

## **UST 433/572 NEGOTIATION & CONFLICT MANAGEMENT SYLLABUS**

### **COURSE OBJECTIVES**

This course views conflict as an ever-present component of any decision-making environment, including Planning, Public Administration and Non-Profit Management. It offers tools for:

- understanding the nature of conflict and of individual and joint decision-making processes;
- devising individual and group strategies that minimize the destructive consequences of conflict;
- identifying and negotiating solutions satisfactory to all involved.

1. Some negotiation and conflict-related concepts and processes are general and context-free, while others are specific to the planning, policy, administration or non-profit fields. Some exercises will illustrate context-free decision patterns while some will exemplify conflict and choice patterns specific to public sector decision making. Exercises and cases, and students' reaction to them, form the basis for class discussions about the nature of various decision mechanisms and the role of perceptions in managing conflicts.

Students will acquire the ability to analyze decision situations, understand the interests of all involved, identify sources of conflict, devise and implement negotiation strategies that recognize when cooperation is beneficial.

### **COURSE STRUCTURE**

The course consists of:

- Lectures and discussion on individual/joint decision processes, negotiations, and conflict management strategies; (Lewicki and assigned readings)
- exercises illustrating various aspects of negotiation and conflict management;
- class discussions and student presentations on assigned conflict management topics;
- discussions of exercise outcomes in terms of formal decision-making models and negotiation theory.

Students are expected to: attend all classes; participate actively in exercises and discussions (see grading).

**Homework should be: TYPED**, labeled (student's name) and **emailed ON TIME**. Communication skills complement analytic ones, so pay attention to completeness and clarity. Grading is based on sound analysis, on effective communication of results and demonstration of knowledge of the material covered.

**Prepare for class sessions:** read text assignments and identify topics that need clarification. Feel free to raise questions to ensure thorough understanding and ability to use the information in contexts outside the classroom. In a recent evaluation, a student noted that she did not like the class because if she had not read the assigned material she was lost in class.

**Prepare for class discussions of exercises:** keep notes on your own behavior, feelings, choices and rationales, as well as notes on your partners' and opponents' behavior. (Make journal notes during exercises, or take some time after class to record your thoughts and perceptions.)

### GENERAL INFORMATION

Instructor: Dan Joyce, M.A. Office: Office/ hours U217, Tuesday 3:00 -3:45, Thursday. 3:00- 3:45 and by appointment via email  
Office phone: 216.407 4400  
E-Mail: d.joyce85@csuohio.edu  
Computer Lab hours: Consult the LCUA WEB page <http://urban.csuohio.edu/tech/>  
(Students can pick up their account information during hours when the computer lab is open)  
Snowy days: Call 216.687.2000

### TEXTS

Roy Lewicki, David Saunders, Bruce Barry, John Minton, Essentials of Negotiation (6th edition, Irwin). (LBS in Schedule.) **Required.**

### Readings

At least one additional reading will be assigned weekly. The readings will be emailed to students.

### EVALUATION PROCEDURE

The final grade (3 credits) for Under Graduate students and 4 credits for graduate students will be a composite of:

<u>Grades for</u>	<u>Weight</u>
Assignments	30%
Class Participation	25%
Exam	10%
Final Paper	35%

Late work will not be accepted. No additional credit is available.

**All tests & papers are required.** Deadline extensions will be given only in extreme circumstances (proof required; vacations are not emergencies).

CSU uses the following letter grades with plusses and minuses. In the Levin College, the letter grades follow this numeric scale:

A = 94-100%

A- = 90-93

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)

C = 70-76 for undergraduates, 70-79 for grad students

D = 60-69 (there is no D for graduate students)

F = 59 and below for undergraduates, 69 and below for graduate students

### **Grades of "I" and "X"**

- **X** - The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "X" also will be assigned by the University Registrar when no grade is submitted by an instructor.
- **I - Incomplete.** The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

### **An "I" grade can be assigned by the instructor when all three of the following conditions are met:**

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
- 3) Student has notified the instructor.

## **ATTENDANCE**

This class employs an experiential learning modality and relies on role plays, exercises, group work and discussion of results. Therefore, attendance is a proxy for participation and is taken at every class.

- Arrive on time (late students hold back the class and require redistribution of roles)
- Attend classes to be engaged, and become familiar with the concepts by experiencing conflict and negotiation simulations.

