

URPA 5352: PERSONNEL MANAGEMENT & CONFLICT RESOLUTION IN THE PUBLIC & NONPROFIT SECTORS

SUMMER 2014

INSTRUCTOR: Dr. Darla Hamann

OFFICE: 601 S. Nedderman Dr., 522 University Hall

CONTACT INFO: dhamann@uta.edu (preferred) or 817-721-6554

MEETING TIME: Monday and Wednesday, 6:00-9:50; OFFICE HOURS: Monday and Wednesday 4:40-6:00

Summary

This course is a blend of conflict resolution and negotiation strategies, with an emphasis on employment relationships within the nonprofit and public sectors. However, the negotiation and conflict resolution skills that are taught are broadly applicable to every relationship, and students from any background will find the course useful. We begin with a short introduction to conflict in the workplace, but then turn to the resolution of conflict where the majority of class hours are spent. There is a special focus on labor relations, public and nonprofit sector cases, and collective bargaining.

This course is intended to build on the knowledge, skills, and goals of students. I therefore encourage and reward thoughtful engagement in its pedagogy. I favor the greatest possible involvement of students in shaping course content and instructional methods. Therefore, the actual timeline of the course and the discussions held in class may change as the semester progresses, and you are encouraged to give me feedback about your needs. You will be notified about any changes both in class and through the course slides that will be emailed to you each week.

Objectives:

By the end of this course, you should be able to:

- Comprehend the concepts, and practice the associated skills, of negotiation and dispute resolution
- Effectively diagnose and plan for different types of negotiation situations.
- Develop negotiating skills and confidence in a variety of contexts.
- Analyze conflict in order to shape more effective and productive responses to it.
- Understand the legal background of worker rights, and the best practices for bargaining with individual employees and unions.

Required Books:

1. Fisher, R., Ury, W., & Patton, B. (1991). *Getting to Yes: Negotiating Agreement Without Giving In*, second edition. NY: Penguin. http://www.amazon.com/Essentials-Negotiation-Roy-Lewicki/dp/0073530360/ref=sr_1_1?s=books&ie=UTF8&qid=1400780368&sr=1-1&keywords=Lewicki+essentials+negotiation
2. Lewicki, R.J., Saunders, D.M., & Barry, B. (2011). *Essentials of Negotiation, Fifth Edition*. NY: McGraw-Hill. 9780073530369 http://www.amazon.com/Essentials-Negotiation-Roy-Lewicki/dp/0073530360/ref=sr_1_1?s=books&ie=UTF8&qid=1400780368&sr=1-1&keywords=Lewicki+essentials+negotiation
3. Ury, W. (1993). *Getting Past No: Negotiating in Difficult Situations*. New York: Bantam http://www.amazon.com/Getting-Past-No-William-Ury/dp/0553371312/ref=pd_bxgy_b_img_z

Recommended Books:

1. Denhardt, R., Denhardt, J. & Aristigueta, M. (2009). *Managing Human Behavior in Public and Nonprofit Organizations*. Thousand Oaks, CA: Sage.
2. Patterson, K., Grenny, J., & Maxfield, D. (2013) *Influencer: The Power to Change Anything, 2nd edition*. New York: McGraw Hill. ISBN-13: 978-0071808866. <http://www.amazon.com/Influencer-Science-Leading-Change-Edition/dp/0071808868> or <http://www.audible.com/pd/Business/Influencer-Audiobook/B002V0A7X2>

Participation:

As this class is experiential, you are required to attend class, and participation in class discussions and activities is very important. You will also be expected to participate two in-class intensive participation activity. Your participation in class overall and your participation in the intensive activity will weigh equally in the determination of your overall grade.

