

# PADM617

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** PADM617 **Title :** Negotiation and Conflict Resolution

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course explores conflict resolution strategies, such as negotiation and mediation, through a series of case studies and role-playing scenarios with an emphasis on ethical practice. Students will be involved in one-on-one, multiple party and inter-agency negotiations. Interpersonal negotiation techniques will be reviewed along with a focus on the ability to assess the influence on cultural diversity on the process. This course involves a high degree of active participation and students should be ready to be in the classroom on a consistent basis to ensure teams are able to accommodate schedules and still satisfactorily practice the concepts taught.

**Course Scope:**

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## Objectives

After successfully completing this course, you will be able to:

1. Develop a thorough understanding of a variety of conflict resolution strategies
  2. Analyze a situation to assess the conflict and identify parties
  3. Deduct the most appropriate strategy to address the conflict
  4. Test the strategy most likely to get to a successful resolution taking into account ethical practices and the cultural diversity of the participants
  5. Assess the results and critique the outcome.
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## Outline

**Week 1: Conflict Resolution History/Theory**

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## Learning Outcomes

Develop a thorough understanding of a variety of conflict resolution strategies

## Required Readings

Please see the weekly readings listed in the Materials section.

## Assignments

Forums Week 1

## **Week 2: Human Behavior Personality Traits**

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## Learning Outcomes

Develop a thorough understanding of a variety of conflict resolution strategies

## Required Readings

Please see the weekly readings listed in the Materials section.

## Assignments

Forum Week 2

Persona Development Assignment

## **Week 3: Negotiation Skills - Mediation**

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## Learning Outcomes

Develop a thorough understanding of a variety of conflict resolution strategies

## Required Readings

Please see the weekly readings listed in the Materials section.

## Assignments

Forum week 3

## **Week 4: Negotiations Skills - Group**

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## Learning Outcomes

Analyze a situation to assess the conflict and identify parties

Deduct the most appropriate strategy to address the conflict

Test the strategy most likely to get to a successful resolution taking into account ethical practices and the cultural diversity of the participants

Assess the results and critique the outcome.

## Required Readings

Please see the weekly readings listed in the Materials section.

## Assignments

Forum week 4

Scenario Development Assignment

### **Week 5: Other Forms of Conflict Resolution**

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#### Learning Outcomes

Analyze a situation to assess the conflict and identify parties

Deduct the most appropriate strategy to address the conflict

Test the strategy most likely to get to a successful resolution taking into account ethical practices and the cultural diversity of the participants

Assess the results and critique the outcome.

#### Required Readings

Please see the weekly readings listed in the Materials section.

## Assignments

Forum week 5

### **Week 6: Informal Negotiation**

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#### Learning Outcomes

Develop a thorough understanding of a variety of conflict resolution strategies

#### Required Readings

Please see the weekly readings listed in the Materials section.

## Assignments

Forum week 6

### **Week 7: Practice Scenarios**

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#### Learning Outcomes

Analyze a situation to assess the conflict and identify parties

Deduct the most appropriate strategy to address the conflict

Test the strategy most likely to get to a successful resolution taking into account ethical practices and the cultural diversity of the participants

Assess the results and critique the outcome.

#### Required Readings

Please see the weekly readings listed in the Materials section.

Assignments

Forum week 7

Practice Scenario 1

## **Week 8: Practice Scenarios**

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Learning Outcomes

Analyze a situation to assess the conflict and identify parties

Deduct the most appropriate strategy to address the conflict

Test the strategy most likely to get to a successful resolution taking into account ethical practices and the cultural diversity of the participants

Assess the results and critique the outcome.

Required Readings

Please see the weekly readings listed in the Materials section.

Assignments

Forum week 8

Practice Scenario 2

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## **Evaluation**

**Grading:**

Name	Grade %
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## **Materials**

**Book Title:** Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

**Author:**

**Publication Info:**

**ISBN:** N/A

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This course will use web resources and instructor-provided citations as course materials. The following readings are required and can be found directly through the Reading and Resource links in your weekly lessons.

### **Required Weekly Readings**

## Week 1 - Conflict Resolution History/Theory

Davis, A. M. (2015). When webb met follett: Negotiation theory and the race to the moon. *Negotiation Journal*, 31(3), 267-283. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1704124908?accountid=8289>

Druckman, D., & Wall, J. A. (2017). A treasure trove of insights: Sixty years of JCR research on negotiation and mediation. *Journal of Conflict Resolution*, 61(9), 1898-1924. doi:10.1177/0022002717721388

Pincock, H., & Hedeem, T. K. (2016). Where the rubber meets the clouds: Anticipated developments in conflict and conflict resolution theory. *Ohio State Journal on Dispute Resolution*, 30(3), 431 – 446.

