

Spring/Summer 2006

ISDP/SOS 600 Public Relations Program, Syracuse University

**THE POWER OF INTEREST-BASED NEGOTIATIONS:
STRATEGY AND SKILLS**

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A popular slogan proclaims, “You don’t always get what you deserve. You get what you can negotiate.” It is true that high quality negotiation skills are a critical factor in getting needs met in our professional and personal life. This course will enhance participant’s capacity to effectively use interest-based concepts and tools to achieve mutually satisfactory agreements that will satisfy underlying interests. Public Relation professionals will find this approach particularly powerful in increasing levels of satisfaction in terms of substantive outcomes, on-going relationships with clients, and procedural satisfaction among their negotiating partners.

Course Outcomes

- Recognition of current negotiating style and strengths and limitations of style
- Understanding of main differences between traditional negotiating and interest-based negotiations
- Awareness of essential elements of interest-based negotiations
- Comfort in use of interest-based methods
- Expansion and refinement of negotiation “tool box”
- Enhanced effectiveness in professional and personal negotiations

Course Expectations

1. To attend *all* in-class sessions.
2. To complete all assigned readings by end of course.
3. To participate in additional skill practice and reflection after May session
4. To share responsibility for course success through active involvement
5. To willingly assess/evaluate ones style and be open to new learning.

Course Requirements (each of these is one third of your grade)

- A. **Regular attendance, active participation and oral skill exam:** this class will run as an experiential workshop so that your active participation is essential. There is much material to cover and the knowledge and skills build upon one another. For all of

these reasons, it is essential that you attend and actively participate in class. The details of the oral skill exam (with instructor or with video-tape) will be explained in class.

B. **A daily journal.** The journal will have several sections and include the following:

- 1) **Your learning goals.** What do you want to improve on, or what skills and competencies do you want to acquire? Why are these important? At the end of the course you will revisit these learning goals and comment on your progress to date, and your plans to continue moving forward.
- 2) **Class reactions:** Thoughts and feelings about material and exercises presented and practiced in class. What specifically enhanced your learning? What was a barrier to learning? What might you or the instructor (s) do differently to maximize learning? Make sure to include “**most significant learnings**” for each class.
- 3) **Reading reactions:** Notes, thoughts, feelings about reading assignments. What excites you, frustrates you, confuses you, or confirms or goes against some class learnings or your personal experience? (Please include page numbers of specific ideas in the reading to which you are referring). Again, “**most significant learnings**” are needed in this section.
- 4) **Application:** A written record of how you are using the material outside of class. Detailed descriptions of your use of interest-based negotiations are necessary. What did you do to influence the course of the negotiations? How did it work out and why? What might you do differently next time? How are you thinking differently than before about negotiations?

Your task in the journal is to be reflective and analytical. It is your opportunity to give the staff feedback on what is working and not working for you. Even more important, it is an opportunity for you to chart your own learning progress and to integrate some of the major concepts that are being presented.

Journal entries should be concise and thoughtful rather than rambling or more generalities (e.g.: I learned a lot today.) Journals will be most helpful to you if they include ideas that are important to you, conclusions you have drawn, lessons to remember, questions that trouble you, and a synthesis of theory and practices. For us, your journal should help us evaluate the effectiveness of the material and presentation, as well as the depth, intensity, and sincerity of your effort in the educational process. In order to receive an "A" for your journal, you will have to do outstanding work on each of the components of the journal.

Try to make journal entries promptly at the end of every class. Entries are best and easiest when they are fresh in your mind. Journals will be turned in during the residency. At this time staff will review and give prompt feedback. The Final Journal will be handed in after the last class.

C. Application assignments: There will be several assignments during the May-August intercession, which will be designed to extend your knowledge and skills in interest-based negotiations. These might include detailed analysis of negotiations you are participating in or preparing for, analysis and recommendations of negotiations you have observed, or the writing of a negotiation role-play. We will discuss these alternatives during the May residency.

Materials to Obtain at This Time

- 1. Class Workbook and Reader (To obtain from professor first day of class)**
- 2. Getting to Yes: Negotiating Agreements Without Giving In** by Roger Fisher and William Ury.
- 3. Getting Past No: Negotiating Your Way From Confrontation to Co-operation** by William Ury.
- 4. Difficult Conversations: How to Discuss What Matters Most** by Douglas Stone, Bruce Patton and Sheila Heen.