Assignments:

1. Conflict Analysis Paper: Extensively analyze a workplace conflict where you are one of the parties or an interested outsider. This could be a current, ongoing conflict or one from the past. Your job is to illuminate the interpersonal dynamics and the negotiations of all parties evolved. You may focus on one episode that is reflective of the relationship or multiple episodes over time.
 - a. Analyze the relative bargaining positions of the parties. Who was more dependent on the outcome of the conflict? Who had a better BATNA?
 - b. Who was more in control? Who was in a more reactive or defensive position?
 - c. Who was better prepared? What strategies were used in each episode?
 - d. Your paper should specify at least three things each party (including yourself) could have been done during the conflict to alter its course.Also, reflect upon what you learned in the experience. Please consider any
 - e. new goals and problems you and/or others have as a result of the changing course of the conflict
 - f. old goals and/or problems discarded or solved from conflict resolution
 - g. what was effective and not in conflict resolution, and what you would do differently next time.As always, please integrate concepts you have learned from class into your paper. You are encouraged to use the worksheet in the "Getting Past No" Appendix (p. 174).
2. Current Event Analysis: This assignment connects current events to course material. For this assignment, read about a conflict or negotiation in the news from a reputable source (e.g., *Wall Street Journal*, *Fortune*, *Business Week*, *New York Times*, *Washington Post*, etc.) and identify an article. When you have identified the article, find two other articles that refer to this conflict, either the same episode or earlier or later episodes. Other sources can be from the same newspaper or website, a different newspaper or website, or a blog (be sure to cite it). The goal is to find the conflict discussed from multiple perspectives, and use the techniques learned in class to diagnose the conflict and make conflict resolution or negotiation suggestions for all parties involved in the conflict. You will present your findings to your class. You are expected to use PP, and distribute handouts to the class. The PP/handouts should contain the following information: (1) how others can find all articles used (written reference or on-line link); (2) a brief synopsis of what the article discusses; (3) a section in which you connect the content of the article to course material; (4) your suggestions for conflict resolution; and (5) two questions that would stimulate discussion among students concerning your case. I will set aside a date for presentations, but you are welcome to seek an earlier presentation date if it works better for you.

Grading Policy

	<i>Points</i>	<i>Grade Distribution</i>	
Attendance/Participation in Discussion and journal	80	90.1-100%	A
Conflict Analysis Paper	50	80.1-90%	B
Quizzes	50	70.1-80%	C
Current Event Presentation	100	60-70%	D

Late assignments and make-up quizzes are not accepted unless prior arrangements have been made. Late assignment grades are reduced by 10% per week late.

Students are expected to read all assigned readings and participate in discussions (no sleeping) during class.

Grade appeals: If you believe your paper or quiz was graded in error, you may appeal it by typing a note explaining why you believe your grade is incorrect and attaching it to your original graded document. For a quiz, your appeal must refer to the text or other class readings to be accepted.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Dishonesty:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for

another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2).

Scholastic dishonesty is a crime against those who do their fair share, for it allows cheaters to reap the rewards provided by superior grades and compete against those who have worked hard earn rewards. Every time a cheater receives a job offer after graduation due to their performance in graduate school, there exists a hard-working student who didn't get the job for which he or she was the best qualified applicant. Please know that I use computer software to check for plagiarism, and if I suspect that a student's assignment is inauthentic, I will quiz him or her about what he or she wrote. I do this to protect the vast majority of my students who are honest from injustice.

Plagiarism Web Sites with Examples

Plagiarism can range from submitting someone's work as your own to using long pieces of text or unique phrasings without acknowledging the original source. The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)
 - o <http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- Avoiding Plagiarism (UC-Davis)
 - o <http://sja.ucdavis.edu/files/plagiarism.pdf>
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)
 - o <http://www.indiana.edu/~wts/pamphlets.shtml>

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Library Services Available:

www.library.uta.edu/ask

Librarian for this course: Mitch Stepanovich

Class Schedule (subject to change)

Date	Required Readings
7/9	Intro to Conflict Management <ul style="list-style-type: none">• Denhardt Chap 11
7/14	Negotiation--Introduction <ul style="list-style-type: none">• Lewicki 1, 2, 3; Fisher 1, 2, 3, & pg. 151-153• Sharp, Aguirre & Kickham "Managing in the Public Sector" Case 20 (on e-reserves)• Sharp, Aguirre & Kickham "Managing in the Public Sector" Case 21 (on e-reserves)
7/16	Bargaining Strategy <ul style="list-style-type: none">• Lewicki 4; Fisher 4, 5 & pg. 168-176; Ury (Getting Past No) 1 Activity: Negotiate Current Event Analysis Rules & Grading Criteria, Test and Schedule. Bring syllabus, and come prepared to tell me which negotiation strategy you are using at all points during the negotiation strategy.
7/21	Perception, Communication & Diversity in Negotiations <ul style="list-style-type: none">• Lewicki 5, 6; 11; Fisher 157-168 Activity: Salary Negotiation (bring resume & ad for desired job)
7/23	Negotiation Practice (Subject to class negotiation) <ul style="list-style-type: none">• Lewicki et al. <i>Negotiation: Readings, Exercises and Cases.</i>

