



NEGOTIATION, AND PUBLIC CONFLICT/DISPUTE RESOLUTION

FALL TERM 2020		Tuesday Evenings, 7:00 p.m. to 9:30 p.m.			
Location:	On-Line via ZOOM	Office Hours:	By Appointment Only – On-Line		
Instructor:	Steven G. Meilleur, Ph.D., SPHR	Office:	Virtual via Zoom or Google Meets (No Face Time)		
E-mail:	smeilleu@unm.edu (Primary contact)	Text:	505.401.0942	Zoom Meeting:	By Appointment

COURSE OVERVIEW:

This course is a graduate level introduction to the theory and practice of negotiation and public conflict/dispute resolution in the public and private sectors, as well as in union and non-union settings. I consider conflict/dispute resolution broadly and pay special attention to teaching the skills and techniques that will come in handy in both your professional and personal lives. The course will explore negotiating public disputes and building collaborative planning strategies for plans and policies; and will have a special focus on labor-management relations, and collective bargaining using the “interest-based” bargaining method.

Many believe that negotiation is about “getting one’s way.” That is, learning how to impose one’s will more effectively. Others look to negotiation as a means for eliminating conflict, or, at least, minimizing a sense of competition and maximizing the feeling of cooperation among parties in conflict. And still others see negotiation as a way of “splitting the pie,” of fairly distributing value as part of a zero-sum game.

Power is crucial to consider, cooperation is a worthy objective, and distributing proceeds fairly is an important concern: however, framing negotiation principally as a function of any of these may miss opportunities to understand more deeply the background and values of each party and the underlying concerns driving the conflict/dispute. More important, the participants may miss opportunities to craft more creative, useful, valuable and sustainable ways of resolving disputes and making agreements.

Four interesting research findings form the rationale for this course being essential for Public Managers who want to be successful and effective in resolving disputes in their workplace environment:

- First, research in Emotional Intelligence supports the view that understanding ourselves (self-awareness and self-management), understanding others (social awareness) and managing relationships (social skills) are all keys to professional success.
- Second, research on how managers allocate their time confirms that most managers spend 20%-40% of their time dealing with conflict related issues.
- Third, additional research confirms that interpersonal conflict in the workplace (often between a supervisor and supervisee) was the number one factor in employees voluntarily leaving their job.
- Fourth, new research supports the view that collaborative management strategies are essential skills for managers in today’s world of interdependency, alliances and linkages.

Each of these findings addresses the necessity and value of this academic experience for public managers whose behavior greatly affects themselves and others.

This course will aim to enhance Public Managers effectiveness by expanding self and social awareness, and concentrating on the development of knowledge and skills in conflict/dispute resolution for themselves and people in their organizations. The course will stress theory and application in areas of self-awareness, communication, conflict resolution, negotiation workplace mediation, facilitation, multi-party public dispute analysis, and dispute system design.

COURSE OBJECTIVES:

This course will provide the opportunity to increase your understanding and awareness of how managers in public and non-profit organizations constructively approach employment-related disputes and conflict in the workplace. The objectives of the course are to:

1. Experience and analyze the usefulness of negotiation concepts and skills in a variety of contexts, with emphasis on their applicability in the public sphere

2. Feel more confident in recognizing and applying negotiation, conflict/dispute resolution concepts and skills
3. Provide a theoretical and practical understanding of conflict and disputes in the workplace
4. Develop personal understanding and self-awareness of self-management of conflict, and how to develop new skills and techniques to support collaborative dispute resolution
5. Provide fundamentals for designing and implementing a constructive workplace conflict management system

CLASS METHODOLOGY AND LEARNING APPROACH:

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. The course is focused on exploring the current and future challenges of conflict management and dispute resolution in the public sector and in private organizations, and on developing the critical thinking skills required of professionals and agency managers/administrators/supervisors in today's fast-paced and rapidly changing work environment.

