CMN 6060-01 Negotiation, Mediation and Facilitation, CRN 20006
Winter 2018 CPS Quarter, First Half Session, Blended 6 week Term A
Thursday On Ground Class 5:50 p.m. – 8:00 p.m. Main campus
January 8 – February 17

Contact Information
Instructor Name: Brendan Sullivan
E-mail: bre.sullivan@neu.edu
Phone Number: 617-504-7690
Office Hours: Virtual

In the event that some concern about the course arises and is not addressed by the instructor, please contact Dr. Carl Zangerl, Faculty Director, Graduate Communications Programs, at c.zangerl@neu.edu

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

Supplemental text (recommended, not required)

Software

• Adobe Acrobat Reader

Course Prerequisites
a) Courses: none

b) Student Competencies:

- NU Online Blackboard
- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.

Course Description

Introduces the techniques of dispute resolution. Emphasizes the processes of mediation, facilitation, and negotiation.

Examines techniques suggested by practitioners and researchers regarding best practices for effective negotiation.

A central part of the course requires students to participate in and evaluate negotiation simulations.

Learning Outcomes

Based on satisfactory participation in this course, students should be able to:

1. Demonstrate a conceptual understanding of conflict situations in organizational settings and the role of negotiation, mediation, and other communication techniques in the conflict resolution process.
2. Assess the wide range of variables, including gender and cultural influences that affect conflict resolution situations through analysis of case studies and application of assessment tools.
3. Select appropriate negotiation and mediation techniques for specific conflict resolution scenarios.
4. Identify and address the ethical issues that can emerge during the negotiation process.
5. Apply negotiation and mediation techniques in the workplace and other organizational settings based on role-play and simulations in the course.

In pursuing these objectives, the course will…

- Use the text and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess the best practices in conflict resolution
Course Methodology

Each week you will view lecture materials, read more about the lecture topic in your course text and then you will complete case studies and other assignments where you will have a chance to apply what you’ve learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

<table>
<thead>
<tr>
<th>Weekly Structure</th>
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<tbody>
<tr>
<td>Day 1</td>
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<td>Day 2</td>
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<td>Day 3</td>
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<td>Day 4</td>
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<td>Day 5</td>
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<td>Day 6</td>
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<td>Day 7*</td>
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Assignments designed to achieve learning outcomes:

Discussion Boards (30% of total grade):

I will post one or two discussion questions each week by Sunday. Students must respond to each question (a primary response) by Wednesday evening (day 3). Students also must comment on (a secondary response) at least two of your classmates' primary response answers by the next Sunday evening. Discussion Board Participation will be worth 30% of your course grade. Responses should be informed, professional and courteous. By all means, take care to be understood and respectful. Civility is essential in resolving disputes and serves all of us well as we conduct ourselves in society.
To receive full credit, Discussion Board posts must have the following attributes:

- Comments skillfully apply ideas and facts from readings, lectures, and student’s own organizational communication experience.

- Comments are pertinent and demonstrate critical understanding of the topic by expanding the issue, bringing in additional perspectives, and promoting additional discussion with other students in a respectful way.

- Student contributions meet length, frequency, and writing quality requirements, as well as due dates – the Writing Quality Rubric (see below) applies.

In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Be brief and to the point.
- Make sure the answer adds substantially to the discussion.
- Be collaborative, not combative.
- Be positive in approaching the subject matter.

Avoid the following responses:

