



Negotiation for Effective Management

PA 6322.501

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Course Description

Students in this course will learn about negotiations, principally in the public sector, and will develop and practice skills to become more proficient negotiators. The course will be a combination of learning about negotiations and participating in exercises and simulated negotiations. The exercises and simulations are chosen to reinforce the theories about successful negotiations and successful negotiators and to all students to develop their own negotiation skills.

The ability to successfully negotiate and to collaboratively solve problems and seize opportunities is increasingly a necessity of effective management, and rests on a combination of analytical and interpersonal skills. In the case of negotiation, analysis is important because collective problem solvers cannot develop promising strategies without a deep understanding of the structure and context of the situation, the interests of other parties, the opportunities and barriers to creating and claiming value (twin forces of cooperation and competition) on a sustainable basis, and the range of possible moves and countermoves both at and away from the “bargaining table.” Beyond analysis, interpersonal skills are important because negotiation and other forms of collective problem-solving are essentially processes of communication, relationship and trust building (or breaking) and mutual persuasion.

MPA Mission Statement and Learning Objectives:

The Master of Public Affairs program advances excellence in public service. The program accomplishes this mission through three sets of activities aimed at preparing its students to serve as capable and ethical stewards of the common good. It imparts essential knowledge, competencies and perspectives to a diverse array of future and current professionals in government and nonprofit organizations. It supports the wider community through in-service professional and leadership training, through policy and management analysis services, and it produces new knowledge through practice-centered research.

The Master’s degree in Public Affairs is a professional diploma that focuses on skills of management and analysis that contribute to successful carrying out of administrative and leadership responsibilities in government and nonprofit settings. The specific outcome objectives for students who graduate with the MPA degree are:

1. Students will demonstrate an understanding of the theoretical foundations of public management, policy making, and leadership in government and nonprofit settings;
2. Students will demonstrate proficiency in organizational and decision analysis, research and evaluation practice, and quantitative and qualitative techniques;
3. Students will demonstrate sound preparation for careers in the public and nonprofit sectors; and
4. Students will demonstrate a mastery of persuasive written and oral communication.

Course Student Learning Objectives and Outcomes:

This course is designed to help you better understand the theory, processes, and practices of negotiation, conflict resolution and relationship management so that you can be a more effective negotiator and manager in a wide variety of situations. If you take advantage of the opportunities this course offers, you will be comfortable and more productive managing negotiations as well as professional and personal relationships.

You will develop an understanding of the principles, strategies, and tactics of effective negotiation, conflict resolution, and relationship management, and enhance your ability to assess the variables in negotiations, the impact of interpersonal styles, personality, and culture.

- Students will be able to explain fundamental negotiation concepts;
- Students will be able to understand the differences between distributive bargaining and integrative negotiation;
- Students will demonstrate their knowledge of negotiation concepts by participating in negotiation simulations;
- Students will explore their conflict styles; their communication competence; their cultural intelligence and their ethical orientation;
- Students will be able to analyze real-life negotiation cases;
- Students will improve their interpersonal skills and negotiation effectiveness through role-plays and simulations;
- Students will develop a set of tools that would help them better analyze conflict situations and prepare more effectively for future negotiations in which they may be involved;
- Students will have the opportunity to practice their power of communication and persuasion and to experiment with a variety of negotiation tactics and strategies;
- Students will better understand how organizations manage conflict more effectively;
- Students will learn to become better principled negotiators;

Texts:

Roy Lewicki, David M. Sanders, and Bruce Barry. 2010. *Essentials of Negotiation*, 5th Edition. McGraw-Hill. ISBN-10: 0073530360. [Lewicki]

Roy Lewicki, David M. Sanders, and Bruce Barry. 2009. *Negotiation: Readings, Exercises, and Cases*, 6th Edition. McGraw-Hill. ISBN-10: 007353031X. [REC]

Some cases are acquired through Kennedy School of Government www.ksgcase.harvard.edu.

Simulations ordered from the PON Clearinghouse: www.pon.org.

Recommended:

Roger Fisher and William Ury. 1991. *Getting to Yes* 2nd edition. New York: Penguin Books.

I suggest getting through the Lewicki and Thompson books ASAP. The knowledge learned will help you with the simulations and assignments.

Grading:

Assignments	10%
Leading the week's discussion	10%
Post-Negotiation critique/evaluation	25%
Written case analysis and presentation	30%
Participation	25%
Total	100%

Assignments: Students are expected to come to class prepared. You should have read all of the assignments and completed all of the assigned exercises/case for the evening.

- **Written assignments:** There will be several written assignments and reaction papers during the semester. These assignments will include a critical analysis over the readings during the week you lead the discussion. This 2-3 page (3-5 for PhD students) paper should be a critical response to the readings, not a summary. You should discuss general themes, disagreements, and insight from the readings. Feel free to draw comparisons to readings from other weeks or other classes. Remember to support your insights and conclusions with the literature. Common knowledge, common sense, and your unsupported opinions are not acceptable. Your paper will be evaluated on your clarity and the strength of your writing as well as your supported arguments.
- **Lead week's discussion:** Each week one or two students will be responsible for leading the class discussion on the topic. This means that you will supplement my lecture (which will be based on the textbook- LEW) with your own presentation (which will be based on the readings from the textbook REC). In **about 30 minutes** prepare to introduce the substantive theme of the week to your peers through an interactive presentation. The presentations should introduce the general theme of the readings and **facilitate a discussion of the concept**.