Productive participation and discussion require that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

INSTRUCTION METHODS

Exercises and Simulations— The course will include a series of exercises, simulations and demonstrations which will be experiential in nature. We will learn by engaging in the simulations, reflecting about the experience and discussing the negotiations afterward. A fair amount of your effort in this course will be to prepare for the simulations outside of class, especially as the semester progresses.

Lecture-Discussion - Lectures will provide an overview of major concepts, and guest lecturers will offer real-world application of the theories, concepts, and practice of negotiation and conflict/dispute resolution. Your participation in discussing the class material, readings, and other outside reference is important to the success of the class, and will constitute a significant portion of your grade.

Reading - Readings will correspond to the major theme of each class. I expect you to complete the assigned readings before each class, although we may or may not explicitly discuss them in the upcoming class. Many of the readings are useful in helping you think about or prepare for upcoming negotiations and conflict/dispute resolution.

Written Reflections – You are required to keep a journal of your experience of the exercises, class discussion, and readings (See “Assigned Course Deliverables” in this syllabus). The journal is intended to help you refine your understanding and develop your self-awareness of negotiation, conflict/dispute resolution, and your own role as a negotiator, facilitator, and/or mediator or conflict. You will be required to turn in your journals at two points during the semester as scheduled in the syllabus. The entries should describe your experiences in the class simulations, highlight the lessons learned from the session as well as the class discussions and offer your insights about the readings that accompany the classes.

GROUND RULES FOR A POSITIVE CLASSROOM ENVIRONMENT AND EXPERIENCE

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;
- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

MAINTAINING HONOR: CAUTIONARY NOTES ABOUT SIMULATIONS

Simulations provide opportunities for you and your classmates to explore specific aspects of real-world dynamics. We are primarily interested in your faithful and creative participation in the exercises and in your active, thoughtful reflection with the class members. There are a number of ways to play them usefully, exploring approaches and comparing the range of results that other class members and teams may achieve.

That said, it is pretty easy to defeat the purpose of the simulations and exercises. You can exchange confidential instructions or collude with your partner or “adversary” to otherwise break the rules. You can ask people who have taken similar classes in the past. You can look up published accounts of some of them. We urge you to not do any of these. You will only undermine your own learning experience and that of your classmates.

You will also have to determine how to play the roles in the exercises, that is, how to reflect the —real-life|| nature of the exercises. By playing the roles in a straightforward way, most people find that they can find their own sense of style and values within assigned roles and have a sufficiently rich experience to have a number of insights. We advise that you not “overplay” or “underplay” the role. You may want to explore alternative approaches in your own style and personal reactions as well as invent options to create solutions. This is great. However, inventing new information not included in the instructions or creating unrealistic technical or political “fixes” for the problem will likely confuse the other participants. It is best to be engaged, attentive, yet stay within the parameters of the exercise.

A WORD ABOUT EMOTIONS

While the exercises simplify real-world situations, they do intend to raise and isolate real-world dynamics, including conflict. (Many of them are taken from actual case studies.) As such, by preparing for them well and playing them in a straightforward manner, you may experience strong emotions, generated by your opinion of the merit of your own situation or approach, or your criticism of another’s situation or approach. Occasionally, it is tempting to infer that others in the class are honorable or dishonorable from the way they play an exercise. You are urged to resist this temptation. It is important to remember that a) everyone is exploring a range of roles and approaches (we are all learning), and b) we all have the obligation to engage thoughtfully in debriefing the exercises (we all are helping each other learn).

COURSE MANAGEMENT:

As a survey course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique public administration theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. **DO NOT submit your papers to me via UNM Learn Mail.** Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

As a student you are responsible for:

- Being prepared to discuss assigned course readings and exercises and contribute to class each session.
- Contributing to and assisting with the learning of your classmates.
- Making up any missed readings, exercises, and assignments made or due during his/her absence.
- Reading for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions.
- Finding connections with your professional experiences and aspirations; consider the conceptual relationships among topics in the course and the practical application of course material to HR management.
- Regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Preparing all written assignments per instructions in the syllabus and submit them per the course schedule.
- For unexpected personal life difficulties, or difficulties with assignments, e-mail or phone contact with me is strongly encouraged. My schedule can be irregular, but I am responsive to questions and concerns.
- Take charge of what you want to get out of the course. You can explore a new topic or challenge to satisfy a curiosity.
- Alternatively, you can pick something close to your field of study or career goals and build on short- and medium-term needs for your intellectual or professional development.

COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

Because I am not sure how rapidly we will proceed through the different modules of this course, the course schedule is subject to revision and should always be considered to be in draft form. Therefore, the actual timeline of the course topics and discussions held in class may change as the semester progresses, and you are encouraged to give me feedback about your learning needs.

For many of the class sessions, I will seek guest speakers, skill-building simulations, or other opportunities to promote learning based on students' interests. Not all of these activities appear on the course schedule below.

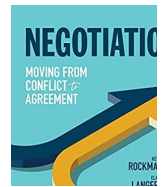
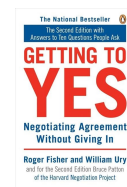
THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION AT THE INSTRUCTOR'S SOLE DISCRETION AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.

DATE	TOPICS, and ASSIGNMENTS	READINGS
8/18/20	Course Introduction & Syllabus Review <ul style="list-style-type: none"> • Introductions • Overview of Negotiations, Conflict, and Dispute Resolution 	<i>Additional Readings and Pre-Class assignments will be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the Course Homepage before each class.</i>
8/25/20	Introduction to Negotiations, Conflict, and Dispute Resolution <ul style="list-style-type: none"> • Conflict and Dispute Resolution • Fundamentals of Negotiations 	<ul style="list-style-type: none"> • Rockmann et. al. – Chapters 1 – 2 • Supplemental Materials – UNM Learn Course Homepage
9/1/20	Understanding Yourself – How Do You Respond to Conflict? NOTE: Complete the TKI and Bring Results to Class – Prepare to Discuss <ul style="list-style-type: none"> • Thomas-Kilmann Conflict Modes Instrument (TKI) 	<ul style="list-style-type: none"> • TKI Materials in UNM Learn Course Folder • Fisher & Ury – Sections I and II (pp 1 – 94) • Supplemental Materials – UNM Learn Course Homepage
9/8/20	Communication Styles and Interpersonal-Intragroup (Team) Conflict NOTE: Complete these two On-Line Jung Typology MBTI-Type Tests Before Class, and Bring Results to Class – Compare Results from Each, and Prepare to Discuss: <ol style="list-style-type: none"> 1. HumanMetrics - http://www.humanmetrics.com/cqi-win/JTypes2.asp 2. SimilarMinds – http://similarminds.com/jung.html 	<ul style="list-style-type: none"> • MBTI Materials in UNM Learn Course Folder • Fisher & Ury – Section III (pp 95 – 144) • Supplemental Materials – UNM Learn Course Homepage
9/15/20	Principled Negotiation – Problem vs. People <ul style="list-style-type: none"> • Getting to Yes – Collaborative Negotiation • Positions vs. Interests – Mutual Gains and Objective Criteria • Identifying Your BATNA • Assign Parts for 9/22 Role Play Exercise – Groups, Roles 	<ul style="list-style-type: none"> • Fisher & Ury – Sections IV & V (pp 145 – end) • Supplemental Materials – UNM Learn Course Homepage
9/18/20	Mid-Term Submission of Negotiation & Conflict/Dispute Resolution Journal - Due by Midnight	
9/22/20	Conflict Resolution Methods <ul style="list-style-type: none"> • In-Class Role Play Exercise – Roleplay parts to be distributed before Class on UNM Learn, or by E-mail – Students are NOT to share information about their assigned roles prior to class. • De-Brief, and Principled Negotiation Discussion 	<ul style="list-style-type: none"> • Role Play Materials – distributed prior to class session • Supplemental Materials – UNM Learn Course Homepage
9/29/20	Planning to Negotiate, and Reciprocity <ul style="list-style-type: none"> • The Dispute Resolution Continuum – Litigation to Mediation • Conflict and Negotiation Strategies 	<ul style="list-style-type: none"> • Rockmann et. al. – Chapters 3 - 4 • Supplemental Materials – UNM Learn Course Homepage
10/6/20	Intangible Interests, and Relationships <ul style="list-style-type: none"> • Negotiating with More Than One Person 	<ul style="list-style-type: none"> • Rockmann et. al. – Chapters 5 - 6 • Supplemental Materials – UNM Learn Course Homepage
10/13/20	Uncertainty, and Formal Power <ul style="list-style-type: none"> • Concept of Power in Negotiations 	<ul style="list-style-type: none"> • Rockmann et. al. – Chapters 7 - 8 • Supplemental Materials – UNM Learn Course Homepage