- Simple “I agree” or “Good point” statements alone.
- Off-topic postings. Use the Student Communication forum for non-course related discussion postings or additional postings.
- Overly long threads; keep in mind everyone is busy!
- Anything that could be interpreted as offensive by a fellow classmate.
- Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric (each discussion is worth 5 points = 30 points total for the term)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
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</table>
| A/A- (5 pts) | Distinguished/Outstanding | Have participated more than 3 times during the week and have posted outstanding information.  
  - Initial contribution posted on or before day 3  
  - Submitted more than 2 responses to other student posts on or before day 7  
  - Initial post had academic research references  
  - Deliver information that shows that thought, insight, and analysis have taken place  
  - Make connections to previous or current content or to real-life situations |
| B+/B (4.5 pts) | Proficient | Have participated at least 2 times during the week and have posted proficient information.  
  - Posts are made in time for others to read and respond (initial contribution post made on or before day 3)  
  - Deliver information that shows that thought, insight, and analysis have taken place  
  - Make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious  
  - Contain new ideas, connections, or applications, but they may lack depth and/or detail |
| B- (4pts) | Basic | Have participated at least 1 time during the week and have posted basic information.  
  - May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace  
  - Make limited, if any, connections, and those are often cast in the form of vague generalities  
  - Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments |
| C+ (3.5 pts or less) | Below Expectations | Have participated at least 1 time during the week and have posted information that was below expectations.  
  - May not all be made in time for others to read and respond  
  - Are rudimentary and superficial; there is no evidence of insight or analysis  
  - Contribute no new ideas, connections, or applications  
  - May be completely off topic |
• How do you get other students to interact with your posts? By posting to theirs!
• Posting something brilliant on Sunday night is too late to generate a discussion. Please post early and post often.

**Online Assignments (55% of total grade)**

**Communication/Submission of Work**

In the Assignments folder, click on the View/Complete Assignment link to view each week’s assignment. Attach your completed assignments here and click Submit to turn them in to me by the end of the week, day 7. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Grade Center from the Northeastern University Online Campus tab. Please submit documents in MS Word.

In the event a student is unable to complete an assignment on time, they should e-mail or telephone me with a good cause reason in order to submit late. In a six week course, just as in a six week assignment at the office, few excuses can be tolerated. Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments. **All written assignments are due on the last day of the week (Day 7*) at 11:59 PM Eastern Time unless otherwise specified.**

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

**On Ground participation and Role Play (15% of total grade)**

Students must read and prepare to discuss in class the assigned readings for each week. Students must read and prepare for an on-ground role-play exercise or case each week. The format varies from individual one on one negotiations to pairs and teams. While there are no quantifiable winners or losers to each dispute, students are reminded to employ tactics and strategies designed to achieve an outcome that improves the position of both parties (win-win bargaining.)

**Grading/Evaluation Standards**

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

*Minimal preparation* is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.
Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

The instructor reserves the right to scale grades as needed.

Late Submission of Work

Each assignment is due on the date indicated - late assignments will not receive any points. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

Evaluation Measures:
The course grade will be derived from the following coursework, weighted as follows:

- Discussion Boards – 30%
- On line Assignments – 55%
- On ground Participation and Role Play – 15%

Grading Rubric

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Low</th>
<th>High</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
<td>86</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>83</td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>69</td>
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</tbody>
</table>

General Grading Rubric and Grading Scale

<table>
<thead>
<tr>
<th>NU Grade</th>
<th>What It Means</th>
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</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>A (95-100)</td>
<td>Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.</td>
</tr>
<tr>
<td>A- (90-94)</td>
<td>Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).</td>
</tr>
<tr>
<td>B+ (87-89)</td>
<td>Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.</td>
</tr>
<tr>
<td>B (84-86)</td>
<td>Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.</td>
</tr>
<tr>
<td>B- (80-83)</td>
<td>Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.</td>
</tr>
<tr>
<td>C+ (76-79)</td>
<td>Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.</td>
</tr>
<tr>
<td>C (73-75)</td>
<td></td>
</tr>
<tr>
<td>C- (70-72)</td>
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**Attendance/Tardiness (Blended/Hybrid/Traditional Classes Only)**

As the weekly class session is a vital part of the learning experience, all students are expected to attend every week, be on time for the start of class, and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class.
Students with more than 1 unexcused lateness will be penalized 1 point per lateness.

Students with more than 1 unexcused absence will receive a failing grade for the course.

**Writing Skills**

Organizational communication is a writing-intensive discipline. Success as a communicator depends in large measure on the ability to craft persuasive messages in a variety of genres. Therefore, students taking courses in the Master’s in Corporate and Organizational Communication program must demonstrate the ability to write with clarity, coherence, proper grammar and mechanics, and accurate documentation of sources.

Even the most experienced, accomplished writers seek ways to polish their skills. This is why the College of Professional Studies offers students a variety of ways, on-ground at the Boston campus or online with Smarthinking, to seek feedback from writing specialists. We encourage students to take advantage of this feedback on writing assignments on a regular basis.

