

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.

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 simulation games will illustrate context-free decision patterns (for example, the Prisoners' Dilemma, the Battle of Sexes, the Game of Chicken) while some will exemplify conflict and choice patterns specific to public sector decision making (for example, making budgeting decisions or negotiating public-private cost-sharing arrangements). Games 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 stakes 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 on individual/joint decision processes, negotiations, and conflict management strategies;
 - class discussions and student presentations on assigned conflict management topics;
 - simulation games illustrating various aspects of negotiation and conflict management;
 - discussions of game outcomes in terms of formal decision making models and negotiation theory.
- ◇ **Students are expected to:** attend all classes; participate actively in discussions.
 - ◇ **Homework should be:** **TYPED** and handed in **ON TIME**. Communication skills complement analytic ones, so pay attention to completeness, clarity, and aspect of written work. Grading is based on sound analysis, and on effective communication of results.
 - ◇ **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.
 - ◇ **Prepare for class discussions of games:** keep notes on your own behavior, feelings, choices and rationales, as well as notes on your partners' and opponents' behavior.
(Make journal entries during games, or take some time after class to record your thoughts and perceptions.)

GENERAL INFORMATION

Instructor:	Professor Sanda Kaufman
Office:	UR220.
Office hours:	Before class and by appointment.
Office phone:	216.687.2367
E-Mail:	s.kaufman@csuohio.edu
Snowy days:	Call 216.687.2000

CONSULT:

- | | |
|-----------------------------------|---|
| ○ The course web page | http://urban.csuohio.edu/~sanda/syl/conf.htm |
| ○ Blackboard: | schedule, readings, homework and paper descriptions, test outcomes |
| ○ The conflict resources web page | http://urban.csuohio.edu/~sanda/conflict.htm |
| ○ The instructor's web page | http://urban.csuohio.edu/~sanda/newsk.htm |

TABLE OF CONTENTS

<u>COURSE OBJECTIVES</u>	4
<u>IMPORTANT CSU DATES</u>	4
<u>UNIVERSITY POLICIES</u>	4
<u>SPECIAL NEEDS¹</u>	
<u>COURSE METHOD</u>	1
<u>OFFICE HOURS, LOCATION, PHONE</u>	2
<u>TEXT</u>	2
<u>OTHER READINGS</u>	3
<u>EVALUATION PROCEDURE</u>	4
<u>ATTENDANCE</u>	4
<u>SCHEDULE</u>	5
<u>HOMEWORK FORMAT</u>	6
HOMEWORKS	6
<u>BIG GAME 1: CITY OF TAMARACK</u>	7
<u>BIG GAME 2: ELMWOOD HOSPITAL NEGOTIATIONS</u>	9

TEXTS

Roy Lewicki, David Saunders, Bruce Barry, John Minton, **Essentials of Negotiation** (4th edition, Irwin, 2007).
(LBS in Schedule.)

Roy Lewicki, David Saunders, Bruce Barry, John Minton, **Negotiation Readings, Exercises & Cases** (5th edition, Irwin, 2006).