10/20/20	Alternatives, and Persistence & Goals <ul style="list-style-type: none"> • Methods and Techniques for Addressing Conflict in Communities • Community Consensus-Building on Public Policy and Program Implementation 	<ul style="list-style-type: none"> • Rockmann et. al. – Chapters 9 - 10 • Supplemental Materials – UNM Learn Course Homepage
10/27/20	Labor-Management Relations – Traditional or Position-Based Conflict <ul style="list-style-type: none"> • Strike! Impasse Resolution: Coercive Techniques • Resolving Impasses: Alternatives to Strike – Arbitration 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
10/30/2020	Applied Case Analysis Paper Due by 6:00pm	
11/3/20	Labor-Management Relations – Alternatives through Collaboration <ul style="list-style-type: none"> • Interest-Based Bargaining – Collaborative Labor Relations Techniques & Resources 	<ul style="list-style-type: none"> • Rockmann et. al. – Chapters 1 - 12 • Supplemental Materials – UNM Learn Course Homepage
11/10/20	Facilitated Dialogue & Appreciative Inquiry <ul style="list-style-type: none"> • Options for facilitated dialogue and applications for appreciative inquiry, and applications for these techniques. 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
11/17/20	Mediation – Uses and Applications <ul style="list-style-type: none"> • Mediation and Litigation: A Study in Rough Contrasts • Mediation in Employment Disputes – U.S. Department of Labor EEOC, N.M. Department of Workforce Solutions 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
	The Mediation Process – Basic Techniques <ul style="list-style-type: none"> • Basic Mediation Skills – Mini-Training 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
11/24/20	NO CLASS – THANKSGIVING BREAK	
12/1/20	The Mediation Process – Basic Techniques - <i>Continued</i> <ul style="list-style-type: none"> • Basic Mediation Skills – Mini-Training 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
12/4/20	Final Negotiation & Conflict/Dispute Resolution Journal Project – Due by Midnight	

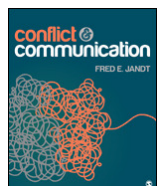
REQUIRED TEXT AND MATERIALS

- Rockmann, Kevin W. et. Al. (2021) *Negotiation: Moving from Conflict to Agreement*, First Edition, Thousand Oaks, CA: Sage Publishing.
- R. Fisher & W.L. Ury, B. Patton. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*, (3rd Ed.) NY, NY: Penguin Books.
- Articles, research reports, and supplemental handout materials provided on-line through the UNM Learn course homepage



OPTIONAL TEXT

- Jandt, Fred E. (2016) *Conflict and Communication*, Current Edition, Thousand Oaks, CA: Sage Publishing.



GRADING AND COURSE REQUIREMENTS:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Negotiation & Conflict/Dispute Resolution Journal Project	45%	A+	98% to 100%
2. Mid-Term Submission of Journal Project	15%	A	94% to 97.9%
3. Applied Case Analysis Paper – Negotiation, Conflict, or Dispute	30%	-A	90% to 93.9%
4. Discretionary Grade (Attendance, Participation, Contributions)	10%	B+	87% to 89.9%
		B	84% to 86.9%
		-B	80% to 83.9%
		C	75% to 79.9%
		F	Below 75%

INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor, yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the second to last class session of the

term. Such requests must include a proposed timeline for submitting the work required for completing the course, and **you will be required to adhere to that timeline once it is agreed to by the instructor**. Failure to do so may result in a grade of “F” for the course.

WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on Web CT course homepage](#)} for further assistance).

NOTE that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally. Papers with excessive problems with spelling and punctuation, grammar, usage and sentence or paragraph structure, and expository writing quality and clarity, will be returned without further comment for revision.

It is wise to have a friend serve as an editor to proofread your written assignments. If you struggle with writing, I encourage you to use the services of the UNM OGS Graduate Resource Center (GRC) also provides dedicated services available for any graduate or professional student engaged in most writing and research projects. The URL for that website is <https://unmgrc.unm.edu/support-services/growl.php>. Take this task seriously and consult the University of New Mexico OGS Graduate Resource Center (GRC) for assistance – the investment of time will pay off for you in the future.

FORM OF WRITTEN PAPERS AND APA STYLE

All papers are required to follow current APA Style Format. **You must submit all written papers via my UNM e-mail account to me, in MS Word format. DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

All papers are required to follow current APA Style Format. I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site; I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to [Publication Manual of the American Psychological Association](#), Current Edition, or use Google. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA528**. For example: **Smith_J_Current HR Issues_PA528**. DO NOT MAKE THE TITLE TOO LONG !!!
- **Paper length guidelines do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.
- **Proper academic and other reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
 - **Note:** *For all of your assignments, external reference sources should be referenced to back up your recommendations or to identify issues or to frame your analysis in the public administration and policy literature. This information would be ideally found in relatively recent journal articles and should reflect current public management thought or practice with respect to the issues identified.*

ASSIGNED COURSE DELIVERABLES

1. CONFLICT MANAGEMENT AND DISPUTE RESOLUTION JOURNAL PROJECT

For each class session, you are required to keep a journal of your thoughts regarding the readings. You will be expected to write about a 4-5-page entry (on average) **for each of the class sessions**. ***If you miss a class session, you are still expected to make an entry in your journal.*** This assignment is designed to provide structure and discipline to your interactions with the text, class discussions, readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. The Journals will be submitted at mid-term, and at the end of the semester. You should focus on the following for each class session and topic(s) covered:

- a) What are the important principles in the texts, assigned readings, readings available on the course homepage, and other additional readings that you find in the course of your research, or your professional curiosity?
- b) How are the principles, concepts or methods presented in the readings applied in your own work environment (or a familiar organization)?

Compare and support your analysis and discussion with material from the text, readings and other outside reference sources. For each of the entries you should have 2 sections:

- a) **Significant insights from class**. What new concepts, skills, models, approaches or ideas stand out for you as particularly interesting and provocative? Why are they so significant to you and the organization you work for? How can you utilize the new ideas or apply some of the skills, and become a more effective public manager or leader? What happens when you utilize the new ideas or apply some of the skills?
- b) **Significant insights from the readings** – including current events, the text, readings provided by the instructor, and other readings you seek out on your own. What new ideas or tools strike you as particularly interesting and stimulating? Why are these ideas or tools so significant to you and the organization you work for? How does it change what you think or do? How might you apply it in your work?

For Sessions 3 and 4 of this class, the Journal must also include in-depth self-reflective descriptions and assessments of:

- your actual conflict style in personal and public settings, (TKI) and
- your communication style (MBTI or other) in personal and public settings.

These particular entries should be **at least 5 pages** for each of the topics, and should address the following issues: positive and negative features of your preferred styles; how your preferred styles have helped/hindered your interactions in the workplace; what you have learned about your preferred styles; and areas you have identified for personal and professional development.