- Missing class (unexcused) will have a negative impact on your grade.
- Any syllabus changes are announced in class and by email.

### **IMPORTANT CSU DATES**

For add/drop deadlines, holidays and break dates, see CSU Academic calendar, <http://www.csuohio.edu/enrollmentservices/registrar/calendar/>

### **UNIVERSITY POLICIES**

- ❖ **PLAGIARISM** (see the CSU student code of conduct, section 3.1.2) -CSU Student Handbook definition:
  - Plagiarism – Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. (Academic Regulations)
  - Penalties for plagiarism: <http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>  
The penalties for plagiarism are found in full in the Student Handbook under Academic Conduct Regulations.
- ❖ **OTHER**
  - Refer to the CSU Bulletin for add/drop/withdrawal procedures, S/U and incomplete grading.
  - For class cancellations due to weather, call CSU information (687-2000) before class.
  - Grades cannot be changed after their issuance at the end of the Semester.

### **STUDENTS WITH SPECIAL NEEDS**

“Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal education opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of disability should contact the Office of Disability Services at 216.687.2015. The Office is located in UC304. Accommodations need to be requested in advance and will not be granted retroactively.” Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services. My agreement with the Office of Disabilities Services requires that I reach out to students with accommodations, if I have not heard from them by week three. Please take responsibility for your disability by contacting me before then so that we can discuss the implementation of your accommodation.

Week	Date	Read	Subject
1.	8/30	<i>Women Don't Ask.</i> In class.  Chapter 1	Introductions, class organization, class content.  The nature of negotiation. Decision-making basics. Thomas/Kilman
2.	9/6	Chapter 2 <i>Three Approaches to Resolving Disputes: Interests, Rights and Power</i>	Strategy and tactics of distributive bargaining Exercise : The used car
3.	9/13	Chapter 3 Readings, BATNA, Fairpoint Gambit	Strategy and tactics of Integrative negotiation Exercise: The Pakistani Prunes
4.	9/20	Chapter 4 Negotiation: Strategy and Planning, Reading: <i>Negotiation Subprocesses</i>	<b>HW1 Due</b> Lecture, Discussion, Exercise The Job offer
5.	9/27	<b>Cont. Chapter 4</b> Reading Negotiation ethics Three Schools of bargaining ethics	<b>Exam 1 (class time)</b>
6.	10/4	Chapter 5 Reading: <i>Negotiation ethics</i>	<i>Ethics</i> <i>Group Work</i>
7.	10/11	Chapter 6 Frames	Perception, cognition and emotions
8.	10/18	Chapter 6 Cont. Reading: <i>Emotions</i>	<b>Assignment 2 due</b>
9.	10/25	Chapter 7 Readings TBD	Communications
10	11/1	Chapter 8 Reading: <i>Where does Power come from?</i>	Finding and using negotiation leverage Power In Negotiation
11.	11/8	Chapter 9 Reading: Readings <i>Harnessing the Science of persuasion</i>	Relationships in negotiation
12.	11/15	Chapter 10 Reading: <i>Untapped powers: emotions In Negotiations</i>	Multiple parties and teams <b>Assignment 3 due</b>
13	11/22	<b>Email negotiation</b>	Off-site work

14	11/29	<b>Preparation for NIMBY</b> NIMBY Exercise	Debrief email negotiation <b>Do not miss class!</b>
15	12/6	Preparation for final exercise <b>Live exercise</b> <b>Last day of Class</b>	Preparations In teams Multi-party fishbowl Exercise <b>Do not miss class</b>
16	12/13	<b>Final paper Due</b>	<b>Via Email by 6:00pm</b>

### Assignment FORMAT

- Make it interesting to you: keep your writing brief and structured; fulfill the page requirement, do not use fillers.
- Make it professional: spell-check and proofread all work you hand in. Check that assignments cover all the points mentioned in their description below (correctness, completeness and clarity). Cleveland State University's Writing Center can help.
- Make it easy to find: label your products with your name, the homework number and date, and page numbers (if needed). Name file with your last name, first initial and assignment number, ie. Joyce, D hw 1
- Make it easy to read: type all text using word processing.
- Make it easy to understand: explain your logic. State your conclusions where appropriate. Do not leave the reader guessing.
- Make it presentable: be prepared to share your story with the class; plan your presentation so you give only key points, relating them to textbook concepts and classroom discussions.
- Hand it in on time: Email it to d.joyce85@csuohio.edu before the beginning of class on the date due. Please name the file "last name\_hw#" (e.g., "smith\_HW1) It must be in **Microsoft word program**.
- It must be an original work: you cannot recycle a paper you have written for another class.

