



Module Specification

Key Information			
Module title	Negotiation and Conflict Management		
Level	7	Credit value	15
Lead College	QMUL	Notional study hours and duration of course	150
Module lead author/ Subject matter expert	Seraphim Voliotis		
Module co-author(s)	None		
Notice to students	None		

Rationale for the module
<p>Negotiation and conflict management are the cornerstones of leadership. In order for managers to lead and administer any organisation effectively, they must be able to negotiate with both internal and external constituents in a way and manner that develops or maintains relationships, creates value and can be utilised cross-culturally. Similarly, managers must be able to identify different types of conflict, manage and harness conflict to make it beneficial to organisational and personal growth of key constituents. Further, managers must be able to identify those conflicts that require the use of dispute resolution and the different types of dispute resolution methodologies that are available. So, the module applies practical skills, complemented with substantive knowledge to round out the skill sets of the participants to make them highly effective leaders and managers.</p>

Aims of the module
<p>Students will learn highly practical skills that have been developed and utilised for use in negotiation and conflict management in the public and private sectors. Taught to, and used by, employees of government agencies, judges, prosecutors, Fortune 100 companies, investment funds, hedge funds, through to small businesses, lawyers and others throughout the public and private sectors.</p>

Topics covered in this module:

1. Conflict and Alternative Dispute Resolution;
2. Conflict Styles and Negotiation Strategies and Situations;
3. Moving towards a Positive Outcome: Distributive Negotiation;
4. Moving towards a Positive Outcome: Integrative Negotiation;
5. Effective Communication, Information Collection and Questioning;
6. Persuading and Influencing Others;
7. Behavioural Economics in Negotiation and Conflict Management: Heuristics and Biases;
8. Conflict in the Workplace;
9. Conflict Management and the Role of the Team Leader;
10. Theories and Styles of Leadership vis-à-vis Conflict Management.

The topics covered may be revised to ensure currency and relevance. Students will be advised of any changes in advance of their study.

Learning outcomes for the module

A. Knowledge, Understanding and Cognitive Skills

By the end of this module learners will be able to:

1. Judge and select methods of negotiation and alternative dispute resolution
2. Define and critically evaluate the different types of strategies employed to become effective negotiators
3. Describe and assess substantive and affective conflict as well as interpersonal conflict
4. Demonstrate an understanding of how to manage conflicts in a way and manner that leads to constructive outcomes
5. Construct a coherent approach and evidence-backed argument for persuading another
6. Identify cognitive biases that stand as barriers to effective negotiation and conflict management and the deception and biases that could limit one's own negotiation and conflict management skills

B. Practical, Professional and Key Skills

By the end of this module learners will have developed:

1. Communication skills (particularly, skills of persuading others)
2. Skills to be more effective in their roles within an organization by negotiating and managing conflict
3. The ability to manage conflict actively through reduction, elimination or avoidance
4. The ability to prepare effectively for a negotiation and reach mutually beneficial agreements
5. Research skills into negotiations and conflict management problems and the application of these in the assembling and analysis of facts and situations

Learning and Teaching Strategy and Methods

In addition to the core principles of the learning & teaching strategy and methods for this programme provided in the Programme Specification, Regulations and programme induction, the learning resources for this module are designed by a team supporting the module author with instructional design, learning technology and project management skills.

All students receive comprehensive learning materials in a variety of e-formats for use with different electronic devices. Online learning activities and formative assessments are a key feature of this framework and are linked to the online materials with a Student Progress Log illustrating the level of progress against learning outcomes and syllabus progress. Students can see their skills development through a 'Skills Portfolio', which evolves through the student's completion of formative and summative assessment.

Students will demonstrate their learning through a variety of activities. Moderated peer group exercises will help students demonstrate achievement of learning objectives from conceptual understanding to critical analysis. Students will demonstrate critical analysis skills through participation in discussions to review business models with which they were familiar and others of which they were unaware. Module tutors and programme Student Relationship Managers will be a useful resource for students looking for support with their online discussion and engagement.

Self-assessment exercises will provide students with the opportunity to gauge their learning against topic and module learning objectives as well as against confidence level in their own understanding. This will allow students to identify which content areas require further work on their part.

Learning materials are divided into topics of 10-12 hours of student effort to support student's time management and motivation for study. The learning content is a mixture of video, text, learning activities and formative assessments, with allocated time for preparation, revision and review relating to each item of summative assessment.