The Writing Quality Rubric below is used to evaluate writing proficiency in all writing assignments and discussion boards.

**Writing Quality Rubric**

**‘A’-level writing quality.**

The writing conveys sophistication and originality in ideas and in approach to the assignments. The writing responds successfully to the assignments and communicates effectively to the intended audience. The reasoning and logic in the papers shows substance and depth. Writing shows a skillful integration of sources to support the writer’s ideas. Writing maintains a clear and consistent focus. The writing is well organized and the overall organization supports the main focus of each paper. More specifically, each paragraph contains one idea that is developed with details, examples, reasons, or evidence, and each paragraph demonstrates a clear relationship to the next paragraph. Writing shows an elegant sense of style and a clear command of the grammar, punctuation, and spelling of standard written English; i.e., there are no errors or patterns of errors.

**‘B’-level writing quality**

The writing conveys originality in ideas and in approach to the assignments. The writing responds adequately to the assignments and communicates to the intended audience. The reasoning and logic in the papers is adequate. Writing shows an adequate use of
sources to support the writer’s ideas. Writing maintains a consistent focus. The writing is
generally well organized and the overall organization supports the main focus of each paper. More specifically, most paragraphs contain one idea that is developed with
details, examples, reasons, or evidence, and most paragraphs demonstrate a
relationship to the next paragraph. Writing shows an adequate sense of style and a
clear command of the grammar, punctuation, and spelling of standard written English;
there is no more than one pattern of errors that confuses meaning.

Grade deductions of 1-2 points will be applied.

‘C’-level writing quality

The writing needs to respond more completely and consistently to the assignments or
responds incompletely or inconsistently to the assignments. The reasoning in the
papers needs depth and substance, or the reasoning in the papers is severely flawed,
and contains many unsupported generalizations. Writing needs to use sources more
effectively and thoroughly to support the writer’s ideas, or shows an ineffective use of
sources to support the writer's ideas. Writing needs a more unified and developed
focus, or fails to develop a focus. Writing needs to be organized more effectively or is
not organized. More specifically, paragraphs contain one or more than one idea that is
not developed with details, examples, reasons, or evidence, and there is a lack of
transitions from one paragraph to the next. Lastly, the writing shows little or no
command of the style or grammar, punctuation and spelling of standard written English
and contains multiple errors and patterns of errors. The patterns of errors confuse
meaning.

Grade deductions of 3-10 points will be applied.

Documentation Guidelines

The Master's in Corporate and Organizational Communication program requires the use
of APA guidelines for citing sources. Why is proper citation important? It signals that
every student is an active and informed participant in the College’s academic
community. It enables instructors to understand how sources are used to support
perspectives and conclusions. And it forms the basis for ethical communication
practices that are expected in a professional career in communications or any other
field.

For these reasons, students are responsible for learning how to use proper APA citation
methods. To do so, students can review APA guidelines on the Purdue Online Writing
Lab website, or make an appointment with the International Tutoring Center or the
Writing Center on the Northeastern campus. Students are encouraged to review this
excellent interactive tutorial developed by the Harvard Graduate School of Education,
with a focus on modules 2, 3, and 4:
http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed
Failure to use APA guidelines to document sources will result in grade deductions. For careless citation errors, the maximum possible grade a student can earn on that particular assignment (or section of an assignment) is 70% of the total possible points. For instances of plagiarism and other types of violations of academic integrity such as unauthorized collaboration with another student or submitting work from a prior course, the maximum possible grade a student can earn on that particular assignment is 50%, as well as possible referral to the Office of Student Conduct and Conflict Resolution.

There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-structor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

