analyzing Complex Negotiations. Crump, L. Negotiation Journal, 2015, Vol. 21, Issue 2, p. 131-153.</p> <p>4.Watkins, M. Negotiating in a Complex World. Negotiation Journal. Jul 1999, Vol. 15, Issue 3, p. 245-270.</p>	<p>1.Submit Your Conflict Resolution & Negotiation Skills/Takeaways File to me</p>
Module 16: May 8-14	Final Exam Negotiation Simulation		<p>1.Bullard Houses DRRC Negotiation Simulation Exercise: Complete by May 12 11:59PM EST.</p>

Additional readings and assignments may be assigned and/or altered at my discretion.