OTHER READINGS

- Kevin Avruch, **Culture & Conflict Resolution** (United States Institute of Peace, 1998).
- M.H. Bazerman, **Judgment in Managerial Decision Making** (Wiley, 1986).
- M.H. Bazerman, M. A. Neale, **Negotiating Rationally** (The Free Press, 1992).
- Barbara Bunker, J. Z. Rubin, & Associates **Conflict, Cooperation & Justice** (Jossey-Bass, 1995).
- 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).
- Raymond Cohen, **Negotiating across Cultures** (United States Institute of Peace, 1998).
- J. Crawley, **Constructive Conflict Management: Managing to Make a Difference** Nicholas Bealey Publishing, 1992).
- W.A. Donohue, **Managing Interpersonal Conflict** (Sage, 1992).
- Carsten de Dreu, Evert van de Vliert, eds., **Using Conflict in Organizations** (Sage 1997).
- J. T. Dunlop, A. M. Zack, **Mediation and Arbitration of Employment Disputes** (Jossey-Bass, 1997).
- 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).
- R. Fisher and S. Brown, **Getting Together: Building Relationships as We Negotiate** (Penguin Books, 1988).
- J.P. Folger & T.S. Jones eds., **New Directions in Mediation: Communication Research & Perspectives** (Sage, 1994).
- Barbara Gray, **Collaborating** (Jossey-Bass, 1989).
- Sandra Gleason, ed., **Workplace Dispute Resolution** (Michigan State University Press, 1997)
- Alvin L. Goldman, **Settling for More: Mastering Negotiating Strategies and Techniques** (BNA Books, 1991).
- Lavinia Hall, ed., **Negotiation: Strategies for Mutual Gain** (Sage, 1993).
- J.Hammond, R.Keeney, H.Raifa, **Smart Choices: A Practical Guide to Making Better Decisions** (Harvard Business School Press, 1999).
- R. Hastie & R.M. Dawes (2001). **Rational Choice in an Uncertain World**. Thousand Oaks, CA: Sage.
- Ralph A. Johnson, **Negotiation Basics: Concepts, Skills and Exercises** (Sage, 1993).
- Deborah Kolb & Assoc., **When Talk Works: Profiles of Mediators** (Jossey-Bass 1994)
- Kenneth Kressel, Dean Pruitt and Associates, **Mediation Research** (Jossey-Bass, 1989).
- Michelle LeBaron Duryea, **Conflict and Culture: A Literature Review and Bibliography** (UVic Institute for Dispute Resolution, 1992).
- Roy J. Lewicki and Joseph A. Litterer, **Negotiation** (Richard D. Irwin, Inc., 1985)
- Roy J. Lewicki, A. Hiam & K. Wise Hollander, **Think Before You Speak** (Wiley, 1996)
- Myron Lustig, Jolene Koester, **Intercultural Competence: Interpersonal Communication Across cultures** (Harper-Collins, 1993).
- Ian Mitroff, **Smart Thinking for Cray Times: The Art of Solving the Right Problems** (Berrett-Koehler, 1998)
- J. Murnighan, **The Dynamics of Bargaining Games** (Prentice Hall, 1991).
- S. Plous (1993). **The Psychology of Judgment and Decision Making**. New York: McGraw-Hill.
- Linda L. Putnam, Michael E. Roloff, eds., **Communication and Negotiation** (Sage, 1992).
- Eric Rasmusen, **Games and Information: An Introduction to Game Theory** (Blackwell, 1989).
- Richard Shell, **Bargaining for Advantage: Negotiation Strategies for Reasonable People** (Viking, 1999)
- K.A Slaikeu, **When Push Comes to Shove: A Practical Guide to Mediating Disputes** Jossey-Bass, 1996).
- K.A Slaikeu, R. Hasson, **Controlling the Costs of Conflict: How to Design a System for your Organization** (Jossey-Bass, 1998).
- Lawrence Susskind and Jeffrey Cruikshank, **Breaking the Impasse: Consensual Approaches to Resolving Public Disputes** (Basic Books, 9187).
- Howard Raiffa, **The Art and Science of negotiation: How to Resolve Conflict and Get the Best Out of Bargaining** (Harvard University Press, 1982).
- R.E Walton, J.E. Cutcher-Gershenfeld & R.B. McKersie, **Strategic Negotiations: A Theory of Change in Labor-Management Relations** (Harvard Business School Press, 1994).
- William Ury, **Getting Past No: Negotiating with Difficult People** (Penguin Books, 19981).

William Ury, Jeanne Brett and Stephen Goldberg, **Getting Disputes Resolved: Designing Systems to Cut the Cost of Conflict** (Jossey-Bass, 1988).

<http://cat.xula.edu/thinker/> : Thinker - assists students with their mastery and appreciation for the field of cognitive psychology.

