

Academic Leadership and Management Institute

Negotiation Skills for Problem-Solving

based on the work of C.K. Gunsalus


photo: Jeremy Thomas DESIGN: Aaron Robinson

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1

At End: Key Takeaways

- ✓ _____
- ✓ _____
- ✓ _____

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Negotiation

Influence Persuasion


Dealing with conflict

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Preparing to Negotiate

- 1 You have three minutes to prepare
- 2 Remember, please do *not read or show* your confidential role information to your counterpart
- 3 Think about what you want and how you will get it
- 4 Make notes!

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Directions

- 1 Negotiate with your counterpart until time is called
- 2 Complete written contract
- 3 Come back from the breakout when done: one member submits summary of terms using the link in chat
- 4 Do not discuss your results before we reconvene

5

Your Negotiation Experience

Photo: Jeremy Clow on Unsplash

6

Elements to Manage

- 1 Specific terms
- 2 Venue
- 3 Participants
- 4 Preserving reputation
- 5 Being fair
- 6 Saving face
- 7 Winning
- 8 Getting the deal
- 9 Precedent

7

Psychological Aspects



- 1 Personal, intangible considerations
- 2 Rapport-building
- 3 Information seeking
- 4 Effective interpersonal interactions

8

Positions:
What people want

Interests:
Why people want them

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Negotiation?

- 1 Two or more parties
- 2 Conflict
- 3 Voluntary
- 4 Preference for resolution
- 5 Expect give and take
- 6 Management of intangibles, gives

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A Negotiation Is:

- 1 A process
- 2 A conversation
- 3 Affected by personalities
- 4 Driven by information, values
- 5 A teachable, learnable skill

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11

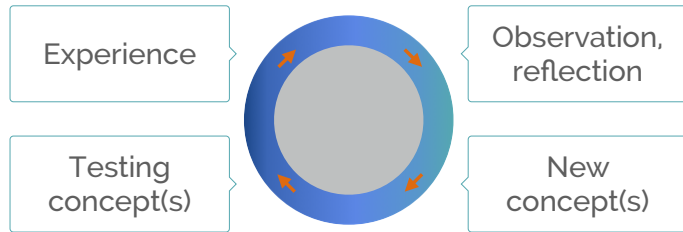
Always the issues to consider

- 1 Communication
- 2 Timing
- 3 Trust
- 4 Preconceived ideas
- 5 Different values/needs
- 6 Listening

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Adult Learning Model



Kolb (1984)

13



- 1 What did you do well?
- 2 What did others do well?
- 3 What would you like to do differently?
- 4 How, *specifically*, will you do better next time?

What one or two things will you concentrate on?

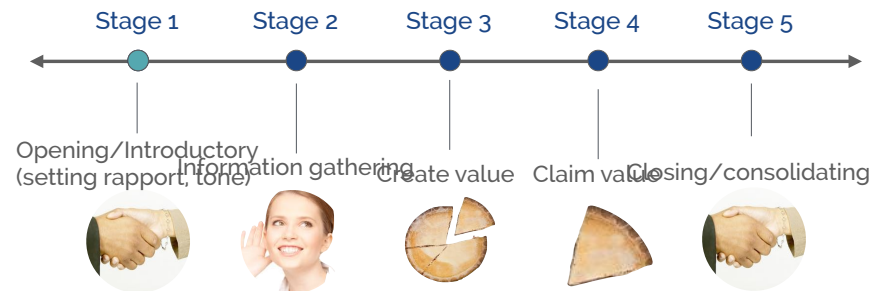
14

Some Negotiation Theory



15

Stages of Negotiation



16

ABCs

Or, Northcraft's ABCs

Acquire information
Interests vs. Positions

Make the pie **bigger**
"Creating" value

Claim your share of the interests ("claim" value)

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Build Rapport, Trust

Listen

Listen

Listen

? Ask questions

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Exercise

"Uh huh" (nodding)

"Tell me more about that."

"Help me understand more about...."

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Influence
Why?

Importance of being heard


Importance of being understood

You might learn something

Buy time

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Persuasion
Negotiation


?????

Negotiators who ask more questions get better results.

- How good are your questions?
- How well do you listen?

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21



Persuasion
Emotions

Good moods promote creative thinking and openness to ideas.

People process information differently in different moods.



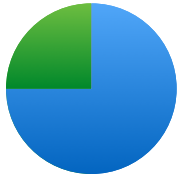
Emotion is a self-fulfilling prophesy.

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Types of Negotiation

Distributive



Integrative



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ask yourself

How many of the negotiations that you do at work are one-time interactions with people you will not deal with again ...

...as opposed to embedded in long-term relationships?