Your final entry in the Journal should be an self-reflective professional paper that relates your learning from the course to your professional growth. Drawing upon your own past experiences and future ambitions explore the nature of your identity as a current and/or future public administrator, manager, and leader in your organization and community, with particular focus on what you have learned about negotiation, conflict, and dispute resolution.

For the entire Journal, use APA Style. In each entry, you should try to make connections between the material presented in class and the readings and relate it to your personal and professional experience. There should be at least two (2) APA cited outside (other than the text) academic reference sources for each journal entry, you are expected to have appropriate outside references for each entry.

**PLEASE ORGANIZE YOUR JOURNAL ENTRIES IN SECTIONS WITH HEADINGS,
SO THAT YOU COVER ALL OF THE REQUIRED ELEMENTS FOR EACH SESSION**

2. APPLIED CASE ANALYSIS OF NEGOTIATION, CONFLICT, AND DISPUTE RESOLUTION

The purpose of this paper is to analyze a negotiation, conflict, or dispute of your interest (workplace, or public). You are expected to extensively analyze a workplace or public negotiation, conflict, or dispute where you are either one of the parties, or an interested outsider. This should be a current, ongoing conflict. Your job is to illuminate the interpersonal, inter-group, and other dynamics and the negotiations of all parties involved. You may focus on one episode that is reflective of the relationship or multiple episodes over time. **You may use a case discussed in your Journal to build upon in this Project Paper.** The basic outline of this Applied Case Analysis is:

- a) **Basic Background** - Introduce the main characters and provide whatever background information you think the reader needs to understand the *context* of your conflict story. Such information may include, but need not be limited

to, names, occupations/duties, organizational units/functions, formal structural relationships, informal relationships affecting the story, etc. You may use charts if you find that helpful.

- b) **The Conflict Issue(s) and original positions** - Describe for the reader the conflict issue in one brief, terse, compact sentence (ok, but no more than three sentences. Also give an equally compact description of the main parties' original positions on the issue.
- c) **The Conflict Story** - Relate as fully as needed the detailed story of the conflict in chronological order. Use names, time frames, basic actions/conversations, reactions/responses, etc. As you describe this story apply either phase analysis or Glasl's escalation framework in your account (<http://www.perspectus.se/tjordan/Escalationmodel.html>), along with other applicable models. Tell the story all the way through as far as it went or as far as it has gone so far.
- d) **The Conflict Elements** - Give a thorough account of the conflict elements for the main parties to the dispute. Analyze each parties' goal/interest, cognition/judgment, and normative/value elements. Show how these elements lead to the conflict. Discuss how each parties' position(s) reflect their interests and concerns.
- e) **The Strategic and Tactical intent and behaviors** - Analyze each parties' initial strategic assessment of likely outcomes – give evidence for your assessment based on the specific kinds of behaviors that both parties engaged in and analyze the changing dynamics of the conflict. If the parties did not or have not yet reached a collaborative solution, then assess the distributive settlement ranges possibilities for each party as appropriate.
- f) **Collaboration assessment** - Analyze those aspects of the conflict that make a collaborative outcome more or less likely. You may want to draw upon other areas of study (e.g. change management, motivation, etc.) in your analysis.
- g) **Intervening for collaborative outcomes** - Finally assume you have been chosen to intercede to help the parties reach a collaborative solution. What kind of actions would you take to increase the likelihood of an integrative solution? You may make suggestions for intervention at any stage of the conflict. You may use either process or strategic interventions. Describe how the use of a third-party intervention would impact the conflict management process. Defend your course of actions.

