INSTRUCTOR
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OFFICE HOURS
Office hours are by appointment on Tuesdays between 4:30 – 6:00, or at other times by phone.

COURSE MEETING
Tuesday, June 8, 15, 22 and 29 from 6:45-10:15 p.m. in Room 102 at 19 West 4th

COURSE OVERVIEW

CONTEXT
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 and resolve conflict effectively.

Effective conflict management involves analyzing a conflict, understanding the dynamics between the parties in conflict, and determining the appropriate method of conflict resolution. In the absence of confidence and skill in conflict management, most leaders resort, often counterproductively, to the use of coercion, manipulation, and control. Possessing confidence and skill, one can effectively exercise the available or create options for managing conflict. Arguably, the most important conflict management strategy is negotiation, a process that allows people to reconcile divergent values and interests into desired outcomes. Successful negotiators not only need confidence but specific ability to identify issues, exchange information and employ negotiation strategies and tactics.

OBJECTIVES
This course introduces students to the theory and practice of conflict management and resolution, and negotiation. The ability to navigate conflict dynamics and negotiate successfully also requires a combination of analytical and interpersonal skills. Analysis helps to provide context of a situation, develop negotiation strategies and tactics, identify the interests of you and the other parties, overcome barriers to effective negotiation, and reach mutually agreeable and sustainable outcomes at the bargaining table.

The goal for the course is to create a shared conceptual framework, which should lead to better analysis of conflict situations and better use of opportunities to negotiate, and better preparation to more effectively negotiate. Specifically, the course will provide opportunities for you to:

Appreciate the relationship between conflict, communication and negotiation;
Understand the nature of conflict and joint decision-making processes; and
Develop and use strategies and tactics to address conflict, such as communication, which minimize the negative aspects and maximize the benefits of conflict.

STRUCTURE
The course and each class session will emphasize both the theoretical and the practical. Through course readings you should understand the theoretical basis for negotiation and conflict management. Through participation in negotiation exercises you will have the opportunity to practice and sharpen your communication and persuasion skills, and to try a variety of negotiating tactics and strategies.

Through discussion of the readings and exercises you will apply what you learn with what you do outside of the classroom. The course includes a wide array of negotiation exercises to practice what you learn or know in familiar and unfamiliar contexts. The course modules are building blocks that guide you to work on progressively more complex and challenging negotiations.

REQUIREMENTS
Course Readings
Read all assignments, engage in critical thinking about the topics, and feel free to raise questions in class to ensure you understand the material, and know how to use the information in negotiation exercises and situations outside the classroom. You should complete the readings by the date they appear on the syllabus.

Class Participation
Attendance is mandatory. The course only meets four times, albeit for relatively lengthy sessions, which is why I ask you to be in class. I understand health and family emergencies occur, and that work may require you to miss class. Unfortunately, the class is not designed for “make up” sessions. However, depending on what we covered in class, a make up assignment may be an option to consider. If you cannot make a class, let me know because it usually means reassigning groups in the exercises. You also need to consider the importance of the assignment to your negotiating partners.

The negotiation exercises and discussions are the core of the course. There are countless opportunities in this class for you to actively participate in discussions about the readings and exercises. I will take attendance during each class and take note of how actively each of you participates in class. If you do not speak up, it is difficult to discern your grasp of the course materials.

Negotiation Exercises
Participation in the negotiation exercises is mandatory. This means you should prepare, attend class and arrive on time, fully engage in the exercise, pay attention your performance and the performance of other participant(s) in your group, so you can become better negotiators. In some instances you may be assigned to observe others in a negotiation, which provides an opportunity to learn from another vantage point.

The course readings and materials offer tools to help you prepare to negotiate. You should also expect help with how to evaluate your performance and the performance of others. Feel free to prepare for negotiations with others who have the same role.

You will find most documents on the course Blackboard site. Some, I will hand out in class or by E-mail. You may receive your role before, during or after class. In other courses, you may find it helpful to read
course materials before they are due. In this class, that is fine for the readings, but you are on your honor when it comes to reading material for the negotiation exercises. You should not read confidential material intended for others in your group.

