

# UST 433/PDD572: CONFLICT MANAGEMENT--SYLLABUS

## COURSE OBJECTIVES

This course, designed by CSU Professor Sanda Kaufman, views conflict as an ever-present component of any decision-making environment, including Planning and Public Administration. It offers tools for:

- ✓ understanding the nature of conflict and of individual and joint decision making processes;
- ✓ devising individual and group strategies that minimize the destructive consequences of conflict; and,
- ✓ identifying solutions satisfactory to all involved.

Some conflict-related concepts and processes are general and context-free, while others are specific to the planning and policy fields. Some simulation games and cases, and the students' reaction to them, will provide the basis for class discussions about the nature of various decision mechanisms and the role of perceptions in managing conflicts. The games will illustrate context-free decision patterns (for example, the Prisoners' Dilemma) while some will exemplify conflict and choice patterns specific to public sector decision-making and negotiations (for example, the siting of locally unwanted land uses, or LULUs).

Students will acquire the ability to analyze decision-making situations, understand the stakes of all involved, identify the sources of conflict and design strategies that recognize when cooperation is beneficial.

## COURSE METHOD

The course consists of:

- lectures on individual/joint decision processes and conflict management strategies;
  - class discussions and student presentations on assigned conflict management topics;
  - simulation games illustrating various aspects of conflict management;
  - discussions of game outcomes in terms of formal decision making models and conflict management theory.
- ◇ **Students are expected to:** attend all classes; participate actively in discussions, asking clarifying questions; complete projects in a timely fashion; read text assignments and identify topics that need clarification; raise questions to ensure thorough understanding and ability to use the information in contexts outside the classroom.
- ◇ **Homework/project outputs should be:** **TYPED** and handed in **ON TIME**. Communication skills complement analytic ones, so pay attention to completeness, clarity, and aspect of written work. Grading is based on sound analysis, and on effective interpretation and communication of results.
- ◇ **Prepare for class sessions:** read text assignments and identify topics that need clarification. Feel free to raise questions to ensure thorough understanding and ability to use the information in contexts outside the classroom.
- ◇ **Prepare for class discussions of games:** keep notes on your own behavior, feelings, choices and rationales, as well as notes on your partners' and opponents' behavior. (Make journal entries during the game, or take some time after class to record your thoughts and perceptions.)

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## CONSULT

This course is a distinct section of a course designed by Professor Sanda Kaufman. The instructors have made some revisions to the syllabus to reflect their own professional experiences and strengths. To learn more about Professor Kaufman's work, go to:

- Sanda Kaufman conflict resources web page <http://urban.csuohio.edu/~sanda/conflict.htm>
- Sanda Kaufman's web page <http://urban.csuohio.edu/~sanda/>

## TEXT

Roy Lewicki, David Saunders, John Minton, **Negotiation** (Irwin, 1999). (LSM in Schedule.)

William W. Wilmot & Joyce L. Hocker, **Interpersonal Conflict, 6<sup>th</sup> Edition** (McGraw-Hill, 2001). (WH in schedule)

Optional: Roy Lewicki, David Saunders, John Minton, **Negotiation: Readings, Exercises & Cases** (Irwin, 1999).

## OTHER READINGS

Kevin Avruch, **Culture & Conflict Resolution** (United States Institute of Peace, 1998).

M.H. Bazerman, **Judgment in Managerial Decision Making** (Wiley, 1986).

M.H. Bazerman, M. A. Neale, **Negotiating Rationally** (The Free Press, 1992).

Barbara Bunker, J. Z. Rubin, & Associates **Conflict, Cooperation & Justice** (Jossey-Bass, 1995).

R.B. Bush & J.P. Folger, **The Promise of Mediation: Responding to Conflict Through Empowerment & Recognition** (Jossey-Bass, 1994).

S.L. Carpenter and W.J.D. Kennedy, **Managing Public Disputes** (Jossey-Bass, 1988).

Raymond Cohen, **Negotiating across Cultures** (United States Institute of Peace, 1998).

J. Crawley, **Constructive Conflict Management: Managing to Make a Difference** Nicholas Bealey Publishing, 1992).

W.A. Donohue, **Managing Interpersonal Conflict** (Sage, 1992).

Carsten de Dreu, Evert van de Vliert, eds., **Using Conflict in Organizations** (Sage 1997).

Dukes, E.F., Pisolish, M.A., and Stephens, J.B., **Reaching for Higher Ground: Tools for Powerful Groups and Communities** (Jossey-Bass, 2000).