### Assignment 1

Due 9/20

**At least 2 full pages and as many as 4 pages (Undergrads)**

**Option One:**

Think of a real situation most like a 2-party, one-time, fixed-sum (distributive) negotiation. (It can be a story from your experience, or a current event.) Describe it briefly, and then analyze it in terms of:

- How reality deviates from the 2-party distributive negotiation presented in the text (if everything seems different, you should pick a different example that has at least a few of the key characteristics of a distributive negotiation);
- What goals the players might have had;
- What strategies the players used, and what they might have used to get the best outcome for themselves;
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**Option two:**

- Identify your conflict resolution style from the Thomas/Kilman scale. Describe how using the strategies associated benefit the outcome when you are in conflict. Describe how using a

different strategy might be more beneficial. Identify bargaining/negotiation **tactics** and their effects on outcome. Describe how relationship issues effect choice of strategy.

- **Graduate Students – Will write 4-6 pages and cover both options.**

## Assignment 2

Due 10/20

Option one:

**Undegrads: 3-5 Full Pages**

**Option one:**

From the reading: *Women Don't Ask* comment on the general premise of the research. Answer "Why women don't ask." Relate the article to real life situations and reflect on your reaction. Comment about how it was different or similar to the article. Comment about different approaches from Kilman that were present in the article or your example and if you will change your approach in future negotiations.

**Option two:**

From the films the *Negotiator*, *Bridge of Spies*, *Selma* choose one and identify the types of conflict negotiation strategies and tactics used throughout the film. For example, commitment, chicken, BATNA's etc. You can review another film with prior permission

Identify which issues were decided by Rights, Power or Interests.

**Options three:** Receive approval from me via email to create your own topic which will reflect the material to date, in analyzing a national, local or a popular culture conflict.

**Graduate students** (4-6 pages) are limited to option three. You may propose another conflicts, professional, educational or family but you must cover the material. You can also weave *Women Don't Ask* into the paper. Recycling papers from other classes will raise my ire.

### **Instructions Assignment 3**

Due 11/15

**Length** Undergraduate 5-7 Pages Graduate 6-8

Choose a current conflict from popular culture (can be a movie) politics, current events, (local or national) or an interpersonal conflict. Briefly describe the conflict. **No more than one paragraph in the introduction.**

**1) Describe the conflict and identify the parties using the field analyses on Pg. 108-109. Pay attention to and describe at least one element from the context issues listed on pg. 109.**

**2) Incorporate at least 3 of the following elements into your paper.**

- a) Ethical reasoning, pg. 118
- b) Frames 143
- c) Cognitive biases pg 150
- d) Sources of power listed on page 187 of the **text**,
- e) How existing relationships change negotiation dynamics on pg. 205

Sample Introduction

This paper is going to focus on the conflict between Energy Transfer Partners and the Standing Rock Sioux tribe. I will first set the field describing the actors and their roles and include an assessment of environmental contextual issues. This paper will also explore frames and cognitive biases and power dynamics.



# Final paper instructions

Due 12/13, 10:00pm

## Purpose

- 1) Demonstrate your understanding of the material presented,
    - A) Class room role plays, discussions and demonstrations
    - B) Written Material--- *Essentials* .... Lewicki etal...Chapters 1-9
    - C) Readings--- Lecture and PP. presentations
  - 2) Apply the material to the role plays and class room excercises, **and/or** a recent negotiation experience of your own, **and/or** analyze a historic negotiation or current events, **and/or** make up a situation, **and/ or** think of another vehicle to demonstrate your knowledge.
  - 3) . Undergraduate students--- write a paper no less than 6 and no more than 8 full pages. Graduate students will write a paper no less than 8 and no more than 10.
  - 4) The “A” paper will include:
    - a) the preparation and research before the negotiations.
    - b) It will reflect thoughts on and identify on any ethical considerations that might arise,
    - c) It will mention the affect relationship plays on the conflict and negotiation
    - d) It will detail aspects of the negotiation that were distributive and those that were integrative and why
    - e) It will detail strategies and tactics
    - f) It will identify frames, and biases and types of power
    - g) Anything that will surprise and delight me.
  - 5) The title page does not count as one of the pages. You need **not** include a bibliography unless you cite references outside of the assigned material. The font should be 12 pt. and double spaced.
- **Make it interesting to you:** keep your writing brief and structured; , **do not use** fillers.
  - **Make it professional:** spell-check and proofread all work you hand in Cleveland State University’s Writing Center can help.
  - **Make it easy to find:** label your products with your name, the homework number and date, and page numbers.
  - **Make it easy to read:** type all text using word processing.
  - **Make it easy to understand:** explain your logic. State your conclusions where appropriate. Do not leave the reader guessing. .
  - **Hand it in on time:** Email by 9:00 pm on 12/9/15it to [D.JOYCE85@csuohio.edu](mailto:D.JOYCE85@csuohio.edu)

