The public/non-profit administrator, whether primarily concerned with management, policy or finance, is called upon to manage or becomes involved in a wide variety of conflicts. Conflict is ubiquitous - within and between organizations and agencies, between levels of government, between interest groups and government, between interest groups, between citizens and agencies, etc. The increasing complexity and interrelatedness of the issues that the public sector is called upon to address, and the increasing sophistication and engagement of groups representing both public and private interests, compounds the challenge. In this environment, it is essential for public and non-profit administrators to know how to manage conflict effectively.

Effective conflict management involves analyzing a conflict, understanding the dynamics between the parties, and determining the appropriate method of conflict resolution. In the absence of confidence and skill in conflict management, most public officials resort, often counterproductively, to the use of power, manipulation, and control. Possessing confidence and skill, one can exercise other options.

Through readings, discussions, and simulations you will develop an understanding of conflict dynamics and the art and science of negotiation and will be introduced to the role that can be played by conflict resolution techniques such as mediation. The course will emphasize the theoretical as well as the practical, the reflective as well as the applied. I encourage you to keep a journal, as you should learn a lot about yourself regarding your relationship to conflict and negotiation and the ways you typically deal with them; you will be invited to report on that learning during the course.

Evaluation:
1. **10% - Class participation.** This is for contributions to class and participation in class exercises, not for mere attendance - attendance is mandatory.
2. **10% - Performance in “Sally Swansong” role-play.** Your grade will reflect how well you advance the interests of the party you represent in the negotiation and how well you demonstrate negotiation competence by applying the best practices discussed in the course. See below for more detail.
3. **80% - Reflective essay discussing what you learned from preparing for and from participating in the final negotiation exercise.** Four-to-five pages, double-spaced, indented paragraphs with no extra lines between them, 10- or 11-point Times New Roman font, with minimum 1” margins; due as an e-mail attachment on Friday, February 12, or by mutual agreement. My evaluation of the paper will be primarily based on your ability to demonstrate that you have studied the course readings and reflected on the class discussions and see their relevance to what you did and what you observed during the final negotiation exercise. You should therefore cite course readings and class discussions whenever possible, putting footnotes in parentheses in the text (author, title if there is more than one title by the author in the readings, page number). Though content is paramount, grammar, punctuation (e.g., proper use of commas), spelling, clarity and professional presentation all matter, and papers that are poorly written or full or mistakes will be returned to be redone, with an automatic one-step grade reduction. I have provided, on Blackboard, a Grammar Sheet containing a summary of basic rules of grammar, and you will be held accountable for them. Seek assistance from the Writing Center (212-998-8866, writingcenter@nyu.edu) if you suspect that your writing still needs improvement.

You are sincerely invited to have fun in this course. It is not a requirement, however, and how much fun you have will not affect your grade in the course.

Readings:
Articles posted on Blackboard
Session 1 - Tuesday, January 5: (6:00 – 9:10 p.m.) - 25 W. 4th St., room C-20
Conflict Management and Conflict Dynamics
Strategies for Managing Organizational Conflict

Readings:
Deikman, The Observing Self, pp. 92-95; Boston, MA: Beacon Press, 1982


Hofstadter, excerpts from “Metamagical Themas: Computer tournaments of the Prisoner’s Dilemma suggest how cooperation evolves,” Scientific American, May, 1983


Malhotra and Bazerman, Negotiation Genius, Introduction, Chapter 14 (pp. 296-top half of 300); New York, NY: Bantam Dell, 2007


Session 2 - Friday, January 8: (10:00 a.m. – 1:10 p.m.) - 25 W. 4th St., room C-20
Principles of Negotiation – part one

Assignment: Do Development Negotiation in the Project Review Process outside class.

Readings:
Malhotra and Bazerman, op. cit., Chapters 1-10.

Ury, Brett and Goldberg, "Three Approaches to Resolving Disputes," Chapter 1 in Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict; San Francisco, CA: Jossey-Bass, 1988


Session 3 - Tuesday, January 12: (6:00 – 9:10 p.m.) - 25 W. 4th St., room C-20
Principles of Negotiation – part two
Competing Theories of Negotiation

Assignments:
1. Do Maxwell House negotiation outside class. (See Blackboard for basic roles and additional material for 1 or 2 optional follow-up meetings).

2. Be prepared to discuss the explicit and implicit debate about power in the six readings assigned for this session. You may be called on to summarize the authors’ respective views, and you will need to have thought about these readings, not just read them.

3. Be prepared to speak about the relevance of the course experiences and readings for your life (any aspect). What are the conflict management and negotiation strategies you think you typically use in life? What are you learning about yourself in relation to conflict and negotiation?

Readings:
Malhotra and Bazerman, op. cit., Chapters 11 and 13


Meltsner & Schrag, "Negotiating Tactics for Legal Services Lawyers," in Goldberg, Sander & Rogers, eds, Dispute Resolution: Negotiation, Mediation & Other Processes, pp. 18-23; Boston, MA: Little, Brown, 1992


Murray, "Understanding Competing Theories of Negotiation," Negotiation Journal, Apr. 1986

Session 4 - Friday, January 15: (10:00 a.m. – 1:10 p.m.) - 25 W. 4th St., room C-20
Principles of Negotiation – part three
Communication in Conflict Management

Assignments:
1. Do the Sally Swanson negotiation outside of class (allow 30-45 minutes and bring a calculator with you, just in case you need it). Each pair of negotiators will write up and legibly sign an agreement, assuming they reach one, to be handed in at session 4. It will be graded on the basis of both how well you did for your client, compared to how others in the class did for that same client, and how well you demonstrated negotiation best practices. If you think that my understanding of your individual performance won’t be clear from the agreement itself, you may (but are in no way obligated to) write me an individual memo explaining why the negotiation ended up as it did.
2. Be prepared to play the role of Audrey Simmons at the meeting in her office when the community representatives demand the cancellation of the awards ceremony in “Audrey Simmons and the FAA” (see below).

Readings:

Malhotra and Bazerman, op. cit. Chapter 12

Lewicki et al, “How to Improve Communication in Negotiation”; op. cit.; pp. 137-138

Stone, Patton & Heen, excerpts from Difficult Conversations; NY, NY: Viking Press, 1999


Schindler & Lapid, excerpts, The Great Turning; Santa Fe, NM: Bear & Co., 1989

Final paper: Reflections on the final negotiation exercise

The final negotiation exercise, to be conducted outside of class, will be a team negotiation. You will be a member of a two- or three-person team and will negotiate with a similar team from another class. You will need to set aside time to meet as a team to prepare for the negotiation and find a convenient time at which both teams can negotiate for one-and-a-half to two hours.

Upon the completion of the negotiation, the two teams will together prepare a written statement that (a) either spells out the terms of the agreement or states that no agreement was reached and (b) lists the names of all the negotiators, by teams. The statement will be submitted to me electronically, and I will disseminate a compilation of the statements to all the teams after everyone has done the exercise.

The individual final paper will be (a) a reflection on what you learned from preparing for and participating in the final negotiation exercise, including any insights gained from seeing the results submitted by the other negotiating groups; and (b) a demonstration that you have studied the course readings and learned from the class discussions and see their relevance to the experience of the negotiation exercise. Please see page 1 of this syllabus for more detail about my evaluation criteria, formatting requirements and due date.