Webb, C. E., Coleman, P. T., Rossignac-Milon, M., Tomasulo, S. J., & Higgins, E. T. (2017). Moving on or digging deeper: Regulatory mode and interpersonal conflict resolution. *Journal of Personality and Social Psychology*, 112(4), 621-641. doi:<http://dx.doi.org.ezproxy1.apus.edu/10.1037/pspp0000131>

## Week 2 – Human Behavior/Personality Traits

Harinck, F., & Druckman, D. (2017). Do negotiation interventions matter? resolving conflicting interests and values. *Journal of Conflict Resolution*, 61(1), 29-55. doi:10.1177/0022002715569774

Grabowska, A., & Kozina, A. (2016). Interactive approach to negotiating styles dependent on personality traits. *Journal of Management and Business Administration. Central Europe*, 24(1), 2-16. doi:10.7206/jmba.ce.2450-7814.161

Schneider, M. C., Holman, M. R., Diekman, A. B., & McAndrew, T. (2016). Power, Conflict, and Community: How Gendered Views of Political Power Influence Women's Political Ambition. *Political Psychology*, 37(4), 515-531. doi:10.1111/pops.12268

Bloch, B. J. (2015). A behavioral theory of labor negotiations: Its impact on faith-based conflict resolution. *Negotiation Journal*, 31(4), 447-449. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1765843197?accountid=8289>

Dodoiu, G. (2015). Intentions for cooperative conflict resolution in groups. *Team Performance Management*, 21(5), 259-273. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1698969820?accountid=8289>

Lipsky, D. B., Seeber, R. L., & Avgar, A. C. (2015). From the negotiating arena to conflict management. *Negotiation Journal*, 31(4), 405-413. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1765842993?accountid=8289>

## Week 3 – Negotiation Skills/Mediation

Craver, C. B. (2016). Classic negotiation techniques. *Idaho LawReview*, 52(2), 425-462.

Shmueli, D., Warfield, W., & Kaufman, S. (2009). Enhancing community leadership negotiation skills to build civic capacity. *Negotiation Journal*, 25(2), 249-266. doi:10.1111/j.1571-9979.2009.00223.x

Stoshikj, M. (2014). Integrative and distributive negotiations and negotiation behavior. *Journal of Service Science Research*, 6(1), 29-69. doi:10.1007/s12927-014-0002-8

Hay, S., Hay, J., & McCarthy, A. (2015). *Advanced negotiation techniques* (1st ed.). Berkeley, CA: Apress. doi:10.1007/978-1-4842-0850-2

Program on Negotiation: Harvard Law School

<https://www.pon.harvard.edu/daily/negotiation-skills-daily/types-of-power-in-negotiation/>

Zohar, I. (2015). "The art of negotiation" leadership skills required for negotiation in time of crisis. *Procedia* -

Social and Behavioral Sciences, 209, 540-548. doi:10.1016/j.sbspro.2015.11.285

#### Week 4 – Negotiation Skills Group

Ackermann, F., Eden, C., & Pyrko, I. (2016). Accelerated multi-organization conflict resolution. *Group Decision and Negotiation*, 25(5), 901-922. doi:http://dx.doi.org.ezproxy1.apus.edu/10.1007/s10726-016-9472-z

Lipsky, D. B., Seeber, R. L., & Avgar, A. C. (2015). From the negotiating arena to conflict management. *Negotiation Journal*, 31(4), 405-413. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1765842993?accountid=8289>

Crump, L. (2015). Analyzing complex negotiations. *Negotiation Journal*, 31(2), 131-153. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1679872822?accountid=8289>

Eden, C., & Ackermann, F. (2014). 'Joined-up' policy-making: Group decision and negotiation practice. *Group Decision and Negotiation*, 23(6), 1385-1401. doi:http://dx.doi.org.ezproxy2.apus.edu/10.1007/s10726-013-9375-1

#### Week 5 – Other forms of Conflict Resolution

RESNIK, J. (2015). Diffusing Disputes: The Public in the Private of Arbitration, the Private in Courts, and the Erasure of Rights. *Yale Law Journal*, 124(8), 2804-2939.

#### Week 6 – Informal negotiation

Benson, G. E., & Chau, N. N. (2017). Negotiation Skill Development Exercise. *Marketing Education Review*, 27(2), 80-85. doi:10.1080/10528008.2017.1296754

#### Week 7 and 8 – Negotiation exercise

Please reference any aspects that you feel would improve your performance during the exercise from the e-books below:

ASHERMAN, I. G., & Books24x7, I. (2012). *Negotiation at work: Maximize your team's skills with 60 high-impact activities* (1st ed.). New York, NY: American Management Association.

Forsyth, P., & Books24x7, I. (2009; 2014). *Negotiation skills for rookies* (1st ed.). GB: Cyan Books.

#### Web Sites

The APUS library offers a fabulous resource, the Library Course Guide! You can find the PADM guide in the library at <https://www.apus.edu/apus-library/online-research/research/research-guides/school-of-security-global-studies/public-administration> .

Please explore all the tabs. The Articles Tab contains many of the Public Administration Journal links and the web resources are extensive.

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## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## **Late Assignments**

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

## **Turn It In**

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

## **Academic Dishonesty**

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## **Submission Guidelines**

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## **Disclaimer Statement**

- Course content may vary from the outline to meet the needs of this particular group.

## **Communicating on the Forum**

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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# University Policies

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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