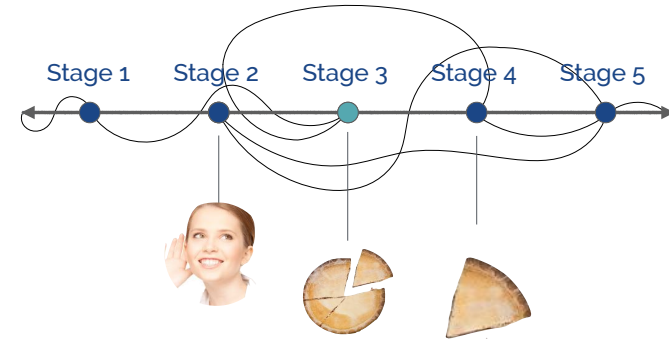
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Critical Questions

- 1 Deal or dispute?
- 2 Single or multiple issues?
- 3 Close or distant relationship?
- 4 One-time or continuing?
- 5 Relative roles of you and the other party?

Stages of Negotiation



Negotiation
Literature

What can you do in a typically **win-lose** negotiation, like buying a car, to create **more value** for all concerned?



Negotiation
Literature



Win-Win Negotiations



Multiple
Issues



Trade-offs
Possible



Long-term
Relationships



Bazerman & Neale
Negotiating rationally: the
power and impact of the
negotiator's frame
Academy of Management
Executive, 1992 Vol. 6 No. 3



Assuming that gains must come at
the expense of the other party and
miss opportunities for trade-offs



Relying on readily-available information



Failing to consider information available
by focusing on the other side

Check Your Preparation



- 1 Have you conceived of your interaction as a negotiation?
- 2 Have you thought about your interests?
- 3 Have you considered the interests of the others involved?
- 4 Do you have a plan?



Integrative
Approach



Build trust



Ask questions



Be patient




Share information



Brainstorm: make,
request proposals

Case Study Discussion



Related Concepts
 Organizational Learning & Research Ethics

A Teaching Dilemma

Prof. Nadek is a Latin or Roman ancient professor, has been assigned to teach the first course in a department, required major requires the first two years, the rest of the department and some faculty, Prof. J. Jorgensen, who teaches the second course in the department, or completing on the department level and finally to Nadek, J. J. who also offers the second course in the department, is wanting that he and other faculty be permitted to use Nadek's syllabus and make changes when necessary to take on the student coming from the course or not properly prepared for the work.

Nadek knows that J. J.'s teaching approach is considered to have "high skill and high" lecture and testing strategies which aligns with some strategies that have been proven to produce superior outcomes for all students, including those who are generally floundering in experiential-based classrooms. A substantial amount of research shows that Nadek is correct to be flustered about the requirements of using learning strategies for producing student outcomes at every level of preparation.

It seems that the departmental approach to teaching has been established for many years and the produced student outcomes, including high rates of student retention in the course. This is true if looking only at long-term data from the larger course, student retention to the next semester especially for students of color. There is a higher achievement gap in J. J.'s class, which has only measured during the COVID-19 period. J. J. also complains that Nadek's teaching style is too quantitative and does not provide students with the discipline and rigor necessary to succeed in their field.

There is tension in the department because a group of full-time professors with a mix of younger faculty, including both part-time and assistant professors and the two women full professors in the department share the direction of the department. The senior faculty are advocating for a more traditional and non-quantitative approach, while J. J. and other senior faculty are committed to maintaining the traditional structure and level of the department.

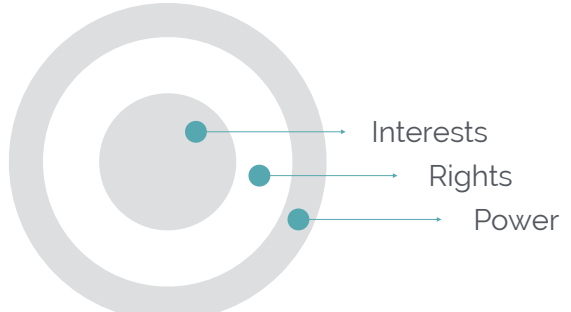
Your assignment: In J. J.'s language you are Nadek.

- Apply the IRP to Nadek's situation. Be prepared to share out.
- Define what success looks like for Nadek in the short-term and long-term.
- Make a plan for Nadek's next steps. How should Nadek approach this situation considering the power dynamics and the long-term relationships to be developed?
- Craft personal scripts for email or in person you would use to start the first meeting. difficult conversations.

photos: Chris Sabor on Unsplash

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Ury, Brett, Goldberg (1989)

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- Transaction costs
- Satisfaction with outcome
- Effect on relationship
- Recurrence

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IRP Analysis

	You	Other
Interests	Shared Interests?	
Rights		
Power		

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Questions or concerns?

Key takeaways?



Thank You