

**EDLD 795: Advanced Topics in Educational Leadership
Negotiation and Conflict Management: Leadership Essentials
(December 4, 2013 Draft – Instructors may make minor changes prior to the first class meeting.)**

Co-Instructors: Barbara Burch and Tony Norman

Course Description:

The purpose of this course is to help participants understand and practice effective theories and strategies of negotiation and conflict management in a variety of education-related settings. Difficult situations and conflict are an ever-present component of any decision-making environment and the ability to negotiate effectively and manage conflict is an essential leadership skill. Participants will acquire the ability to critically analyze conflict situations, understand stakeholder positions, and develop appropriate strategies for resolution through principled negotiation. Exercises will emphasize a variety of educational organizational settings and situations, but the skills may be applicable anywhere conflict occurs.

The course uses a variety of instructional methods including presentation, experiential exercises, role play, critical incident debriefing, assessment instruments, videotaped presentations, case studies, and teaching-learning groups. Advance preparation for each class is critical for everyone's optimal learning experience as one person's lack of preparation is likely to adversely affect the interaction possibilities for other class members.

Prerequisites: Admission to Ed. D. Program; Completion of EDLD 710 and EDLD 720, and/or permission of instructor

CLASS MEETING SCHEDULE: WINTER TERM 2014

January 3-4, Friday 5:00-9:00 & Saturday 8:00-4:30

January 17-18, Friday 5:00-9:00 & Saturday 8:00-4:30

January 24-25, Friday 5:00-9:00 & Saturday 8:00-4:30

CLASS LOCATION: Main Meeting Room – GRH 2009; Additional Meeting Space as Needed – GRH 2005, 2006, & 2008.

Textbooks:

Required

Fisher, R., & Shapiro, D. (2005). *Beyond reason: Using emotions as you negotiate*. London: Penguin.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (Revised edition). London: Penguin.

Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York: Bantam Books.

Recommended

Fisher, R. & Brown, S. (1989). *Getting together: Building relationships as we negotiate*. New York: Penguin Books.

Harvard Business School Press. (2003). *Negotiation: Harvard business essentials*. Boston, MA: Author.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most* (10th-anniversary edition). London: Penguin.

***Note: At the discretion of the instructors, additional texts or other reading assignments may be added in order to achieve course objectives or enhance student's learning experience.**

Course Objectives: Upon completing this course students will be able to:

1. Recognize the pervasiveness (and potential pitfalls) of negotiation in leadership and in life.
2. Recognize one's own and other's negotiation styles, underlying assumptions behind each style, and potential positive and negative consequences associated with each style.
3. Articulate types of negotiation, key concepts for starting a negotiation, and steps in the preparation process.
4. Articulate and utilize the Harvard Negotiation Program's fundamental framework (*Seven Elements of Negotiation*) and other negotiation tools and strategies to analyze and discuss case studies.
5. Use the *Seven Elements* and other negotiation tools and strategies to prepare for, participate in, and review outcomes of simulated negotiation scenarios.
6. Describe the nature of and remedies for structural problems and mental errors that separate willing parties from negotiated agreements.
7. Recognize 'emotions' as an asset and/or inhibitor in negotiations and develop appropriate ways of addressing them.
8. Demonstrate awareness of ethical and value considerations of negotiated settlements.
9. Use new skills to discuss and analyze personal past and/or present negotiation situations toward achieving better outcomes in future negotiation opportunities.

Description of Course Format: The overall approach/methodology for the class will entail:

- Assigning of relevant readings prior to each class meeting.
- Providing opportunities for students to be engaged and negotiating at some level from the very first day of class—and enjoying the challenges and 'fun' of negotiation.
- Extensive practice for students in the 'doing' of negotiations—working from specific development of skills with some sequencing to engaging holistically in negotiation cases.
- Using engaged pedagogy that includes activities such as situational vignettes, problem solving, analysis, role simulations, use of video clips and tapes, and mini-lectures.
- Case studies that will be assigned on Blackboard. (Note: These will be posted to Blackboard after both the first and second weekend class meetings.)

Description of Course Assignments:

As future educational leaders and doctoral students, you will continually be expected to express your ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be typed or word-processed; all materials should be proofed for accuracy. APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct.

