

# JSGS 853 001 Negotiation and Conflict Resolution

	University of Regina Campus	University of Saskatchewan Campus
<b>Instructor:</b>	Bob Hawkins	
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<b>Office Hours:</b>	Anytime by appointment	
<b>Office Location:</b>	College Ave	
<b>Term:</b>	Winter 2019 – Block Course	
<b>Room:</b>	Rm 330 – College Avenue	
<b>Date and Time:</b>	Tues Feb 19 to Sat Feb 23 – 9:00 am to 4:30 pm	

## COURSE CONTENT AND APPROACH

Through lectures, videos, exercises and simulated role-plays, this course will:

1. Provide a theoretical foundation useful in understanding dispute resolution
2. Analyze the styles (competitive, cooperative, etc.) adopted in problem solving
3. Enhance communication and problem-solving skills used in reaching agreements
4. Consider the strategic and tactical options available when resolving disputes
5. Review the ethical dimensions of bargaining and facilitating agreements

Negotiation and mediation practices will be considered with reference made to arbitration and other Alternate Dispute Resolution options. One-on-one, multi-issue, multi-party and multi-setting scenarios will be explored.

## REQUIRED READINGS (Recommended to read before the start of the course)

1. Cohen, Herb, *“You Can Negotiate Anything,”* Bantam, 1982.
2. Fisher, Roger, William Ury and Bruce Patton, *“Getting to Yes: Negotiating Agreement Without Giving In,”* (2<sup>nd</sup> ed.), Penguin, 1991.
3. Ury, William, *“Getting Past No: Negotiating Your Way from Confrontation to Cooperation,”* Bantam, 1993.

## EVALUATION

**(70% based on simulation outcomes; 30% based on ‘Think Pieces’)**

Evaluation will be based primarily on the outcomes of five simulations in which students negotiate, and sometimes mediate, issues taken from public policy contexts such as budget formation, the environment, labour, etc. Each simulation has a scoring mechanism based on outcomes that is used to determine a student’s score. His or her score is ranked against scores obtained by other students

negotiating the same role. A grade is then assigned on a pro rata basis to the student. If no agreement is reached in the simulation by the stipulated deadline, the student receives 6 out of 14 marks for the simulation. For example, a student scores 'y utiles' in a simulation. This places him or her third when ranked against other students negotiating the same role. For this simulation, a third place rank gives the student 'x' marks out of a possible 14.

After two of the simulations, a student will be given a 'think piece' question based on the simulation. The student will be required to write a very brief response to the question. The question will be designed to encourage the student to reflect on the simulation and be self-critical of his or her approach to it. The think piece will be limited to 800 words (approximately two typed pages) and will not require research. It will be due at 8:30 am on the day following the simulation. Each 'think piece' will be worth 15 marks. There will be no final exam in this course. The 'think piece' is to be handed in by email to the course instructor.

### **LATE ASSIGNMENTS**

Two marks per day late will be deducted from the assignment.

### **ACADEMIC INTEGRITY AND CONDUCT**

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (as attached; and available at [http://www.usask.ca/university\\_council/reports/archives/guide\\_conduct.shtml](http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml)), and at the University of Regina (available at [http://www.uregina.ca/gradstudies/calendar/policy\\_univ.shtml#conduct](http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct)). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

### **STUDENTS WITH SPECIAL NEEDS**

Students in the course who, because of a disability, may have a need for accommodations are encouraged to come and discuss accommodations with the instructor, and to contact the Coordinator of Special Needs Services at 585-4631.

### **DESCRIPTION OF SEMINAR PRESENTATION**

Because of the intensive nature of this course, **I would recommend that the assigned books be read before the start of the course.** They are an easy, non-technical and enjoyable read. There will not be time to do readings during the course. During the evenings and between classes, students will be kept busy writing their think pieces, preparing for the next day's simulation and negotiating a simulation that spreads over several days. During the class week, students should devote their entire time to the course. There will be little time for other activities.

**Tues March 19, Day One:**

- Reading: Cohen, *You Can Negotiate Anything*
- Class: Course Intro; Power; Bargaining Range; Competitive Negotiation Intro
- Video: Negotiation
- Simulation: 'Budget Time' - Preparation; Play; Analysis
- Distribution: 'Blue Box' Simulation; 'Sand Dunes' Simulation

**Wed March 20, Day Two:**

- Reading: Fisher, *Getting to Yes*
- Class and Exercises: Competitive Negotiation
- Simulation: 'Blue Box'
- Play; Analysis; Assignment #1
- Distribution: 'Fire Fighting' Simulation

**Thurs March 21, Day Three:**

- Reading: Ury, *Getting Past No*
- Assignment #1 due at 8:30 a.m. by email
- Class and Exercises: Cooperative Negotiation / Video
- Simulation – 'Fire Fighting' – Play; Analysis; Assignment #2

**Fri March 22, Day Four:**

- Reading: Handout on Mediation
- Assignments #2 due at 8:30 a.m. by email
- Class / Exercises / Video: Communication
- Distribute: 'Children's Hope' Simulation

**Sat March 23, Day Five (last class):**

- Class: 'Sand Dunes' – Analysis
- Class: Ethics; Tips
- Simulation: 'Children's Hope' – Play; Analysis