

GBUS 873-001: Negotiation and Conflict Resolution

Winter 2025

INSTRUCTOR DETAILS:

Name: [REDACTED]
Phone: [REDACTED]
Email: [REDACTED]
Office Hours: By appointment

CLASS DETAILS:

Class Dates: [REDACTED]
Class Times: [REDACTED]
Class Location: [REDACTED]

COURSE DESCRIPTION

This course will introduce students to the theory and practice of negotiation and conflict resolution, including alternative dispute resolution.

LEARNING OBJECTIVES / OUTCOMES

Students will:

- Understand theories and dimensions of conflict in organizations at the individual and group levels.
- Apply conceptual frameworks to the diagnosis and assessment of organizational conflict.
- Identify and implement appropriate intervention programs and strategies for a variety of conflict scenarios in organization settings.
- Recommend the design of a conflict management system for organizations.

COURSE EXPECTATIONS

- Regular class attendance and active participation in classroom activities are required. Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc. It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.
- If you join the class remotely, you are expected to ensure that your camera is working and is turned on.
- Should you miss a particular class, it is your responsibility to obtain notes, assigned activity information, etc. from another class member.
- Log into UR Courses regularly to check for e-mails or any course-related announcements.

COURSE MATERIALS

- Lewicki, Barry, & Saunders. 2024. Essentials of Negotiation (2024 Release). McGraw-Hill LLC.
- Additional case studies and materials will be used in this course. The instructor will make this material available during the course, and the costs will be billed to students prior to the end of the semester.

COURSE ASSESSMENT SUMMARY

<i>Component</i>	<i>Due Date</i>	<i>Percentage of Final Grade</i>
Personal Negotiation Paper	Feb. 4, 2025	20%
Case Study Assignment	Mar. 11, 2025	25%
Current Event Group Project Presentation	Apr. 1 & Apr. 8, 2025	15%
Real-World Negotiation Analysis	Apr. 11, 2025	30%
Participation	Throughout course	10%

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

DESCRIPTION OF ASSESSMENT

Personal Negotiation Paper:

Individually, you will analyze a real-life negotiation. Specifically, you are to analyze a past negotiation where you made strategic mistakes or were successful.

This paper should include only minimal discussion of the actual negotiation.

Questions for Analysis (this is not a template, but instead are questions to help stimulate depth of analysis)

1. Self-analysis: What negotiation tactics and strategies were effective/ineffective? Why? Did your approach help you, and if so, how? Did your approach hurt you, and if so, how?
2. How did your negotiation process align with the predictions of literature on negotiations?
3. Address personal insights about how your personality or past experiences may affect your choice of negotiation strategies or tactics. What did you learn from your experience, and what will you do differently next time?

Your submissions are to be a maximum of five (5) pages, utilizing one-and-a-half line spacing, one-inch margins, and 12-point Times New Roman font. The cover page and reference list do not count towards the total page count.

Case Study Assignment:

You may complete this assignment as an individual or in self-selected groups of your own choosing (maximum of five students). Additional details regarding this assignment will be posted on our UR Courses site.

Current Event Group Project Presentation:

You will be asked to form self-selected groups of 3 – 5 students for the purpose of making a presentation to the class. Your group will choose an example of a conflict in an organization (or between organizations) either from current events or from personal experience. As a group, you will analyze the type, sources, and contributing factors of the conflict. You will also develop a conflict management strategy to resolve the situation and to manage similar issues going forward in the organization (i.e., recommend a conflict management system).

There is no written submission for this assignment. Groups will have 15 minutes to present their findings and recommendations. At a minimum, you should include the following in your presentation: a clear statement of the problem, a concise summary of the situation and relevant circumstances, a review of the relevant literature, and an explanation of your recommendations for resolution and ongoing conflict management in the organization. It is important to consider implications that may arise out of your recommendations.

You are free to use any tools and devices you choose to create a meaningful learning experience in your presentation. You are not limited to a PowerPoint presentation. You can use video or even pre-record portions of your presentation.