J. T. Dunlop, A. M. Zack, **Mediation and Arbitration of Employment Disputes** (Jossey-Bass, 1997).

R. Fisher and W. Ury, **Getting to Yes: Negotiating Agreement without Giving In** (Penguin Books, 1981).

R. Fisher and S. Brown, **Getting Together: Building Relationships as We Negotiate** (Penguin Books, 1988).

J.P. Folger & T.S. Jones eds., **New Directions in Mediation: Communication Research & Perspectives** (Sage, 1994).

Barbara Gray, **Collaborating** (Jossey-Bass, 1989).

Sandra Gleason, ed., **Workplace Dispute Resolution** (Michigan State University Press, 1997)

Alvin L. Goldman, **Settling for More: Mastering Negotiating Strategies and Techniques** (BNA Books, 1991).

Lavinia Hall, ed., **Negotiation: Strategies for Mutual Gain** (Sage, 1993).

J. Hammond, R. Keeney, H. Raifa, **Smart Choices: A Practical Guide to Making Better Decisions** (Harvard Business School Press, 1999).

Ralph A. Johnson, **Negotiation Basics: Concepts, Skills and Exercises** (Sage, 1993).

Deborah Kolb & Assoc., **When Talk Works: Profiles of Mediators** (Jossey-Bass 1994)

Kenneth Kressel, Dean Pruitt and Associates, **Mediation Research** (Jossey-Bass, 1989).

Michelle LeBaron Duryea, **Conflict and Culture: A Literature Review and Bibliography** (UVic Institute for Dispute Resolution, 1992).

Roy J. Lewicki and Joseph A. Litterer, **Negotiation** (Richard D. Irwin, Inc., 1985)

Roy J. Lewicki, A. Hiam & K. Wise Hollander, **Think Before You Speak** (Wiley, 1996)

Myron Lustig, Jolene Koester, **Intercultural Competence: Interpersonal Communication Across cultures** (Harper-Collins, 1993).

Ian Mitroff, **Smart Thinking for Cray Times: The Art of Solving the Right Problems** (Berrett-Koehler, 1998)

- J. Murnighan, **The Dynamics of Bargaining Games** (Prentice Hall, 1991).
- Linda L. Putnam, Michael E. Roloff, eds., **Communication and Negotiation** (Sage, 1992).
- Eric Rasmusen, **Games and Information: An Introduction to Game Theory** (Blackwell, 1989).
- K.A. Slaikeu, **When Push Comes to Shove: A Practical Guide to Mediating Disputes** (Jossey-Bass, 1996).
- K.A. Slaikeu, R. Hasson, **Controlling the Costs of Conflict: How to Design a System for your Organization** (Jossey-Bass, 1998).
- Lawrence Susskind and Jeffrey Cruikshank, **Breaking the Impasse: Consensual Approaches to Resolving Public Disputes** (Basic Books, 1987).
- Howard Raiffa, **The Art and Science of negotiation: How to Resolve Conflict and Get the Best Out of Bargaining** (Harvard University Press, 1982).
- R.E. Walton, J.E. Cutcher-Gershenfeld & R.B. McKersie, **Strategic Negotiations: A Theory of Change in Labor-Management Relations** (Harvard Business School Press, 1994).
- William Ury, **Getting Past No: Negotiating with Difficult People** (Penguin Books, 1991).
- William Ury, Jeanne Brett and Stephen Goldberg, **Getting Disputes Resolved: Designing Systems to Cut the Cost of Conflict** (Jossey-Bass, 1988).

## EVALUATION PROCEDURE

The final grade will be a composite of:

Grades for	Weight
periodic assignments (with class presentations)	10%
class participation (in games and discussions)	25%
midterm 1 (9/24/2002)	15%
midterm 2 (10/29/2002)	20%
final paper (due 12/3/2002)	30%

- Late work will **not** be accepted.
- **All** tests & papers are **required**. Delays will be given **only** in emergency cases (proof required; vacation arrangements are not emergencies) and with advance notice.

## OFFICE HOURS, LOCATION, PHONE

Mark Chupp's office:	CSU Urban Building, Room 347
Office hours:	Before class @ LCC and by appt.
Office phone:	216.523.7568
E-Mail:	<a href="mailto:chupp@urban.csuohio.edu">chupp@urban.csuohio.edu</a>
Computer Lab hours:	Consult the WEB page
Gary Katz' cell phone:	216.346.7033

## IMPORTANT CSU DATES

Classes begin:	August 26, 2002
Late registration:	August 26, 2002
Last day to drop/add:	September 6, 2002
Last day to drop (W):	November 1, 2002
Last day of instruction:	December 7, 2002
Finals week:	December 9 -14, 2002

## UNIVERSITY POLICIES

- Refer to the CSU Bulletin for add/drop and withdrawal procedures, as well as S/U and incomplete grading.
- For class cancellations due to weather, call CSU information (687-2000) before class.
- Contact the instructor **at the beginning of the Semester** if you need to make special arrangements for testing, etc.
- Academic misconduct: plagiarism or cheating will result in an "F" for the course.
- Grades cannot be changed after their issuance at the end of the Semester.