Assessment strategy, assessment methods

Pass Mark

The pass mark is 50% for each element of assessment.

Compensation between elements of assessment is available on this module for marginal fails between 45%-49%.

Assessment Elements

1. Coursework (30% weighting)

There is one item of coursework for this module which contributes to the final assessment mark for this module:

Coursework: an essay of 2,500 words in length (maximum) (deadline – week 9-11).

The coursework is designed to check student progress, extend and reinforce concepts covered and also test individual performance.

2. Examination (70% weighting)

The final piece of assessment will be an unseen written examination of two hours' duration.

Learning resources

Learning materials

Learning activities and formative assessments for this module are designed and developed by the Lead Author/Module Leader and incorporate the following:

- Short videos
- Role plays and Simulations
- Learning activities (including discussion forum activities)
- Formative assessments (multiple-choice and True/False quizzes, short answer self-assessments, case study work and matching exercises)
- Learning content

E-resources

All students can access to the e-resources of the University of London which includes a wide range of business and management journals. Students will be directed to journals within each topic of study and given online resources to enhance their information literacy skills as part of the student induction.

Core text(s)

The learning content will be drawn from two key texts (see below).

Author Lewicki, Saunders and Barry

Title Negotiation

Publisher McGraw-Hill

Year 2014 (7th ed.)

Author McShane and Glinow

Title Organizational Behavior: Emerging Knowledge, Global Reality

Publisher McGraw-Hill

Year 2015 (7th ed.)

Other references

The following is an illustrative list of the reading materials that will be referred to in the module:

- Carnevale and Pruitt, 1992. Negotiation and Mediation. *Annual Review of Psychology* 43: 531-582.
- Swacker. Redden and Wenger, 2000. WTO and ADR, *Dispute Resolution Journal* 55(3): 35-38 & 81-87.
- Cellich, 1996. Preparing your Business Negotiation, *International Trade Forum* 2: 20-29.
- Shell, 2001. Bargaining Styles and Negotiation: The Thomas-Kilman Conflict Mode Instrument in Negotiation Training, *Negotiation Journal* 17(2): 155-174.
- Stein, 2001. The Art of Real Estate Negotiations, *The Practical Real Estate Lawyer* September: 1-3.
- Yukl, 1974. Effects of the Opponent's Initial Offer, Concession Magnitude, and Concession Frequency on Bargaining Behavior, *Journal of Personality and Social Psychology* 30(3): 323-335.
- Lax and Sebenius, 2003. 3-D Negotiation: Playing the Whole Game, *Harvard Business Review* November: 64-74.
- Nash, 1950. The Bargaining Problem, *Econometrica* 18(2): 155-162.
- Butler, 1999. Trust Expectations, Information Sharing, Climate of Trust, and Negotiation Effectiveness and Efficiency, *Group and Organization Management* 24(2): 217-238.
- Meyer, 2015. Getting to Sí, Ja, Oui, Hai, and Da, *Harvard Business Review* December: 74-80.
- Cialdini and Goldstein, 2004. Social Influence: Compliance and Conformity, *Annual Review of Psychology* 55: 591-621.
- Graham and Lam, 2003. The Chinese Negotiation, *Harvard Business Review* October: 82-91.
- Bazerman and Samuelson, 1983. I Won the Auction but Don't Want the Prize, *Journal of Conflict Resolution* 27(4): 618-634.
- Lovallo, Viguerie, Uhlener and Horn, 2007. Deals Without Delusions, *Harvard Business Review* December: 92-99.
- Brockman, 1996. Removing the Paradox of Conflict From Group Decisions, *Academy of Management Executive* 10(2): 61-62.
- Lewicki, Weiss and Lewin, 1992. Models of Conflict, Negotiation and Third Party Intervention: A Review and Synthesis, *Journal of Organizational Behavior* 13(3): 209-252.

- Brett , Behfar and Ker, 2006. Managing Multicultural Teams, Harvard Business Review November: 84-91.
- Pinkley, Brittain, Neale and Northcroft, 1995. Managerial Third-Party Dispute Intervention: An Inductive Analysis of Intervenor Strategy Selection, Journal of Applied Psychology 80(3): 386-402.
- Arnold ad O'Connor, 1999. Ombudsperson or Peers? The Effect of Third-Party Expertise and Recommendations on Negotiation, Journal of Applied Psychology 84(5): 776-785.
- Groysberg and Bell, 2014. Should Female Directors “Tone it Down”? Harvard Business Review October: 113-117.