Real-World Negotiation Analysis:

This assignment will be completed individually. This analysis should review a high-profile, real-world negotiation or conflict (in which you are not involved, but instead are an outside observer). The topic could be some kind of transaction or deal, or it could be a qualitative dispute or conflict. Some examples are workplace negotiations, collective bargaining, a corporate merger, trade deal negotiations, etc.

Creative approaches are encouraged. The overarching objective is to think carefully about a real-world conflict or negotiation and apply academic literature as well as some of the concepts and tools featured in the course. While the details of any given case are important to note and consider, another goal is to consider some larger and more enduring lessons that could be applied in future similar situations.

Your paper will be a maximum of 12 pages. Use 12-point Times New Roman font, one-and-a-half line spacing, 1-inch margins, and include page numbers. The cover page and reference list do not count towards the total page count.

Guidelines and a grading rubric will be posted on our UR Courses site.

Participation - 10%:

Students are expected to be present and engaged in class. High levels of participation include such things as active involvement in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing material discussed in class), and bringing in outside materials from news sources/current events and personal experiences/observations.

Note: Being present in class will not be enough to ensure a high grade.

The following guide will be used in assessing participation grades:

Exceeds Expectations

9 -10: Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets Expectations

7 – 8: Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand course material; act as positive group role models, etc.

Does Not Meet Expectations

6: Students attend class regularly, but only occasionally contribute to the classroom experience.

Less than 5: Students fail on all of the previously identified ways of contributing.

ACADEMIC REGULATIONS

Late assignments will be penalized 10% for each day that they are late. Late assignments will not be accepted after five (5) days unless there are extenuating circumstances that have been discussed with the instructor prior to the assignment deadline, and the instructor has agreed to extend the deadline.

For the final term paper, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approved comes from the Faculty of Graduate Studies and Research.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on

their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied.

Plagiarism and Academic Dishonesty:

Students enrolled in Business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, suspension, or expulsion from the University.

Students are reminded that they must adhere to the standards of ethics of the university (see Section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). Students must appropriately reference material and must submit their own work.

For all formally assessed individual submissions, students should not collaborate with other students in the preparation or writing of the work.

ACADEMIC INTEGRITY

Students are expected to complete assignments and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT and Grammarly, is considered a breach of this expectation.

STUDENT RESOURCES

UR Accommodated – Centre for Student Accessibility

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at

<https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

Student Mental Health

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

Writing Assistance

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

CLASS SCHEDULE

Jan. 7	<p>Introductions and Review of Course Outline</p> <p>Chapter 1 – The Nature of Negotiation</p>
Jan. 14	<p>Chapter 2 – Strategy and Tactics of Distributive Bargaining</p> <p>Yerba Mate</p>
Jan. 21	<p>Chapter 3 – Strategy and Tactics of Integrative Negotiation</p> <p>Texoil</p>
Jan. 28	<p>Chapter 4 – Negotiation: Strategy and Planning</p> <p>Express Trucking Exercise</p>
Feb. 4	<p>Chapter 5 – Ethics in Negotiation</p> <p>Chapter 6 – Perception, Cognition, and Emotion</p> <p>Amapola Hills Golf Course</p> <p>Personal Negotiation Paper Due</p>
Feb. 11	Chapter 7 – Communication
Feb. 17 - 23	No Class – Winter Break Week
Feb. 25	Chapter 8 – Power and Influence in Negotiation
Mar. 4	<p>Chapter 9 – Relationships in Negotiation</p> <p>Helen Ramsay: A Mediation Attempt</p>
Mar. 11	<p>Chapter 10 – Multiple Parties and Groups in Negotiation</p> <p>Chapter 11 – International and Cross-Cultural Negotiation</p> <p>The Newport Girl Doll Company</p>

	Case Study Assignment Due
Mar. 18	Collective Bargaining and Negotiation at the University of Regina
Mar. 25	Chapter 12 – Best Practices in Negotiations
Apr. 1	Current Event Group Project Presentations
Apr. 8	Current Event Group Project Presentations (if necessary) Conclude Course
Apr. 11	Real-World Negotiation Analysis Due

Please Note: Class activities (including case studies) may occur that are not reflected on the class schedule, and adjustments may be necessary.