## SCHEDULE

(tentative, changes are likely and will be announced in class and on the web)

<b>Week of</b>	<b>Read:</b>	<b>Subject</b>
1. 8/27		<i>Introduction</i> --class organization, discussion of content; the nature of conflict. "Who are we in conflict?" Bring texts to class
2. 9/3		<i>Perspectives on Conflict, The Nature of Conflict</i> WH Text, Chapter 1 and 2
3. 9/10		<i>Goals: Saving Face and Getting What You Want</i> WH Text, Chapter 3; Additional Assigned Readings
4. 9/17		<i>Power</i> WH Text, Chapter 4; LSM Readings, Section 6-1, Additional Assigned Readings.
5. 9/24		<b>MIDTERM 1</b> <i>Styles and Tactics</i> WH Text Chapter 5, Additional Assigned Readings
6. 10/1		<i>Conflict Assessment</i> WH Text Chapter 6, Additional Assigned Readings
7. 10/8		<i>Communication, perception and cognitive biases</i> <i>Third Party Interventions</i> WH Text, Chapter 9; LSM Text, Chapter 10; Additional Assigned Readings
8. 10/15		<b>Simulation 1</b> Preparation for group presentations
9. 10/22		Group Presentations <i>The Nature of Negotiations</i> <i>Strategy and Tactics of Distributive Bargaining</i> LSM Text, Chapters 1 and 2, Additional Assigned Readings
10. 10/29		<b>MIDTERM 2</b> <i>Strategy &amp; Tactics of Integrative Bargaining</i> <i>Prenegotiation Essentials</i> LSM Text, Chapters 3 and 4; Additional Assigned Readings
11. 11/5		<i>Dealing with Negotiation Breakdowns</i> <i>Communication in Negotiation</i> <b>Simulation 2, for the final paper</b> LSM Text, Chapters 5 and 6; Additional Assigned Readings
12. 11/12		<i>Social Context of Negotiation</i> <i>Negotiation in Groups</i> LSM Text Chapters 7 and 8; Additional Assigned Readings
13. 11/19		<i>Power in Negotiation</i> LSM Text Chapter 9; Additional Assigned Readings
14. 11/26		<i>Third Party Intervention</i> <i>The Social Context of Negotiations</i> LSM Text Chapter 13; Additional Assigned Readings
15. 12/3		<i>Ethics in negotiation</i> LSM Text Chapter 7; Additional Assigned Readings <b>Final PAPER</b> due; Final paper presentations

## HOMWORK FORMAT

- **Make it interesting to you:** keep your writing brief and structured (2 pages, do not use fillers) and tell what you think you would be interested in hearing from others.
- **Make it easy to find:** label your products with your name, the homework number and date, and page numbers (if needed).
- **Make it easy to read:** type all text using word processing.
- **Make it easy to understand:** explain your logic. State your conclusions where appropriate. Do not leave the reader guessing.
- **Make it presentable:** be prepared to share your story with the class.

### HOMWORK 1

Due 9/10/2002

Identify a real conflict situation most like a 2-party interpersonal conflict. (It should be a conflict you experienced or one you are personally familiar with.) Include the following in your 2-page homework:

- Describe it briefly
- Analyze the conflict (perceptions, goals, positions vs. interests)
- Reflecting back, what other strategies might the parties have been able to use to get the best outcome for themselves.

Be prepared to present your example in class.

### HOMWORK 2

Due 10/1/2002

Take the style profile by Gilmore-Fraleigh, and score your results (be careful in transferring numbers as the order changes frequently from left to right and from the top to bottom section).

- Describe it briefly your Gilmore-Fraleigh scores? Make a table with your results.
- What are the strengths of your high score(s) in calm conditions? What are the strengths of your high score(s) in storm conditions?
- Discuss your style shift, including whether you agree or not with the scores. If no dramatic shift, discuss this result in light of who you think you are.
- Can you see any evidence of excess in your style (in either calm or storm conditions)? How might you more effectively manage your excesses? What skills do you bring that prevent you from going into excess?

