

TOPIC: CONFLICT AND NEGOTIATION**SUMMARY:**

No workplace is without conflict. The key to successful conflict management is knowing how to appropriately handle the conflict in a manner that reflects well on both you and your organization. Although most individuals regard conflict as a negative experience, it does not have to be negative. Conflict can result in a positive outcome if you approach it with the right attitude. This chapter addresses the issue of conflict and its impact on performance. Various methods of dealing with conflict, in addition to tips on how to deal with difficult people, are also presented. Finally, the issues of harassment, workplace violence, and negotiation are discussed.

OTHER RESOURCES:**POTENTIAL GUEST SPEAKERS**

- Invite a **UNION OFFICIAL** to talk about the different kinds of unions and their advantages and disadvantages. Also have him or her explain a common union grievance procedure.
- Invite a **PSYCHOLOGIST/MENTAL HEALTH PROFESSIONAL** to discuss the importance of resolving disagreements and/or violence in the workplace.
- Invite a Representative from **THE DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING** or **THE FEDERAL EQUAL EMPLOYMENT OPPORTUNITY COMMISSION** to explain sexual harassment.

POTENTIAL FIELD TRIPS

- Take your students to several **PUBLIC SITES AROUND CAMPUS** (e.g., cafeteria, student lounge, classroom) and identify precautions employees can take to ensure a safe work environment

LEARNING OUTCOMES: *After studying these topics, you will benefit by:*

- Understanding conflict and how best to respond to conflict at work
- Explaining the various conflict management styles and their appropriate application
- Defining negotiation and applying negotiation techniques
- Identifying harassment and workplace bullying and demonstrating how to respond
- Stating employee rights in the workplace
- Demonstrating how to resolve conflict in both a union and non-union environment
- Recognizing warning signs and proactive steps to take against workplace violence

You are a successful student if you:

1. Can name and describe the various conflict management styles and the appropriate time to use each one
2. Write a plan detailing specific actions you will take to improve your personal negotiation skills
3. Research and identify innovative methods companies are utilizing to prevent

workplace bullying

OVERVIEW OF EXERCISES AND ACTIVITIES:

The following chart provides a quick overview of the activities for Conflict and Negotiation. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.
- WEB SEARCHES are for added resources if computers are available.

Activity #	Description	Related Skill and/or Learning Outcome	Can be used Online or in Hybrid Course
Talk It Out	What prevents individuals from being assertive?	Conflict management	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Topic Situation	EAPs and workplace violence. Flirting turns into sexual harassment	Conflict management Workplace violence Sexual harassment	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended

	and job loss. A misinterpreted message fuels conflict.		<input checked="" type="checkbox"/> Online
Think Like A Boss	Conflict with another supervisor Employee harassment complaint	Conflict management	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #1 Handling Interruptions	Classmates practice handling verbal interruptions	Application of conflict management styles	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended
Text Activity #2 Identify Harassment	Identifying harassing behavior in the workplace.	Bullying and harassment	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #3 Co-Worker Behavior	How to deal with various co-workers	Conflict management, employee rights	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #4 Conflict Management Styles	Appropriate response to various conflicts	Conflict management styles	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #5 Negotiation	How to negotiate a raise or promotion	Negotiation skills	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #6 Harassment	Identifying harassing behavior	Workplace bullying	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #7 Union Issue	When to bring in the union with a workplace conflict	Conflict in a union environment	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Writing Exercises			<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #1 Sexual Harassment Policies	Research sexual harassment policies	Identifying harassment employee rights	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended
Additional Activity #2 Discussion Questions	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Web Search	ID an online quiz to gauge sexual harassment	Sexual harassment	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or

	knowledge		Blended <input checked="" type="checkbox"/> Online
Self-Quiz	All	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

TALK IT OUT

1. What prevents individuals from being assertive?

Becoming assertive involves standing up for your rights without violating the rights of others. Have students discuss ways to do this without causing hard feelings. Make students understand that it takes confidence to be assertive.

TOPIC SITUATION RESPONSE***1. How did Luis mishandle the situation? What assumptions did Luis make about Anthony? How should Luis correct the situation?***

This scenario ties in concepts from previous chapters and sets the foundation for key concepts regarding conflict management. Luis already felt conflict from Anthony, so any message from Anthony was bound to be misinterpreted. Luis was wise enough to respond in a professional manner, even if he was angry. After composing himself and reviewing the situation, Luis realized that Anthony was correct. Luis' assumption was that all communications and interactions from Anthony are negative. Anthony may, in fact, target Luis, but Luis is the only one that can control Luis' response to a (perceived) nasty coworker. Anthony should have (ideally) picked up the phone and called Luis for clarification and recommended that Luis clarify in a follow-up email OR Anthony should have simply sent the email to Luis and not copy all other parties. Luis needs to be aware of how Anthony negatively affects Luis. Because Anthony will be on Luis' committee, Luis needs to treat Anthony professional no matter Anthony's behavior. If necessary, Luis can find methods to build a bridge between the two to create a professional working relationship.