EVALUATION PROCEDURE

The final grade (4 credits) will be a composite of:

Grades for		Weight	Max. Grade/Max. Points
Assignments	(due 9.15, 10.27, 12.1)	10%	3, 2, 5/10
class participation	(in games, discussions, hw & game presentations)	25%	15 presence + 10 rest/25
midterm 1	(9.29)	15%	100/15
midterm 2	(11.10)	20%	100/20
final paper	(due 12.8)	30%	100/30

- * **Game 2** (see schedule below) is the basis for the final paper and cannot be made up.
- * Late work will **not** be accepted.
- * No additional credit is available.
- * **All tests & papers are required.** Test make-ups will be given **only** in extreme circumstances (proof required; vacations are not emergencies). Students are responsible for scheduling make-ups within 1 week of the class test. (Make-ups are different in content, length and format from in-class tests.)

ATTENDANCE

This class relies on role plays 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 participate, and to become familiar with the concepts tested in the midterms.
- * Any syllabus changes are announced in class.

IMPORTANT CSU DATES

For add/drop deadlines, holidays and Spring 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 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.

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.

SCHEDULE

(tentative, changes are likely and will be announced in class and on the web)

WEEK	READ LBS	SUBJECT
1. 9-1	Chapter 1; readings 1.1 & 1.4	Introduction--class organization. The nature of conflict. The nature of negotiations.
2. 9-8	Chapter 2; readings 1.2 & 1.9	Strategy & Tactics of Distributive Bargaining
3. 9-15	Chapter 3; readings 1.10, 1.11, 1.12	Strategy & Tactics of Integrative Negotiation HW1 due
4. 9-22	Chapter 4; readings 1.6 & 1.7	Negotiation: Strategy & Planning
5. 9-29	Chapters 1-4 + readings Chapter 5; readings 2.1, 2.2 & 2.3	MIDTERM 1 (class time) Perception, cognition and communication
6. 10-6		<i>No class</i>
7. 10-13	Chapter 6; readings 2.6, 3.3, 4.1 & 4.3	Communication
8. 10-20	<i>DO NOT MISS CLASS!!!!</i>	Negotiations (Big game 1) , presentations
9. 10-27	Chapter 7; readings 2.5 & 2.7	Finding and using negotiation leverage HW2 due
10. 11-3	Chapter 9, readings 4.2, Chapter 10, readings 3.8, 6.6, 6.7	Relationships in Negotiations Multiple Parties and Teams
11. 11-10	Chapters 5-7, 9-10 + readings Chapter 11; readings 5.1, 5.3, 5.4	MIDTERM 2 (class time) International and Cross-Cultural Negotiation
12. 11-17	<i>DO NOT MISS CLASS!!!!</i>	Negotiations (Big game 2, for the final paper)
13. 11-24		Mediation
14. 12-1	Chapter 8; readings 2.8, 2.9 & 2.10	Ethics in negotiation HW3 due
15. 12-8	Chapter 12	Best Practices Final PAPER due Wrap-up; final paper presentations.

HOMWORK FORMAT

- **Make it interesting to you:** keep your writing brief and structured (**1-2 pages** as needed, do not use fillers) and tell what you think you would be interested in hearing from others.
- **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).
- **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.

HOMWORK 1

Due 9.15.2009

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, 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;

Be prepared to present your example in class.

HOMWORK 2

Due 10.27.2009

Read the volunteer dilemmas (handout distributed in class) and decide how you will react under each scenario. For each write a brief paragraph explaining your choice.

Be prepared to discuss your choices in class.

HOMWORK 3

Due 12.1.2009

Think of a real situation you have experienced, in which you or someone else played an informal third party role. Briefly describe the situation and the role played by the third party (why was it "informal"?). Analyze concisely the effect the third party had on the situation, speculating on the outcome that would have prevailed otherwise.

Be prepared to present your example in class.

BIG GAME 1: CITY OF TAMARACK

Lewicki, Readings text

You are part of a group unable to function if you are not present. In deference for your colleagues, make every effort to be present at this session.