I do not object to negotiation over the phone, but you will miss nonverbal cues, which will influence the negotiation process, and, perhaps, the outcome. It’s your job to consider the risk. Commit fully to playing your assigned role in a negotiation. Typically, people have a preferred approach to conflict management or negotiation. You will find yours. Once you do, I challenge you to sharpen those skills and develop others. Remember that there is no right way to negotiate and manage conflict. Although some argue that some are ideal. Regardless, the situation, stakes and your skills shape your choices.

At least one exercise will require you to submit a written agreement, and for other exercises we will discuss the process and outcomes in class. I will grade your written agreement(s) and your participation in class. Your journal is the place to record your reflections on each exercise and you can become a better negotiator. You should turn in your journal at the same time you are required to submit written agreements. Otherwise, turn in your journal soon after the last class.

Reflective Journal
The reflective journal should:

• Provide a record of how what you are learning applies to you at work, school, home, and/or in other interactions.
• Track your progress as a negotiation and think critically about your relationship to conflict and negotiation and the ways you deal with them.

Consider your journal an executive communication, clear and concise writing is more important than the number of pages. I will grade the journals based on how well you communicate about how what you are learning applies to you, reflect on your relationship to conflict and negotiation, and identify the ways you deal with them. You do not need to provide citations in your journal but you may reference specific discussions or readings. I prefer that you send your final journal by E-mail.

GRADING
30% - Class participation - This is for contributions to class and participation in class exercises, not merely for mere attendance - attendance is mandatory. Again, the class is not designed for “make up” sessions. However, depending on what we covered in class a make up assignment may be an option to consider.

25% - Performance in a negotiated exercise - This negotiation will require you to submit a written agreement. 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.

25% - Reflective Journal (see above)

20% - Oral Exam - Each student will meet with me for 15 minutes on June 28th or 29th, or speak by phone no later than June 30th. You will need to answer questions regarding:
• preparation for negotiation,
• management of negotiation process,
• personal skills development, and
• your own negotiating style.

There is no written final exam.

COURSE READINGS
• Stone, Patton & Heen, Difficult Conversations, New York, NY: Viking Press, 1999
Both are available at the Professional Bookstore and on reserve in Bobst Library
• Articles posted on the course Blackboard site

COURSE OUTLINE
SESSION 1: TUESDAY, JUNE 8, 2010

KICKOFF TOPICS
• Course overview
• Course syllabus

POTENTIAL DISCUSSION STARTERS
Conflict
  1. What is your response to conflict?
  2. What are the implications of your approach?
  3. Is it possible to reverse at spiral of unmanaged conflict?
  4. What are assisted and unassisted approaches to address conflict?
  5. What the distinctions of conflict management, resolution and transformation?
  6. How do you manage your emotions in a conflict situation?

Negotiation
  1. How would you define effective negotiation?
  2. Are you an effective negotiator? Who do you know who is effective?
  3. What principles do you employ in a negotiation?
  4. What are the likely effects of focusing on interests and positions in a negotiating situation?
  5. When and why does it make sense to use competitive strategies in negotiations?
  6. Where do ethics fit into the negotiation process?
  7. When are ethical standards important for you? For others?
  8. Can you tell when someone is lying to you?
  9. Do you try to affect the emotions of others in a conflict situation? How? Why?

Communication
  1. Are you a competent communicator?
  2. If you are a poor communicator, and know it, what can you do to get better?
  3. What are barriers to authentic listening?
  4. How do you know if someone is not listening? What do you do?
  5. What happens when people are the problem?
  6. What are some strategies to analyze and manage Difficult Conversations?
7. Under what circumstances is a person with a problem not a problem?

Getting Ready to Negotiate

EXERCISES
Plan to participate in a couple of exercises during class. There are also a couple of self-assessment tools you need to complete before class, which you can find on the course Blackboard site. You will receive a notice when they are posted.

READING FOR JUNE 8TH
Textbooks (at Professional Bookstore)

Articles (on the course Blackboard site under assignments)
Deikman, The Observing Self, pp. 92-5; Boston, MA: Beacon Press, 1982
Malhotra and Bazerman, Negotiation Genius, Introduction, Chapter 14 (pp. 296-top half of 300), and Chapters 4 and 5; New York, NY: Bantam Dell, 2007

HOMEWORK FOR JUNE 15TH
You will be assigned a negotiation exercise as homework, which will be a topic for discussion in class on June 15th. You will not need to turn in a written agreement for this exercise, but prepare for the discussion. The exercise will mostly involve two-parties, we will manage the partnering and roles in class.