As always, please integrate concepts you have learned from class into your paper. Use APA Style. In no more than twelve (12) pages, support your analysis with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

3. GROUP/TEAM CASE STUDY ANALYSIS PAPER

The purpose of this Case Analysis Paper is to apply the theory and concepts from the seminar to a practical, applied case assigned by the instructor. This case analysis should be done in teams of between 2 to 4 students. To analyze a case, you critically examine the negotiation and conflict-related issues confronted in the case. Most often you will need to read the case several times - once to grasp the overall picture of the situation and then to discover and understand the specific problems, dynamics, and work environment from the case. The case analysis requirements are as follows:

- Develop an overview of the case that summarizes the situation, the central and ancillary disputes/conflicts, and dynamics between the parties and the history of their relationship.
- Analyze the case based on negotiation and conflict theory and practice as presented in the textbook, lectures, supplemental readings, and other outside reference sources with a focus on how the case helps us better understand dispute resolution processes in public and nonprofit organizations.
- Apply the concepts, tools and methods to the case that are covered in the assigned texts, and authors from the supplemental readings based on class lectures and discussions, and personal experience.
- Recommend a course of action to address the problems and/or issues presented in the case.

Use APA Style. In no more than twenty (20) pages, support your analysis with material from the text and other outside reference sources. A minimum of eight (8) outside reference sources must be used and properly cited in APA style.

Each student is required to complete the "Student Self and Group Project Evaluation Form," which is found in the Case Study folder on the UNM Learn course homepage. The completed form is due on the same day that the group case study is due. Up to half of your participation grade is based on the results of the "Student Self and Group Project Evaluation Form" for the assigned Case Study – clearly, you are expected to be an active, contributing member of your case study team.

4. DISCRETIONARY GRADE – ATTENDANCE, PARTICIPATION AND CONTRIBUTION

This portion of your grade includes, but is not limited to class participation, demonstration that you have read the text and other materials, participation in team/group assignments, and timeliness of assignments. Ongoing student participation is encouraged and will be assessed as a part of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases.

Ongoing student participation is encouraged and will be assessed as a part of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student's contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

Academic Honesty

The University of New Mexico is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the University's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it. In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

Plagiarism

Unfortunately, plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. **Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline.**

Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** above).

Drops and Withdrawals

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Attendance Policy

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

Accommodations

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

OTHER INFORMATION:

Instructor Guidance: I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally, I will have my comments back to you within a day or two, barring unforeseen circumstances. You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

Syllabus Modification: The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.



INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR currently is Senior Vice-President of Risk Services with Poms & Associates, a national brokerage firm that provides risk management training, consulting and information services for its clients and other businesses and organizations. Steve heads the firm's Human Resources & Employment Department, and he specializes in providing consulting and training in HR and employment practices for Poms' clientele in New Mexico and around the United States includes many nonprofit organizations and public entities, as well as private for-profit corporations.

Dr. Meilleur's other work experience includes having served as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, as Executive Director of the New Mexico Solar Energy Association, as Director of the State Bar of New Mexico's Center for Legal Education, and as Human Resources Team Leader and Manager of Organizational Learning with Plains Electric Generation & Transmission Cooperative. Dr. Meilleur has a long service record as a board member and volunteer for numerous non-profit organizations throughout New Mexico.

Dr. Meilleur is also the owner and CEO of PRAXIS Management Solutions, LLC, a training and consulting firm specializing in providing consulting and training services to non-profits throughout the country for over 40 years. PRAXIS specializes in human resource management and employment practices, risk management, performance management, strategic and operational planning, organizational development, quality and process improvement, and organizational research & assessment for non-profit organizations and public sector agencies.

He is faculty member at the UNM School of Public Administration, holding the positions of Adjunct Faculty, and Visiting Lecturer III where he teaches in the areas of human resource management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University's School of Business in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995 and has other professional certifications in areas such as employee relations, instructional design, leadership development, strategic planning, and conflict management. He performs locally with the Black Smoke Blues Band as lead vocalist, and blues harp player. For grins, check out <https://www.youtube.com/watch?v=xZw55VY7HxQ>

FINAL REMARKS FROM DR. MEILLEUR

This course will require a lot of work on your part, including a lot of writing. It is my expectation that your work meets the standards expected from professional graduate students at the University of New Mexico. I've been told by many students that they have had to work harder in my classes, than they did in any other class ... but that they also learned a lot from the classes. That's my hope, and that should be your goal in furthering your professional education.

The bottom line is this ... the more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.