PROCESS *(Meet during class time and perform the negotiations described below.)*

- Read the materials carefully and prepare, recording your reasons for your choices (for example, establish your reservation price and list your reasons for it). Think of strategies (and keep notes for your reasons). Remember: The “Public Background Information” is shared by all; role instructions are confidential, not to be disclosed lightly to the other side.
- Decide which role to take (do it expeditiously -- it should take no longer than 10 minutes to organize).
- Strategize: all City of Tamarack reps should get together on one side of the room, while mining company reps should get together on the other side of the room, to discuss the strategies.
- Convene in your own group and firm up plans, keeping track of what you decide (and why).
- Find a space that allows for negotiations without interference from the other groups.
- Begin negotiations. Throughout the process, pay attention to trust, character of the interactions (whether competitive or cooperative), the basis for decision making (the interplay of power, threats, bluff, problem solving, etc.). Keep notes with your observations of process, and of the participants' behavior.
- You can take breaks and caucus with your group when needed (for example to revise the team’s strategy).
- Record your perception of the opponents’ strategy and reservation price, and changes in them as negotiations unfold. Record changes in your team’s reservation price and strategy as more information becomes available.
- Record the settlement.
- Keep notes for all the points you will need to discuss in the presentation. You may or may not come to an agreement: either outcome is acceptable, as long as you will be able to analyze the reasons for it.
- At the end, spend some time in your group to prepare a group presentation for next week.



PREPARATION						NEGOTIATION					
6:00	6:10	6:15	6:25	6:30	7:00	7:10	9:10	9:15	9:30		
ORGANIZE		READ		STRATEGIZE		BEGIN NEGOTIATION		RECORD AGREEMENT		PREPARE PRESENTATION	
Form groups & teams Pick group recorder		Take notes Think		Discuss plans with others in same role		Negotiate a settlement		(if there is one)		Decide who will do what	

PRESENTATION CONTENT

CLASS PRESENTATION

- prepare to present your work to the class
- coordinate so all members of your group have some part and there is no overlap (no “*like she said...*”) – divide the work among group members
- try to make it as interesting as possible to your colleagues
- use class concepts to explain what happened in your group; select and present in an interesting way some unique feature of the case or some lesson learned.

■ STAKEHOLDER ANALYSIS:

- state your initial understanding of the problems;
- describe your situation: interests, goals, reservation prices, alternatives, power, strategy
- analyze your opponents’ situation in similar terms (“put yourself in your partners’ shoes” – look at issues from their angle, rather than give an opinion on what that angle “should” have been).

■ PROCESS ANALYSIS:

- describe very briefly the negotiation in terms of moves and outcome;
- review your original plans: did you follow them? Did you meet your objectives? Why or why not?
- what tactics did you employ and how effective were they?

■ REFLECTIVE ANALYSIS:

- evaluate the outcome for each party
- how completely/easily did you identify with your role? (were there times when you acted more as yourself than as how you think the real parties would?)
- if in this position again, what would you do differently? Why?
- what did you notice that would have helped people in the other roles be more effective in dealing with your role?

■ WHAT HAVE WE LEARNED:

- was this situation different from those of other situations you are familiar with? if yes, how?
- what do you think you have learned that could be taken to other bargaining situations? (each group member has to report on this portion! – a personal “nugget of wisdom)

BIG GAME 2: ELMWOOD HOSPITAL NEGOTIATIONS

Lewicki, Readings text (**basis for final paper**)

You are part of a group unable to function if you are not present. In deference for your colleagues, make every effort to be present at this session. This is the material for your final paper.

PROCESS (*Meet during class time, and perform the negotiations described below.*)