SESSION 2: TUESDAY, JUNE 15, 2010

KICKOFF TOPIC
Homework assignment
POTENTIAL DISCUSSION STARTERS
Negotiating Strategies
1. Are distributive bargaining and integrative bargaining mutually exclusive?
2. What causes tension between claiming and creating value?
3. How can you avoid barriers to negotiation, such as the “Negotiator’s Dilemma”?
4. Under what circumstances would you make the first offer in a negotiation?
5. Under what circumstances would you lay all of your interests in the table?
6. How can you use good questions (and answers) to advantage?
7. In real life, in an instance with high stakes, how and when should you choose which strategies and tactics to use? What information would you use to make the choice?
8. Is it the negotiating strategy that makes an effective negotiation? If so, then what is the most effective strategy? If not, what is and how can you get better at it?
9. How might you figure out the strategy someone else is using in a negotiation?
10. Which ways of building trust do you find most appealing?
11. How can you use communication to support your choice of strategy?

READING FOR JUNE 15TH


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


Skapinker, “Fine Betrayal” in The Financial Times, October 5, 2002


EXERCISES DURING CLASS ON JUNE 15TH
Plan to participate in a couple of exercises during class. There are also a couple of self-assessment tools you need to complete before class, which you can find on the course Blackboard site. You will receive a notice when they are posted.
HOMEWORK DUE JUNE 22TH
You will be assigned a negotiation exercise as homework, which will be a topic for discussion in class on June 22nd. The homework may involve preparing outside of class and negotiating in class. You will not need to turn in a written agreement for this exercise, but prepare for a discussion. The exercise will involve more than two-parties, we will manage the partnering and roles in class.

SESSION 3: TUESDAY, JUNE 22, 2010

KICKOFF TOPIC
Homework assignment

POTENTIAL DISCUSSION STARTERS
1. What are the arguments to support or undermine competing theories of negotiation?
2. What are some considerations and implications for negotiating based interests, rights, and/or power?
3. Is there a role for power in negotiations?
4. Which sources of power are most likely to help deal with difficult situations?
5. What are the complications and opportunities in multi-party negotiations?
6. How do conflicts play out in the public realm?
7. Why are some public disputes intractable?
8. Is consensus a process or outcome?
9. You are faced with a negotiation or conflict situation about whom you only know demographics, style, and affiliation? You have an hour before you meet. What might you do to prepare?
10. What would you do in the shoes of Audrey Simmons?

READING FOR JUNE 22ND


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


HOMEWORK DUE JUNE 29TH
You will complete this negotiation outside of class. Your goal is to identify and solve the problem the case presents and pursue an agreement. If you reach agreement, commit its entirety to writing, and turn in 2 COPIES signed by you both at the beginning of class on the 29th. Make use of your journal to reflect on what occurred in this negotiation, and turn it in with your agreement. The negotiation will be graded on the basis of 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. Make sure you include you name on all pages of your assignments.

SESSION 4: TUESDAY, JUNE 29, 2010

KICKOFF TOPIC
Homework assignment (Turn in 2 copies of your signed negotiation agreement.)

POTENTIAL DISCUSSION STARTERS
1. What contributes to conflicts within organizations?
2. Do you think most business decisions are made rationally?
3. What type of behaviors are present when the goal by one or both negotiators is to win, gain, lose, and/or retaliate?
4. What is the best way to anticipate and prepare for difficult situations and behaviors?
5. If you were building a team, what would you look for, in the potential team members, with respect the 5 conflict styles?
6. What skills and mindset are necessary when a negotiator assumes the role of a mediator?
7. What are some facilitative moves to use to make meetings work?
8. How does a negotiator achieve cultural competence?

READING FOR JUNE 29TH


Shapiro, “Negotiating Emotions,” Conflict Resolution Quarterly, Fall 2002

**ORAL EXAMS**

June 28-29th (pre-arranged 15 minute meetings)
June 30th (pre-arranged 15 minute telephone calls)