Due dates are firm unless changed by the instructor. *Unless the instructor indicates otherwise, all assignments should be posted to Blackboard course site on or before the due dates*

provided. Below is a brief explanation of each course assignment:

1. **Textbook Learning Assignments (TLA):** Complete the learning assignments provided on Blackboard for each required textbook in preparation for class discussions. Submit these based on the assignment due date. Be prepared to ask and answer questions in class related to the learning assignments. Anticipate 'spot' quizzes during class periods relative to key concepts/content from the assignments.
2. **Negotiation Case Studies:** Several negotiation case studies will be assigned in class for analysis, knowledge and skill development, as well as reflection. Individuals or groups of students will be assigned roles/positions for these case studies. For each case study posted on Blackboard, read and analyze the situation based on your assigned role and negotiation skills and topics discussed in class. Be prepared on the assignment due date to work alone or with partners to achieve successful negotiation outcomes.
3. **Personal Negotiation Case Study Assignment:** The culminating assignment/assessment for the course will be your development of a negotiation case study based on your own personal history and/or experiences. The subject of the case study must be related to an education and or/educational leadership setting/issue/incident/situation. A template/framework will be provided in class to guide your writing. Be prepared to discuss your progress on this assignment during class meetings. *Please note: Although we expect your case study to be based on a real situation, it may be used for future courses or workshops; thus you should write in such a way to protect your identity, as well as the identity of others.* Submit this case study based on the assignment due date.
4. **Small Group Discussion Board:** You will be assigned to small group in Blackboard to discuss and reflect on what you are learning from readings, assignments, and class discussions. Be prepared to enter and post substantive comments within the timeframes listed on the assignment schedule.
5. **Participation:** All students are expected to attend each face-to-face class session and actively participate in class and assigned Blackboard activities.

Assignment Schedule (In Brief): A more comprehensive assignment and class schedule will be provided the first day of class.

Assignments	Due Date & Time
<ul style="list-style-type: none"> • Read <i>Getting to Yes</i> • Complete TLA 1 • Post to Small Group Discussion Board 	January 3, 2014 Noon
<ul style="list-style-type: none"> • Read <i>Getting Past No</i> • Complete TLA 2 • Read Negotiation Case Studies in preparation for class activities • Post to Small Group Discussion Board 	January 17, 2014 Noon
<ul style="list-style-type: none"> • Read <i>Beyond Reason: Using Emotions as You Negotiate</i> • Complete TLA 3 • Read Negotiation Case Studies in preparation for class activities • Post to Small Group Discussion Board 	January 24, 2014 Noon
<ul style="list-style-type: none"> • Personal Negotiation Case Study 	TBD

Journal Notebook:

Although we are not requiring that students do so, we strongly encourage you to use a journal notebook to record key negotiation concepts, definitions, and processes based on your reading, as well insights and lessons learned through assignments and exercises completed during and outside of class. Our own experience attending similar negotiation trainings and workshop has been that too many great ideas and “aha moments” occur in very short timeframe to be able to hold them all in memory. A journal allows students to capture thoughts (and emotions) as they grow in the negotiation knowledge and skill. It is also a great avenue for capturing “rough ideas” and plans for future reading and professional development that can be processed more fully after this course is completed. (Dr. Norman also adds a friendly reminder that many of you should have received the WKU EDD journal in EDLD 702 that would be great for this purpose—if you did not receive this, please let him know and he will be glad to supply one to you!)

Course Grading and Evaluation:

Participation in the class discussion and other assigned activities will be evaluated on attentiveness, evidence that assigned material was read, regularity of participation, and appropriateness of contributions. Assignments will be evaluated based on satisfying the requirement as assigned and the quality of the presented and written work. The following represents the point distribution for each assignment:

Textbook Learning Assignments	125 points
Negotiation Case Studies	125 points
Personal Negotiation Case Study	150 points
Small Group Discussion Board	50 points
<u>Participation</u>	<u>150 points</u>
TOTAL	600 points

The following represents the grade equivalent for accumulated points:

A = 540-600 (90-100%)
B = 480-539 (80-89%)
C = 420-479 (70-79%)
D = 360-419 (60-69%)
F = < 359 (<60%)

Attendance and Participation: Regular classroom preparation and participation are important. You are expected to have read all assignments prior to class and to be prepared to participate in discussion or other activities. As doctoral students, you are expected to identify, obtain, and read relevant literature and information beyond what is assigned. You should be able and willing to share information and ideas; therefore, regular and productive participation is essential for your and others’ success. The limited number of class meetings makes attendance at all classes essential. Anticipated absences for all or part of any class should be discussed with the instructors ***prior to continuing in this course*** to determine if you can reasonably meet class expectations. If circumstances do not permit prior notice, contact the

instructors immediately after the absence to determine your ability to complete the course successfully.

Students Disabilities Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Class Schedule: To be provided the first day of class.

Bibliography

- Brinkman, R., & Kirschner, R. (2006). *Dealing with difficult people: 24 lessons for bringing out the best in everyone*. New York: McGraw-Hill.
- Fisher, R., & Brown, S. (1988). *Getting together: Building relationships as we negotiate*. London: Penguin.
- Lax, D. A., & Sebenius, J. K. (2006). *3D negotiation: Powerful tools to change the game in your most important deals*. Boston: Harvard Business School Press.
- Shell, G. R. (2006). *Bargaining for advantage: Negotiation strategies for reasonable people*. London: Penguin.
- Tannen, D. (1986). *That's not what I meant: How conversational style makes or breaks relationships*. New York: Harper.
- Ury, W. (2007). *The power of a positive no: How to say no and still get to yes*. New York: Bantam.