- Find out your assigned group role.
- Take 10-15 minutes to read the materials carefully and prepare, recording your reasons for your choices (for example, establish your reservation price and list your reasons for it). Think of strategies (and keep notes for your reasons).
- Within each group, decide who should play the several roles mentioned in the instructions. Then discuss how the group will handle internal differences and how the different roles will be played.
- Strategize: all Community/Hospital/Mediator reps should get together in different corners of the room to discuss the strategies for up to 30 minutes.; then meet in your own group and firm up plans for the next session.
- Reconvene, find a space that allows for negotiations without interference from the other groups.
- Begin negotiations. Throughout the process, pay particular attention to issues such as trust, character of the interactions (whether competitive or cooperative), the basis for decision making (the interplay of power, threats, bluff, problem solving, etc.). Also, pay attention to the intra-group dynamics. Keep notes with your observations of process, and of the participants' behavior.
- You can take breaks when needed (for example to revise the team's strategy).
- Record your perception of the opponents' strategy and reservation price, and changes in them as negotiations unfold. Also record changes in your own reservation price and strategy as more information becomes available. Keep an eye on the intra-group interactions in the opponent team, and think about how they affect your team' decisions, trust, etc..
- Record the settlement.
- Keep good notes for all the points you will need to discuss in the paper. You may or may not come to an agreement: either outcome is acceptable, as long as you will be able to analyze the reasons for it.
- Write the paper around your notes.



PREPARATION						NEGOTIATION				
6:00	6:10	6:15	6:25	6:30	7:00	7:10	9:10	9:15	9:30	
ORGANIZE		READ		STRATEGIZE		BEGIN NEGOTIATION		RECORD AGREEMENT		PREPARE PRESENTATION
Form groups & teams Pick group recorder		Take notes Think Pick intra-group roles		Discuss plans with others in same role (Hospital, Community, Mediator)		Negotiate a settlement Keep good notes		(if there is one) Write down key impressions		Decide who will do what

PAPER CONTENT (no more than 8 typewritten pages¹.)

- **INTRODUCTORY SECTION:** “road map” for the paper (tells the reader what to expect)
 - describe the paper layout, your role, and (briefly) your main conclusions (as in an executive summary).
- **STAKEHOLDER ANALYSIS SECTION:**
 - state your initial understanding of the problems;
 - analyze your situation: interests, goals, reservation prices, alternatives, power, strategy;
 - analyze the opportunities and difficulties related to the different roles within your own group;
 - analyze your partners’ situation in similar terms (“put yourself in your partners’ shoes” -- attempt to see the problem from their angle, rather than give an opinion on what that angle “should” have been); if you are a mediator, do this for both parties; if you are a party, analyze the other and the mediator.
- **PROCESS ANALYSIS SECTION:**
 - describe the negotiation in terms of moves and outcome;
 - review your original plans: did you follow them? Did you meet your objectives? Why or why not?
 - what tactics did you employ within your own group and toward the other group? and how effective were they?
 - how was power used by the parties and the mediator?
 - did the mediator help or hinder? How? (If a party) What was the mediator’s strategy? (If a mediator) What did the parties do to help or hinder the mediator’s work?
- **REFLECTIVE ANALYSIS SECTION:**
 - evaluate the outcome for each party and for the mediator
 - how completely/easily did you identify with your role?
 - if in this position again, what would you do differently? Why?
 - what did you notice that would have helped people in the other roles be more effective in dealing with your role?
 - what are some strategies for dealing with your own group?
- **CONCLUSIONS SECTION:**
 - what have you learned that could be taken to other bargaining situations?

FORM

Those who write clearly have readers, those who write obscurely have commentators. Albert Camus, writer and philosopher (1913-1960)

- Be concise and bring in information only when needed to support one of your arguments – do not repeat what you already said and do not spend most of your time retelling the story from the book.
- Back your statements with your reasoning, carefully separate fact from opinion.
- Use conflict management concepts discussed in class wherever possible.
- Break your writing into sections and subsections (labeled to reflect the content relevant to your paper)

CLASS PRESENTATION

- follow the paper outline, distributing the portion among the group members so there is no overlap
- try to make it as interesting as possible to your colleagues
- prepare an individual portion regarding what you have observed/learned in this exercise.

GRADING

- **paper form:** use of the proposed analytical structure, conciseness, clarity, attention to the difference between facts, beliefs and values and attribution to any sources used;
- **paper content:** logic and completeness of arguments, coverage of issues required, ability to derive some general insights from the specific case studied, contribution beyond insights offered in the case.
- **presentation:** use of class concepts to explain what happened in your group; clarity; ability to select and present in an interesting way some unique feature of the case or some lesson learned.

¹ Master students write 12 pages.
Cleveland State University