Students leading the discussion will:

- ✓ Provide a very brief summary of that week's materials.
- ✓ Have questions for the group to initiate discussion and dialogue.
Important! Asking: "does anyone have questions?" does NOT qualify as creating a discussion and will effect your grade. I suggest that you weave your questions throughout your discussion; do not wait until the end.
- ✓ (Strongly recommended:) Bring to class additional material/s (reports, current events, articles) that relate to that week's readings and can enhance the class' learning experience and that of your fellow colleagues.
- ✓ **Please note: the presentation should NOT be a PowerPoint summary of the**

readings. It should illustrate the theme of the week and guide a follow-up discussion through thoughtful questions.

You will be graded based on the following criteria:

- ✓ Appropriate focus of the presentation to reflect the general theme of the week;
 - ✓ Effectiveness of the activity/materials used to illustrate the substantive theme of the week;
 - ✓ Degree of organization and clarity in guiding the presentation.
- **Written Case Analysis and Presentation:** Each student will choose a negotiations case through the Kennedy School of Government Case Program, The Institute for the Study of Diplomacy or other source. The case must be approved by Professor Goodman on or before **March 24**. The final case analysis is due on **April 14**.

General guidelines for case analysis

- The case analysis should be approximately 8-10 pages (12-14 for PhD students) in length (not including cover page and reference pages), double-spaced containing standard fonts and margins.
 - The paper must have an introduction, body, conclusion, and reference list.
 - Grades will be based on the quality of the writing, integration of course materials, creativity, and originality.
 - You should supplement the required readings with materials you have acquired independently from class with particular emphasis placed on academically-oriented sources (papers must include minimum of 8 references).
 - The papers must be well organized, cite outside sources in the body of the paper, and document all sources used in a reference list using **Turabian style** format.
 - Your grade will be substantially reduced if you have grammatical, syntax, or spelling errors.
- **Post-Negotiation Analysis X2:** You are to submit two (2) post-negotiation analyses. The post-negotiation analysis will allow you to reflect on successful and failed strategies and should allow you to better prepare for and respond during subsequent negotiations. Specifically, you will evaluate your behavior and your classmates' behavior in a negotiation exercise. Your task is to describe your perceptions and significant insights gained from your participation one of the negotiation exercises. **The paper should not be a detailed report of everything that happened in the negotiation.** Briefly, describe what happened in the negotiation, providing only a short overview of the key events. Rather, the paper should focus on analysis and insights. Although not an exhaustive list, here are a few examples of the type of issues that you could address:
 - Who controlled the negotiation and how did they do it?
 - What were the critical factors that affected the negotiation situation and outcomes and what can you say about these factors in general?
 - How did the negotiation context differ from other exercises, and what new factors did this context highlight?
 - What did you learn about yourself from this experience?
 - What did you learn about the behavior of others?
 - What did you learn about bargaining and conflict from this situation?

- What would you do the same or differently in the future, or how would you like to behave in order to perform more effectively?

A high quality analysis is one that tries to step back from a negotiation, identifies key events and processes, uses course concepts to help structure the analysis, and is well written.

Typically, people focus too much on narrative (i.e., what happened) and not enough on analysis (i.e., why it happened), try to avoid falling to this trap.

- **Class participation, preparation, and attendance:**

- Class participation is critical. Participation in case preparation, discussion questions, presentations, and class discussion. Students are expected to participate in all class discussions and group activities. Class attendance and participation is critical; negotiating skills cannot be learned by reading alone. For the majority of class sessions you will be assigned a role, paired with one or more counterparts, given instructions—both “general” instructions that are common knowledge and “confidential” instructions for your eyes only. You are expected to prepare conscientiously and carry out the exercise. These exercises are the most important vehicle for learning in class. One major requirement, therefore, is that you carefully prepare for, carry out, and be ready to share insights from the exercises with the class.
- Many of the exercises include confidential instructions. **Do not show these confidential instructions to others!** You may choose to discuss or reveal some of their content – indeed, communicating your interests clearly is essential to effective negotiation – but you must not physically show others your confidential instruction sheets. This rule largely mirrors reality since it is rarely possible, in most negotiation situations, for example, to reveal your values underlying your position or information or instructions to your negotiating counterparts.
- The instructions for the exercises are designed to be self-explanatory. Please follow the instructions carefully. If the instructions fix the set of issues to be negotiated, do not invent new ones; this will distract from the intended focus of the exercise as well as make scoring and comparisons hopelessly complicated. The class functions far more effectively when we all cooperate in observing this rule.

- The Public Affairs Graduate Faculty has adopted the Turabian *Manual for Writers*, 7th Edition as its exclusive reference manual. Professors expect PA graduate students to use Turabian for all written assignments. Citations (in-text and reference list) must be used in all assignments where appropriate. Students should only use footnotes to further explanation of a topic in the paper; footnotes should not be used for reference citations. All papers must be double-spaced and use 12-point Times or Times New Roman with standard 1-inch margins. Be sure to include page numbers.