2. Who was right and wrong in the situation between Katie and Raj? Whose rights were violated in the previous story regarding Katie, Raj, and the tattoo? If you were Katie, should you have handled the situation differently? Why or why not? If you were Raj, what would you have done differently? Justify your answer.

This situation shows how quickly flirting with a coworker can be misinterpreted as sexual harassment. Typically, the topic response gets heated based upon the student's perspective. Both parties were wrong. The bottom line is that flirting should not occur at work. Even the simple mention of a tattoo in a private location can be misinterpreted. This case study is based on a real situation that happened to one of the author's students. The student (alias Raj) was fired because the company had a zero tolerance policy on sexual harassment. If a party is offended and the behavior is of a sexual nature, it is considered sexual harassment.

3. Did Claudia handle the situation appropriately? Why or why not?

In this scenario, Claudia encounters a coworker who is being physically abused by her husband. As soon as Claudia found out, she connected the coworker with the company's EAP and ensured the coworker was safe. Claudia handled the situation appropriately, but should take one additional step. She should inform her supervisor to ensure the coworker's husband does not show up at the workplace. Situations such as these have the opportunity to turn into workplace violence and Claudia's company needs to take appropriate precautions.

THINK LIKE A BOSS

1. A fellow supervisor always wants to argue about an issue before arriving at a decision. Knowing this is typical of this person's behavior, how should you handle your next confrontation?

You are already one step ahead by knowing the supervisor enjoys arguing. Know the difference between an argument and a debate. Remember to answer with facts whenever possible. Arguing is never productive. If the fellow supervisor doesn't get an argument to his response, he most likely will move on to someone who will argue with him.

2. One of your employees tells you that another employee has been harassing him or her. What should you do?

Immediately meet with the employee in private and listen to the complaint. Do not discount what he or she is telling you. Document the conversation and share the company's policy. Then follow the policy regarding a confidential investigation and follow-up.

Text Activity #1: Handling Interruptions (Exercise 12-1)

Engage in a conversation with a classmate about the best way to take notes in class. Each classmate should attempt to interrupt the other. Practice handling the interruption in an adult, mature manner. What should you say or do when interrupted?

Answers may vary. After role-playing, have the students explain how they felt. Was one party offended or considered rude? What was the most polite but firm way to explain to the other party that he or she shouldn't interrupt? This is a good opportunity for students to integrate information from the Communication chapter regarding body language and tone of voice. You may want to remind students what not to say, for example:

What to say: "Excuse me; may I finish what I am saying?"

What not to say: "Be quiet—I was talking!" or "Wait your turn!"

Text Activity #2: Identify Harassment (Exercise 12-2)

What kind of behavior have you exhibited that could be construed as harassing? How can you change your behavior or attitude to ensure that no one is offended by or could misinterpret your behavior as inappropriate?

Students are to identify kinds of behavior they may have exhibited that could be construed as harassing, then tell how they can change their behavior to ensure that no one is offended. Answers may vary. This is a self-reflection exercise to identify if the student truly understands inappropriate words or behaviors. Examples may include telling dirty jokes, offering a raise for sexual favors, touching another person inappropriately, or continually telling another person he or she is attractive. An example of a change that can be made includes watching what you say and do in front of others. Another example is to defend or protect others who may be experiencing harassment.

Text Activity #3: Co-Worker Behavior (Activity 12-1)

Based on what you learned in this chapter, identify the appropriate response to these poor behaviors sometimes displayed by colleagues.

Poor Management Quality	How to Deal with the Behavior
1. Uses foul language	Tell her you are offended by her language and ask her to stop. Do not associate with her if she is using inappropriate language. If the language is abusive, immediately report her to the HRM department.
2. Steals company property	Immediately and confidentially report the behavior to the HRM department.
3. Tells you to lie	Ignore the behavior if the lie is minor. If it negatively affected your performance, document the incident, report it to the HRM department, and seek a transfer to another department (if necessary).
4. Allows employees to harass other employees	Document what you have observed, and report incidents to the HRM department.
5. Takes the credit for everyone else's work	Keep doing a good job, but document the work you have done.

POOR BEHAVIOR	APPROPRIATE RESPONSE
1. Uses foul language	
2. Steals company property	
3. Tells you to lie	
4. Verbally harasses other employees	
5. Takes all the credit for everyone else's work	

Text Activity #4: Conflict Management Styles (Activity 12-2)

You have a coworker who believes his ideas are always the best and will not compromise. Applying each conflict management style, how would you respond?

Conflict Management Style	Your Response
Forcing	Communicate to the coworker that it is unacceptable to not make any compromises and provide a solution to the situation at hand
Avoiding	Ignore the fact that there is a compromise
Accommodating	Accept his or her ideas without acknowledging there was conflict
Compromising	Come up with a solution where each must compromise something to reach a solution
Collaborating	Work with the coworker to come up with a solution without having to compromise

CONFLICT MANAGEMENT STYLE	YOUR RESPONSE
Forcing	
Avoiding	
Accommodating	
Compromising	
Collaborating	

Text Activity #5: Negotiation (Activity 12-3)

You believe you have worked hard this past year. Applying what you have learned in this chapter, how would negotiate a raise or promotion?