### Class Schedule / Topical Outline

For details about readings, lectures, assignments, etc., students should regularly review the weekly Course Material folder on NU Online.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8-14</td>
<td>Nature of Negotiation, Conflict and Dispute Resolution.</td>
<td>“Essentials” ch 1-2 “Readings” 1.1 1.4, 1.10 and attached articles</td>
<td>Prepare to role play: The Used Car case from “Readings” exercise #5 (on ground Jan 11)</td>
</tr>
<tr>
<td>2</td>
<td>Jan 15-21</td>
<td>Distributive vs Integrative Negotiating, Strategy and Planning, Tactics.</td>
<td>“Essentials” ch 3-4 “Readings” 1.5,1.8, 4.2 and attached articles</td>
<td>Role play: Salary Negotiations from “Readings” exercise #23 (on ground Jan 18)</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading(s)</td>
<td>Role play</td>
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<tr>
<td>3</td>
<td>Jan 22-28</td>
<td>Ethics in Negotiation and Mediation. Perception. Errors and Biases.</td>
<td>“Essentials” ch 5-6 “Readings” 1.12, 1.13, 2.6, 4.1 and attached articles</td>
<td>Role play: Employee Exit Interview from “Readings” exercise #16 (on ground Jan 25)</td>
</tr>
<tr>
<td>4</td>
<td>Jan 29-Feb 4</td>
<td>Communication. Leverage and Power.</td>
<td>“Essentials” ch 7-8 “Readings” 2.8, 2.10, 3.4 and attached articles</td>
<td>Role play: 500 English Sentences and Sick Leave from “Readings” exercises #34 &amp; #35 (on ground Feb 1)</td>
</tr>
</tbody>
</table>

**Academic Honesty and Integrity Statement**

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic honesty and integrity; the complete policy is available at [http://www.northeastern.edu/osccr/academicintegrity/index.html](http://www.northeastern.edu/osccr/academicintegrity/index.html)
• **Cheating** – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student’s exam, paper, computer disk, etc.

• **Fabrication** – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

• **Plagiarism** – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

• **Unauthorized collaboration** – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual’s.

• **Participation in academically dishonest activities** – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

• **Facilitating academic dishonesty** – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take-home exam, taking an exam or writing a paper for another student.

**Resources for International Students**

The list below includes some resources at Northeastern University to support international students.

Global Student Success (GSS) Website: http://www.cps.neu.edu/gss

Global Student Success supports the success of international students at Northeastern University. GSS provides international students with high-quality language, academic and cultural support. Below are the resources that fall under GSS.

International Tutoring Center (ITC) – The ITC offers both English as a Second Language (ESL) tutoring and language and culture workshops. Services are available in-person and online.
ESL Tutoring: Provides high-quality comprehensive English language and academic support for international students through 50-minute individual and group tutoring appointments. Sessions focus on areas including academic writing, listening, speaking, reading and TOEFL preparation. ITC also offers conversation tutorials on various topics.

Language and Culture Workshops: The workshops cover English language skills, American culture, and general tips for academic success. There are in-person and recorded workshops.

Listening & Speaking Classes – These courses offer listening and speaking practice for students to improve their pronunciation, listening comprehension and speaking skills. College of Professional Studies students register via MyNEU.

International Student & Scholar Institute (ISSI) Website: http://www.northeastern.edu/issi

ISSI is committed to being an active resource to the university’s community of international students, scholars and their families. The staff provides professional expertise and advice to ensure that students maintain compliance through their immigration, academic and employment experiences. They also offer cultural and fun activities throughout the year to help students be more engaged with the Northeastern and broader community.

Accent & Communication Training Website: http://www.northeastern.edu/bouve/csd/clinic/accent-and-communication-training-act/

The Accent & Communication Training is for non-native speakers of English who want to enhance their communication skills in academic, professional, and social situations. It is offered through the Department of Speech-Language Pathology and Audiology at Northeastern University’s Bouvé College of Health Sciences.

Northeastern University Writing Center Website: http://www.northeastern.edu/writingcenter/

The Northeastern University Writing Center is housed in the Department of English within the College of Social Sciences and Humanities. It is open to any member of the Northeastern community and exists to help any level writer from any academic discipline.

NUCALLS Website: http://www.nucalls.neu.edu/

NUCALLS is a student organization at Northeastern University that is dedicated to offering free language classes to the Northeastern community. Students who are
interested in improving their English language or other foreign language skills can take advantage of these resources.

**24/7 NU Online Technical Support**
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.
For answers to common questions you may also visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

**MyNEU Technical Support**
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

**College of Professional Studies Policies and Procedures**
For comprehensive information please see the download the Student Handbook also available on the Student Resources page of the Northeastern University College of Professional Studies website.

**End-of-Course Evaluation Surveys**
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at https://neu.evaluationkit.com. Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

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