Be prepared to discuss your choices in class.

### HOMWORK 3

Due 11/26/2002

Think of a real conflict situation you have experienced, in which someone played an informal third party role. Briefly describe the situation and the role played by the third party. Analyze concisely the effect the third party had on the situation, speculating on the outcome that would have prevailed otherwise. Include an analysis of each party's approach to negotiation. What approach did the third party take? Cover all questions in 2 pages.

Be prepared to present your example in class.

## **SIMULATION I PRESENTATION CONTENT**

### **CLASS PRESENTATION**

- prepare to present your work to the class
- coordinate so all members of your group tell their stories and there is no overlap
- try to make it as interesting as possible to your colleagues
- use of class concepts to explain what happened in your group; select and present in an interesting way some unique feature of the case or some lesson learned.

### ■ **STAKEHOLDER ANALYSIS:**

- state your initial understanding of the problems;
- analyze your situation: interests, goals, alternatives, power, strategy
- analyze the other party's situation in similar terms ("put yourself in your partners' shoes" look at issues from their angle, rather than give an opinion on what that angle "should" have been ).

### ■ **PROCESS ANALYSIS:**

- describe the nature of the conflict and the process (development, moves and outcomes);
- review your original plans: did you follow them? Did you meet your objectives? Why or why not?
- what tactics did you employ and how effective were they?

### ■ **REFLECTIVE ANALYSIS:**

- evaluate the outcome for each party
- how completely/easily did you identify with your role? (Were there times when you acted more as yourself than as how you think the real parties would?)
- if in this position again, what would you do differently? Why?
- what did you notice that would have helped people in the other roles be more effective in dealing with your role?

### ■ **WHAT HAVE WE LEARNED:**

- what characteristics of this situation were different from those of other situations you are familiar with?
- what characteristics were unique to this situation and would be unlikely to be found elsewhere?
- what do you think you have learned that could be taken to other conflict situations?

## SIMULATION 2 CONTENT (FINAL PAPER AND CLASS PRESENTATION)

- **INTRODUCTORY SECTION:** "road map" for the paper (tells the reader what to expect)
  - describe the paper layout, your role, and your main conclusions.
- **STAKEHOLDER ANALYSIS SECTION:**
  - state your initial understanding of the problems;
  - analyze your situation: interests, goals, reservation prices, alternatives, power, strategy;
  - analyze the opportunities and difficulties related to the different roles within your own group;
  - analyze your partners' situation in similar terms ("put yourself in your partners' shoes" -- attempt to see the problem from their angle, rather than give an opinion on what that angle "should" have been ); if you are a mediator, do this for both parties; if you are a party, analyze the other and the mediator.
- **PROCESS ANALYSIS SECTION:**
  - describe the negotiation in terms of moves and outcome;
  - review your original plans: did you follow them? Did you meet your objectives? Why or why not?
  - what tactics did you employ within your own group and toward the other group? and how effective were they?
  - how was power used by the parties and the mediator?
  - did the mediator help or hinder? How? (If a party) What was the mediator's strategy? (If a mediator) What did the parties do to help or hinder the mediator's work?
- **REFLECTIVE ANALYSIS SECTION:**
  - evaluate the outcome for each party and for the mediator
  - how completely/easily did you identify with your role?
  - if in this position again, what would you do differently? Why?
  - what did you notice that would have helped people in the other roles be more effective in dealing with your role?
  - what are some strategies for dealing with your own group?
- **CONCLUSIONS SECTION:**
  - what do you think you have learned that could be taken to other bargaining situations? (Do not forget to include references to the mediator wherever appropriate.)

### FINAL PAPER FORM

- Be concise and bring in information only when needed to support one of your arguments.
- Back your statements with your reasoning, carefully separate fact from opinion.
- Use conflict management concepts discussed in class wherever possible.
- Break your writing into sections and subsections (labeled to reflect the content relevant to your paper)
- Write no more than 8 typewritten pages.

### CLASS PRESENTATION

- coordinate within your group so all members tell their stories and there is no overlap
- try to make it as interesting as possible to your colleagues

### GRADING

- **form:** use of the proposed analytical structure, conciseness, clarity, attention to the difference between facts, beliefs and values and attribution to any sources used;
- **content:** logic and completeness of arguments, coverage of issues required, ability to derive some general insights from the specific case studied, contribution beyond insights offered in the case.
- **presentation:** use of class concepts to explain what happened in your group; clarity; ability to select and present in an interesting way some unique feature of the case or some lesson learned.