- Grading scale:

100-93=	A
92-90=	A-

87-89=	B+
83-86=	B
80-82=	B-
77-79=	C+
73-76=	C
< 73=	F

Expectations:

Behavioral Expectations: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction (e.g. surfing the Internet, texting, twitting, facebooking, etc). Inappropriate behavior in the classroom shall result minimally, in a request to leave the class. Please put your cell phone on silent.

Academic Honesty: I sincerely trust and expect that academic dishonesty will not be an issue in this course. Unfortunately, it has become a very serious problem on many campuses. The purpose for including the following statement is to prevent any misunderstandings about what constitutes academic dishonesty and what I will do if I should encounter or seriously suspect it. An act of academic dishonesty will result in a referral to Judicial Affairs. Any of these violations will be considered academic dishonesty and treated as such.

- **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
- **Fabrication.** Making up data or results and recording or reporting them.
- **Falsification.** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research or academic work is not accurately represented in the research or work record.
- **Multiple submissions.** The submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
- **Plagiarism.** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- **Complicity.** Intentionally or knowingly helping, or attempting to help, another or commit an act of academic dishonesty.

Violation of School or University Rules. Students may not violate any announced departmental or college rule relating to academic matters including, but not limited to, abuse or misuse of computer access of information in any academic exercise.

For additional information please visit:

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AvoidDishonesty.html>

Course Outline: (weeks are approximate)

Week 1 January 14	Topic: Introductions and assignments Discuss: Collecting Nos REC pg 564 and Assignments: Course objectives and expectations Sign up for leading class discussion
Week 2 January 21	Topic: Fundamentals of Negotiation Readings: Lewicki, Ch 1; REC: 1.1, 1.5, 1.10 Assignments: Course objectives and expectations due Exercises: Personal Bargaining Inventory; # 2, Pemberton's Dilemma Leader:
Week 3 January 28	Topic: Distributive Bargaining Readings: Lewicki, Ch 2; REC 1.3, 1.6, 1.7 Exercise: #4 Used Car Assignment: Collecting Nos due (REC 564-65) Leader:
Week 4 February 4	Topic: Integrative Bargaining Readings: Lewicki, Ch 3; REC 1.9, 2.5, 2.13 Exercise: #9 Pakistani Prunes, Due: Post-negotiation Analysis #1 Leader:
Week 5 February 11	Topic: Strategy and Planning Readings: Lewicki, Ch 4; REC 1.2, 1.4, 3.9 Exercises: #5 Knight/Excalibur; Thomas-Kilman Conflict Mode instrument Assignment: #8 Planning for Negotiations Leader:
Week 6 February 18	Topic: Psychological Aspects Readings: Lewicki, Ch 5; REC 2.1, 2.2, 2.3 Exercise: #14 Salary Negotiations Questionnaire: Six Channels of Persuasion Leader:
Week 7 February 25	Topic: Communication Readings: Lewicki, Ch 6; REC 2.6, 2.9, 6.2 Case: Oil Pricing Exercise Questionnaire: Communication Competence Scale Leader:
Week 8 March 3	Topic: Power Readings: Lewicki, Ch 7; REC 2.4, 2.7, 2.8 Case Peabody's Trailer Parks KSG 1069.0 and #2 Pacific Oil Company Exercise #21 Elmwood Hospital Assignment: 10-\$1 bills for March 24 Exercise Leader:
Week 9 March 10	ASPA, No Class
March 17	Spring Break
Week 10 March 24	Topic: Ethical Standards Readings: Lewicki, Ch 8; REC 2.10-2.12; Confessions of a Used Car

	Dealer Questionnaire: SINII Scale, Trust Scale, Exercise: #16 Exit Interview (If time permits) Case: Dealing with the Devil KSG1737 Leader:
Week 11 March 31	Topic: Negotiating and Relationships Readings: Lewicki, Ch 9; REC 3.1-3.9 Exercises: #16 Exit Interview Simulation: Hacker-Star Assignment: Email negotiation for # 14 Joe Tech due Leaders:
Week 12 April 7	Topic: Multiparty, Coalitions, and Teams Readings: Lewicki, Ch 10; REC 1.8, 3.10-3.13, 6.1-6.4, 6.6, 6.7 Exercise: <i>Bilboards in Wyethville</i> ; #23 Coalition Bargaining (\$10) Assignment: Hack-Starr Memo Leaders:
Week 13 April 14	Topic: Cross-Culture Negotiations Readings: Lewicki, Ch 11; REC Section 4 and 5, 6.5 Exercise: Cultural Intelligence Scale Leaders:
Week 14 April 21	Topic: Conclusion and Simulation Lewicki, Ch 12; REC Section 7 Exercise: TBD Assignment: Case analysis due
Week 15 April 28	Topic: Presentations Assignment: Course objectives and expectations due

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Disability Services

The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and

accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at <http://www.utdallas.edu/studentaccess>

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

These descriptions and timelines are subject to change at the discretion of the Professor.