	<ul style="list-style-type: none"> ○ 500 English Sentences ○ City of Tamarack (four way negotiations: city council, environmental nonprofit, small business coalition (made up of the downtown shops and restaurants and the nearby resorts frequented by tourists), and the mining company. Deliverable: An agreement. ○ Exercise 18: Ridgecrest School Dispute (two way negotiations, school district team and teachers' union team) ○ Exercise 8—use to prepare for negotiations.
7/28	<p>Power and Ethics</p> <ul style="list-style-type: none"> • Pfeffer (2012) <i>Power: Why Some People Have it and Other's Don't</i> Chapters 3-4 (on e-reserves) • Lewicki 7-8; Fisher 6, 177-186; Denhardt 8 • Patterson, K., Grenny, J., & Maxfield, D. (2013) (chapters 2-3) • Case "Ethical Practice in a Labor Union" (on e-reserve) <p>Exercise: Performance Appraisal Role Play (bring in a summary of your worst-case-scenario expectation of what your supervisor may say about you).</p> <p>Debate: "Managers need to use different conflict resolution strategies with Millennials than with Baby Boomers."</p>
7/30	<p>Labor Law and Collective Bargaining</p> <ul style="list-style-type: none"> • Budd, J. (2008). <i>Labor Relations: Striking a Balance</i>. Chapter 5 (Labor Law), pg. 153-202. (on e-reserves) • Tobias, R. M. 2010. Working with Employee Unions. In S. Condrey (ed) <i>Handbook of Human Resource Management in Government</i>. Pp. 379-401. (on e-reserves) <p>Katz, H., Kochan, T., & Colvin, A. (2008). <i>An Introduction to Collective Bargaining and Industrial Relations</i>. Appendix B. (Public Sector Mock Bargaining Exercise), pg. 448-464. (on e-reserves)</p>
8/4	<p>Relationships & Dealing with Difficult People</p> <ul style="list-style-type: none"> • Guest Lecture • Lewicki 10; Fisher 7, 8, 153-156 • Ury (Getting Past No) 2-5 • Case: "A Good Employee Turns Scratchy" • http://www.businessweek.com/managing/content/feb2009/ca20090224_196363.htm • Case: Lewicki et al. in Negotiation: Readings, Exercises and Cases. Case 6: Midwestern::Contemporary Art
8/6	<p>Employee Grievances and International Perspectives</p> <ul style="list-style-type: none"> • Katz, H., Kochan, T., & Colvin, A. (2008). <i>An Introduction to Collective Bargaining and Industrial Relations</i>. Chapter 14 (International and Comparative Industrial Relations) (on e-reserves) • Gross, J. A. "Takin' it to the man: Human rights at the American Workplace" in J. Gross & L. Compa (eds) <i>Human Rights in Labor and Employment Relations: International and Domestic Perspectives</i>, p13-41. (on e-reserves) • Fossum, J. (2009). <i>Labor Relations: Development, Structure and Process</i>. Chapter 15 (Grievance Arbitration) 490-520. (on e-reserves) • Nabatchi, T & Bingham, L. 2010. From Postal to Peaceful: Dispute Systems Design in the USPS REDRESS Program. <i>Review of Public Personnel Administration</i>, 30, 211-234. • Intensive Exercise: Workplace Rules & Employee Grievance Process Role Play <p>Debate: The United States should bring its labor laws into compliance with international human rights standards, and assist international organizations in ensuring developing nations enact and enforce laws protecting worker rights.</p>
8/11	<p>Presentations of current event cases.</p>