## Reading List

- S. Alinsky, **Rules for Radicals**, (Random House, 1988)
- M.H. Bazerman & D. Moore, **Judgment in Managerial Decision Making** (Wiley, 2009).
- R.B. Bush & J.P. Folger, **The Promise of Mediation** (Jossey Bass, 1994).
- S.L. Carpenter and W.J.D. Kennedy, **Managing Public Disputes** (Jossey Bass, 1988).
- T-N. Coates, **Between the World and Me**. (Spiegel & Grau, 2015)
- F Duke, **Resolving Public Conflicts: Transforming Community and Governance** (Book Surge Publishers, 2006)
- R.Eisler, **The Chalice and the Blade** (Harper Collins 1988)
- R. Fisher and D. Shapiro, **Beyond Reason** (Penguin Books, 2005).
- R. Fisher and W. Ury, **Getting to Yes: Negotiating Agreement without Giving In** (Penguin Books, 1981).
- M.P. Follett, **Dynamic Administration: The Collected Papers. Of Mary Parker Follett** (Martino Fine Books, 2013)
- B. Gray, **Collaborating** (Jossey Bass, 1989).
- S. Gleason, ed., **Workplace Dispute Resolution** (Michigan State University Press, 1997)
- A. L. Goldman, **Settling for More: Mastering Negotiating Strategies and Techniques** (BNA Books, 1991)
- J. Harjo, **Conflict Resolution for Holy Beings**, (W.W. Norton 2015)
- R. Hastie & R.M. Dawes (2001). **Rational Choice in an Uncertain World**. Thousand Oaks, CA: Sage.
- J.B.Judis, **Genesis: Truman American Jews, and the Origins of the Arab/Israeli Conflict** (Farrar, Straus and Giroux, 2014)
- D. Kolb & Assoc., **When Talk Works: Profiles of Mediators** (JosseyBass 1994)
- K. Kressel, D. Pruitt and Associates, **Mediation Research** (JosseyBass, 1989).
- M. LeBaron Duryea, **Conflict and Culture: A Literature Review and Bibliography** (UVic Institute for Dispute Resolution, 1992).
- R. J. Lewicki, A. Hiam & K. Wise Hollander, **Think Before You Speak** (Wiley, 1996)
- M. Lustig & J. Koester, **Intercultural Competence: Interpersonal Communication Across cultures** (HarperCollins, 1993).
- I. Mitroff, **Smart Thinking for Cray Times: The Art of Solving the Right Problems** (BerrettKoehler, 1998)
- J. Murnighan, **The Dynamics of Bargaining Games** (Prentice Hall, 1991).
- S. Plous (1993). **The Psychology of Judgment and Decision Making**. New York: McGrawHill.
- L. L. Putnam & M.E. Roloff, eds., **Communication and Negotiation** (Sage, 1992).
- E. Rasmusen, **Games and Information: An Introduction to Game Theory** (Blackwell, 1989).
- V.A, Satire, **People Making** ( Condor Books, 1990),
- K.A Slaikeu, **When Push Comes to Shove: A Practical Guide to Mediating Disputes** JosseyBass, 1996).
- K.A Slaikeu, R. Hasson, **Controlling the Costs of Conflict: How to Design a System for your Organization** (JosseyBass, 1998).
- L. Susskind & J. Cruikshank, **Breaking the Impasse: Consensual Approaches to Resolving Public Disputes** (Basic Books, 9187).
- R.E Walton, J.E. CutcherGershenfeld & R.B. McKersie, **Strategic Negotiations: A Theory of Change in Labor Management Relations** (Harvard Business School Press, 1994).

