



**International Center for Cooperation and Conflict Resolution (MD-ICCCR)**  
**Teachers College, Columbia University**

**Course: ORLJ 5340**

**Adaptive Negotiation and Conflict Resolution**

**Credit Options:** 3 Credits or Non-credit

**Prerequisites:** None

**Course Schedule:** 2 weekends -- Fridays (4 pm- 8pm); Saturdays & Sundays (9 am- 5 pm)

**Contact the MD-ICCCR if you have questions or concerns:** [icccr@tc.columbia.edu](mailto:icccr@tc.columbia.edu)

**Please review: 5 Statements From The Provost and Dean of the College on the last pages of this document**

**Course Description**

**Adaptive Negotiation:**

The ability to negotiate successfully rests on a combination of analytical and interpersonal skills. This interactive course will emphasize student learning through simulations and role-plays, small and large group activities and discussions, and student assessments and questionnaires designed to promote negotiation understanding and adaptivity across negotiation situations. Weekend One of the course will introduce students to key concepts and frameworks, interpersonal communication, emotion regulation, and cultural styles and differences in negotiation and conflict resolution.

**Adaptive Conflict Resolution:**

The second weekend of the course examines complex, interrelated social-organizational phenomena of power and conflict. Building on theoretical work of Kurt Lewin and Mort Deutsch, these common human experiences will be defined, analyzed, and understood as complex systems in their own right, and then synthesized for a deeper understanding of how they interact in human relationships. More specifically, the Deutsch Model will act as a lens for examining conflict as an unfolding interaction across time and relationships. Lewin’s Field Theory, as well as Coleman’s work on Organizational Power, will then illuminate the often-neglected component of power. Conflict Intelligence (CIQ) will be introduced. The CIQ Model, an innovative and pragmatic framework for navigating difficult power and conflict dynamics within all types of organizations (corporate, governmental, religious, educational, etc.) will be presented in depth. The CIQ Model will reveal the common misunderstandings of power and conflict, as well as point the way toward effective strategies for resolving conflicts characterized by unequal power in organizations.

**Assignments & Readings**

| <b>IMPORTANT DUE DATES</b> |  |
|----------------------------|--|
| * <b>Weekend 1</b>         | <b>2 Case Story Descriptions</b>                             |
| * <b>Weekend 2</b>         | <b>Prisoners’ Dilemma Analysis</b>                           |
|                            | <b>Reflection Paper on Employment Negotiation Simulation</b> |
| * <b>Final Assignment</b>  | <b>Final Paper Applying CIQ Model</b>                        |



### **Selected Readings:**

#### **Read the following book (CU Bookstore):**

Lewicki, R. J., Barry, B., & Saunders, D.M. (2016). *Essentials of Negotiation* (6th ed.). Boston, MA: Irwin–McGraw Hill. *This entire book is **required** reading.*

#### **Read the following book (CU Bookstore):**

Kolb, Deborah, M. (2015). *Negotiating at work: turn small wins into big gains*. San Francisco, CA: Jossey-Bass. *This entire book is **required** reading.*

#### **Read the following book (CU Bookstore):**

Coleman, P. T., Ferguson, R. (2014). *Making Conflict Work, Harnessing the Power of Disagreement*. New York, NY: Houghton Mifflin Harcourt. *This entire book is **required** reading.*

### **Selected Assignments:**

#### **2 Case Stories**

Please come to the online class prepared to share two descriptions of conflict situations in your life that you were (or are) involved in that did not end well and that you would like to revisit or that you would like to intervene in now. Each conflict should be one (double-spaced) page in length. You will have the opportunity to consult on these cases with your classmates by applying the CIQ Model. These conflict stories should be uploaded to Canvas by the beginning of class Friday.

**Final Paper:** Prepare a final paper (about 10-12 pages in length) analyzing a conflict you have had (or one that is ongoing), in which there is power asymmetry. You may have had less power or more power than the party with whom you were or are in conflict, or the ratio of power may have changed during the course of the conflict. The paper will apply the insights and strategies discussed in the course. The paper should begin with a brief description of the conflict—the conditions that created it, the actual conflict, the power relationships, and how the conflict was resolved (or left unresolved).

### **IMPORTANT REMINDERS:**

- *Type all assigned material double-spaced (in a 12 pt. font with standardized margins).*
- **ALWAYS** keep a back-up copy for your records.
- All papers will be submitted on **Canvas**.
- **All citations and bibliographies should be in APA format.** You can check the format for APA citations here: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Duplicate submissions are a violation of the policies of Teachers College.** As stated in the Teachers College Student Handbook, it is a violation of academic integrity to “[submit] any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course.”

**Attendance and Participation:** Attendance is mandatory for all course sessions. You are expected to join all class sessions and participate fully in class assignments and activities. In the event of extenuating circumstances that cause you to miss parts of this class, you must consult with your instructors *and* the Associate Director of the ICCCR.



**Grades:** Grades will be based on demonstrating the knowledge and skills you acquired in the class. This includes integration of theory, both class and personal life experience, and the required readings. You will receive a letter grade or you may opt for Pass/Fail by filling out the Application for Elected Grade Option by the end of the first weekend. Students who are registered for non-credit will automatically receive a Pass/Fail grade.

### *Final Grading Scale*

| Grade | Percentage      |
|-------|-----------------|
| A+    | 98–100 %        |
| A     | 93–97.9 %       |
| A-    | 90–92.9 %       |
| B+    | 87–89.9 %       |
| B     | 83–86.9 %       |
| B-    | 80–82.9 %       |
| C+    | 77–79.9 %       |
| C     | 73–76.9 %       |
| C-    | 70–72.9 %       |
| D     | 60–69.9 %       |
| F     | 59.9% and below |

### *Final Grades Breakdown*

**30%** of the grade is based on **active participation** in class including your work in small-group simulations. You will be measured on how well you apply the skills and concepts you are learning, how open you are to receiving feedback, how well you function as a member of a small group, and other qualities. You will be evaluated on the quality and thoughtfulness of your contributions in class, not the quantity of your contributions.

**70%** is for **written assignments**. You will be measured on how well you integrate your experiences in class with the concepts from your readings, as well as applications in your professional and personal lives.

### **5 Statements From The Provost and Dean of the College**

1. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at [oasid@tc.columbia.edu](mailto:oasid@tc.columbia.edu), stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

2. The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the

SAMPLE SYLLABUS



outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

3. Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

4. It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

5. Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.