

Management 6110EMA
NEGOTIATION AND CONFLICT RESOLUTION
3 credits, Fall, 2026
Modality: In Person

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Office Hours:
XXXX
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Course Description

Negotiation is the art and science of securing agreements between two or more interdependent parties. This course deals with understanding the behavior of individuals, groups, and organizations in the context of competitive situations. The purpose of this course is to understand the theory and process of negotiation as it is practiced in a variety of settings. Thus, the course is designed to be relevant to a broad spectrum of negotiation problems that are faced by managers and involve interpersonal conflicts. Through a large number of negotiation exercises, the course will allow participants the opportunity to develop these skills experientially and to understand the application of useful analytical frameworks for different types of negotiations.

There are a series of role-playing exercises that are central to the class. Most weeks will include at least one negotiation exercise that will be done in class. There also will be a role-playing exercise done entirely through email. All of the exercises require outside preparation of your interests and strategies to use prior to class. Since there is a strong emphasis on effective negotiation through the use of role-play exercises and class discussions, each student is expected to participate fully in the exercises, be willing to have others constructively critique his/her behavior, and be willing to try to learn from his/her behavior as well as from the observation of others' behavior. Besides the negotiation role-plays, class includes lectures and the taking of a conflict management inventory.

Course Goals and Learning Outcomes

There are two main learning objectives of this course. The first objective is to explore literature on the processes of bargaining and negotiation, the dynamics of interpersonal and intergroup conflict, and conflict resolution in general. Second, to help students learn about their own individual bargaining styles and to develop sophistication in analyzing bargaining and conflict situations in order to become a more effective negotiator. Upon successful completion of this course, students should be able to effectively engage in a wide variety of distributive and integrative negotiations. They also should be comfortable in dealing with different conflict management situations and effectively use influence and negotiation techniques to help resolve these conflicts. Finally, they should be able to think about developing, maintaining, and improving relationships that can be useful in dealing with different conflicts.

Course Modality Information

This course will meet in person each week and attendance is required. Students are expected to be present and prepared for each negotiation in class and for the discussion about the negotiation and any additional debriefing that is done. You will also be expected to spend some time outside of class preparing for each week's negotiation and at times negotiating out of class. We will discuss each of your out-of-class negotiations during the next class session, so it is important to conduct the negotiation in a timely manner. Please refer to this syllabus to know what material is to be prepared when and when assignments are due. All assignments should be uploaded on CANVAS.

Course Materials

We will be using CANVAS. The syllabus is on CANVAS. Although handed out in class, I will also upload some of our handouts to CANVAS in case you want to keep an electronic version. All assignments should be uploaded on CANVAS. You will be using Zoom, Teams or in-person for one of the out of class negotiations and email for the other.

Course Requirements:

Since this course is largely experiential, it goes without saying that consistent class attendance is very important, as is participating in the outside of class negotiations. For the outside of class negotiations, we will discuss them at the beginning of the next class session. We start with two-party negotiations and then move to multi-party negotiations which will be longer and more complex.

This course is always a difficult one to grade. Students spend most of their time negotiating, but are not graded on the outcomes of their negotiations so as not to put a constraint on experimentation in using different negotiating approaches and styles. If outcomes were graded, it may produce a tendency toward conservatism -- reverting to "tried and true" approaches. Also, since the roles vary in how good your position may be, some roles are more challenging to play than others. However, while it is undesirable to grade outcomes, it is appropriate to grade inputs. Thus, there is a strong emphasis on the class participation grade component that reflects being present in class for each negotiation and participating outside of class for the email negotiation, being prepared to negotiate, contributing to class discussion and analysis of situations, cooperation, and in general being committed to the learning experience.

Grading will be based on the following criteria: an overall grade of 90 and up will be considered an A, an overall grade of 80-89 will be considered a B, and so on.

Class Participation	35%
Reflection Paper	15%
Critical Analysis Paper	25%
Personal Bargaining Experience Paper	<u>25%</u>
	100%

Class Participation:

Students are expected to **participate in all negotiation exercises and class discussions**. Participation includes full preparation for exercises, actively negotiating, and then contributing to class discussion which is a very important part of the learning process in this course. Everyone is allowed up to one absence from the class. Any additional absences will affect your participation score. For example, a second absence will result in the participation component of your grade (i.e., 35% of total grade) being reduced by a letter grade. Any more absences will further reduce your participation grade. If you expect to have to miss classes, you probably should not take this course. You will be evaluated on the quantity and quality of your contributions and insights. Quality comments possess one or more of the following properties:

- offers a different or unique, but relevant, perspective
- contributes to moving the discussion and analysis forward
- builds on other comments
- goes beyond the "I feel" level of introspection

Reflection Paper:

Your reflection paper is based on your conflict management styled as measured by the TKI. You will be given the TKI on **XXX** to fill out at home, and on **XXX** we will be talking about the styles. In your reflection paper you should react to which of the conflict management styles seem more dominant and less dominant for you. Be sure to address personal insights about how your personality, past experiences, or cultural background may have affected your choice of conflict management styles. Also, you will want to talk about going forward whether and how you may try to increase your use of other conflict management styles. Make sure to include your TKI scores in the reflection paper as you discuss what you plan to do going forward. The paper should be **1-2** pages, double spaced, single-sided, and at least 1" margins and 12 pitch font. **It should be uploaded to CANVAS by 11:59 on XXX.**

Critical Analysis Paper:

You will be asked to write a critical analysis of the film 12 Angry Men. In order to do this, you can watch the movie outside of class. The film is available on Youtube, Tubi TV, Turner Classics, and so on. **The paper is due by 11:59 PM on XXX.** In writing the paper, use the principles you have read about in the books, the theories and negotiation strategies presented in class and in the power points, and any other material we have discussed in class. The paper is expected to be approximately 8-12 pages, but it can be longer, typed, double spaced, single-sided, and at least 1" margins and 12 pitch font. **This is expected to be your own work and you should not use AI for this assignment.** More detailed information concerning the paper content and format will be discussed in class and there is a handout that will be posted in CANVAS.

Personal Bargaining Experience Paper:

You will be given a personal bargaining assignment on **XXX**. You must complete this in time to write up the experience and post it on CANVAS by **11:59 PM on XXX**. **For this experience, you will choose a new situation to negotiate outside of class.** This should be something that you normally would not think about negotiating, but you are doing this for the purpose of the class. As we will discuss in class, it can be for anything, since the point of the exercise is to push you to negotiate for more things in your life. This paper should be approximately 3-5 pages, and it can be longer, typed, double spaced, single-sided, with at least 1” margins and 12 pitch font. This paper should reflect on what happened during the experience, why it happened, what you learned from what happened, and what it means you would/should do differently the next time you encounter a similar situation. This paper should acknowledge, explain, and apply concepts from our class sessions, the power points, and the readings. Typically, it should contain four sections: 1) Describe what you plan to do and any preparation you did for the negotiation, 2) Describe the negotiation itself, 3) Discuss any relevant concepts or theories from the course that you or the others involved utilized, and 4) Critically analyze what happened and what you could have done to improve the negotiation in any way. Note: In writing this paper you will often have to evaluate the strategies/tactics used by any other person involved in the negotiation. More detailed information concerning the paper content and format will be discussed in class.

Texts:

The following texts serve as the foundation of class discussion and experiences and can be purchased from the Campus Bookstore:

Getting to Yes, Fisher, Ury, & Patton, 3rd edition, 2011, Penguin Press (FUP).

Influence, New and Expanded: The Psychology of Persuasion, Cialdini, 2021, HarperCollins Publishers (C).

Role-plays:

Central to the course are a series of role-plays. These role-plays are from the DRRC, NTR, and Harvard and are copyrighted material. **The cost of using these is \$45.40. You need to pay for this material by XXX at the latest or you will not receive any more roles. There will be no refunds.**

You can pay for the role-plays with debit or credit card at GT Marketplace:

https://epay.gatech.edu:443/C20793_ustores/web/store_main.jsp?STOREID=513&FROMQRCODE=true&SINGLESTORE=true

If you are having any trouble doing this, you can contact Stephanie Berry.
Stephanie.berry@gatech.edu

Specific role-play material will be given to the students in or before class to prepare. When role-plays are handed out ahead of time, they must not be discussed with anyone before class.

Course Expectations and Guidelines:

I prefer to think about your course experience as a partnership between each student and myself. I will do my best to make this a wonderful learning opportunity, and you should bring your best to engage in the course experience. If at any time you have concerns or questions about what we will be doing, please do not hesitate to let me know. You are expected to prepare fully for each negotiation, negotiate with your assigned partner(s), and participate in the discussion of each negotiation. You are expected to attend the in-person part of the class. You are also expected to participate in the outside class negotiation. This should be done when it is assigned so that you can discuss the outcome in the **XXX** scheduled class session.

Each week role-plays will be assigned along with the name(s) of who you will be negotiating with. If you do become ill or have any other reason for not attending class, please let me know, and we will see if it is possible for you to negotiate remotely.

Student-Faculty Expectations Agreement:

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the students. Simple respect for knowledge, hard work, and cordial interactions with myself and each of the other students in the class will help build the environment that we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Academic Integrity:

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/rules/18b.php> and <http://www.catalog.gatech.edu/genregulations/honorcode.ph>. Any student suspected of cheating will be reported to the Office of Student Integrity who will investigate the incident and identify the appropriate penalty for violations.

Accommodation for Individuals with Disabilities:

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also email me as soon as possible in order to set up a time to discuss your learning needs.