Students are to follow the steps outlined the in chapter by starting with preparation: research the optimal desired outcome. If the student wants a raise, what optimal amount do they want? Is it reasonable? What specific behaviors justify this increase? Does the company have funds to support this increase? Secondly, what offer is unacceptable to the student? Could the company offer something other than a salary increase that would be acceptable (e.g., a new job title, employees to supervise, a lateral move)? Students should then prepare talking points on what would be shared during the meeting with the other party and present the common ground. Instructors should check for appropriate word choice and ensure students present facts to support their desired outcome.

Text Activity #6: Harassment (Activity 12-4)

Identify a time you felt you were harassed or had your rights violated. Based on the information you learned in this chapter, what should you have done differently? What outside resource could/should you have contacted?

Answers may vary. Make sure you assure students that their answers to the first part of this activity will be kept confidential. Because students may have been victims of harassment, expect some very personal and emotional responses. Although you do not want to discuss the particulars, you should discuss outside resource that are available to employees, including the HRM department; company employee assistance program (EAP); the EEOC; or the state Department of Fair Employment and Housing.

Text Activity #7: Union Issue (Activity 12-5)

You are a member of a union and your boss is accusing you of wrongdoing and wants to meet with you. What steps should you take before meeting?

If the employee is guilty of wrongdoing, the employee should attend the meeting along and face the consequences. If the employee is not guilty of wrongdoing or if other employees also exhibit this behavior but are not disciplined, the employee should first meet with the shop steward and explain the situation. The shop steward should be invited to attend the meeting. Students must remember that the job of the union is to protect all employees from violating the union contract. The union does not protect employees from discipline if the employee has done something wrong that is not in violation of the union contract. If the situation is a violation of the union contract and the shop steward cannot work with the manager to resolve, a grievance can be filed. At this juncture, the employee will follow the direction of the union regarding the grievance process.

WRITING EXERCISES

1. Someone at work keeps making inappropriate comments of a sexual nature to you. Write down the steps you would take to resolve the conflict.
2. Describe a time when you felt your rights had been violated. Explain how you felt and how you responded. Include your thoughts about holding grudges against others.

Additional Activity #1: Sexual Harassment Policies

Research sexual harassment policies

1. Research unions specific to the student's target industry/career job
2. Role play in class – student vs. instructor: negotiate substituting an assignment in place of an exam.

Additional Activity #2: Discussion Questions

1. Describe one of the conflict management styles and the appropriate time to use it.
2. Discuss the various forms of workplace harassment.
3. Describe how to deal with a hostile work environment, be specific in the situation.
4. Discuss the best way to handle a workplace bully?

WEB SEARCH

Conduct a web search to identify an online sexual harassment quiz to gauge your understanding of appropriate workplace behavior.

It's always a lively discussion when students share their results.

Self-Quiz

Matching Key Terms: In the blank column match the key term to the definition using the identifying number.

Key Terms	Answer	Definitions
Accommodating conflict management style	13	1. Trying to make others do things your way.
Aggressive behavior	16	2. Employees who are intentionally rude and unprofessional to coworkers
Assertive behavior	3	3. Standing up for your rights without violating the rights of others.
Avoiding conflict management style	8	4. Unwanted advances of a sexual nature
Collaborating conflict management style	12	5. When you consistently allow others to have their way.
Compromising conflict management style	19	6. A coworker who is very familiar with a union contract and assist in resolving a workplace conflict.
Conflict	17	7. Employee benefit that provides confidential psychological, financial, and legal advice.
Employee assistance program (EAP)	7	8. Ignoring the offense to avoid conflict
Forcing conflict management style	1	9. Formal steps taken in resolving a conflict between the union and an employer
Grievance	14	10. Creating a dialog with other involved parties in an effort to create a solution that is fair to all
Grievance procedure	9	11. Behavior that is construed as payback for a sexual favor
Harassment	18	12. Both parties work together to come to a solution without having to give up something of value.
Hostile behavior harassment	15	13. Allowing the other party to have his or her way
Negotiation	10	14. A problem, unfair treatment, or conflict related to employment
Passive behavior	5	15. Any behavior by another employee that is of a sexual nature that an individual finds offensive.
Quid pro quo harassment	11	16. Standing up for your rights in a way that violates others' rights in an offensive manner.
Sexual harassment	4	17. A disagreement or tension between two or more parties
Shop steward	6	18. Offensive, humiliating, or intimidating behavior
Workplace bullies	2	19. When both parties give up something of importance to arrive at an agreement

Self-Quiz Answer Key

Key Terms	Answer	Definitions
Accommodating conflict management style	13	1. Trying to make others do things your way.
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CONFLICT AND NEGOTIATION ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter		
Exercise 12-1		
Exercise 12-2		
Topic Situation: Perception and conflict		
Topic Situation: Zero tolerance sexual harassment		
Topic Situation: Physical abuse and EAP		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 12-1		
Activity 12-2		
Activity 12-3		
Activity 12-4		
Activity 12-5		