



Negotiation in the Non-profit and Public Sectors

Course Reference Numbers (4): 40038

Aug 28-30, 5-9p Fri, 9-4p Sat/Sun

Online (Canvas and Zoom)

2 Credit Hours



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This syllabus is subject to revision.

Course Description: Personal and professional negotiation in the non-profit sector has unique challenges. With constrained budgets and an emphasis on equitable treatment of employees, traditional negotiation strategies may not always be the best approach for meeting your own personal and professional goals. Through readings and live online exercises, we will learn about how to navigate negotiations over position responsibilities, pay, and benefits for those seeing to enter or advance in the non-profit sector.

Our work will be conducted remotely, using Canvas and Zoom. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

NOTES ON READINGS:

All journal articles or web links will be posted to Canvas

There is one book to purchase: Fisher and Ury (2011). We will also be using Greene and Bursleson (2003), which is provided on Canvas.

All books are also available on Open Reserve through the Evergreen Library.

Readings

Carroll, Thomas, Patricia Hughes and William Luksetich. 2005. "Managers of nonprofit organizations are rewarded for performance." *Nonprofit Management and Leadership* 16(1):19–41.

- Chamberlain, Andrew. 2003. Demystifying the Gender Pay Gap: Evidence From Glassdoor Salary Data. Technical report Glassdoor.
- Denhardt, Robert B, Janet V Denhardt, Maria P Aristigueta and Kelly C Rawlings. 2020. Managing Conflict. In *Managing human behavior in public and nonprofit organizations*. CQ Press pp. 349–382.
- Fisher, Roger and William L. Ury. 2011. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
- Greene, John O. and Brant R. Burleson, eds. 2003. *Handbook of Communication and Social Interaction Skills*. Lawrence Erlbaum Associates, Inc.
- Jordan, Peter J and Ashlea C Troth. 2004. “Managing emotions during team problem solving: Emotional intelligence and conflict resolution.” *Human performance* 17(2):195–218.
- Kolb, Deborah M. and Judith Williams. 2001*a*. *The Shadow Negotiation: How Women can Master the Hidden Agendas that Determine Bargaining Success*. Simon & Schuster chapter Making Strategic Moves, pp. 71–103.
- Kolb, Deborah M. and Judith Williams. 2001*b*. *The Shadow Negotiation: How Women can Master the Hidden Agendas that Determine Bargaining Success*. Simon & Schuster chapter Staying Out of Your Own Way, pp. 41–70.
- Peppet, Scott R. and Michael L. Moffitt. 2006. Learning how to learn to negotiate. In *The Negotiator’s Fieldbook*. Schneider and Honeyman pp. 615–626.

Course Policies:

- **Evaluations**

- Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
- Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at my.evergreen.edu. Students are not required to submit self-evaluations to their transcripts. An evaluation conference is optional.

- **Assignments**

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

- **Attendance and Absences**

- Regular attendance is expected. You are allowed to miss **1** class (four hours of instruction time) during this session without penalty. Missing any class will require adjustments to negotiation schedules that may inconvenience your classmates.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials.

Academic Honesty Policy Summary:

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Holidays for Reasons of Faith or Conscience:

Please inform me in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let me know within that time frame, I will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: <https://www.evergreen.edu/policy/religious-observance>

Written Assignments (See Course Schedule for Due Dates)

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate clear, straightforward writing with *short* paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

Reflective Journals

Most of your written assignments are in the form of reflective journals. Research on negotiation has shown that regular journal assignments promote metacognition (thinking about your own learning process), encourages applied self-reflection, engages and gives value to both intellectual and emotional thinking, and improves writing skills. Most are due ahead of class time, but some will be written during class. Some of the reflective journal assignments will be evaluated as the basis for providing feedback, some are intended to foster discussion with other students, and some are for your own self-reflection and growth. All, however, are mandatory.

Your journals should focus on your thoughts, ideas, experiences, and insights related to the course material and discussions. Emphasis should be placed on inquiry and observation related to your own skills, frames of reference and knowledge about your assumptions, your work with suspending judgment, how you see yourself in relationship to others when engaged in conversation, and areas in which you would like to develop your ability and understanding.

Reflective Journal 1: Getting Started with Negotiation

Reflective Preparation Journal 2: Practicing the Principles from *Getting to Yes*

Reflective Journal 3: Learning About and Reflecting on Your Conflict Management Styles

Reflective Journal 4: Negotiations in Real Life

Reflective Journal 5: Researching Your Value to Develop Your Personal BATNA

Final Reflective Journal: Challenging Your “Theories of Action”: Video Reflections

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Session	Content
August 28, <i>evening</i>	Introductions, Course overview <i>Readings:</i> <ul style="list-style-type: none">• Peppet and Moffitt (2006); Greene and Burleson (2003) – selections <i>Assignments Due:</i> <ul style="list-style-type: none">• Reflective Journal 1
August 29, <i>morning</i>	Module 2: Negotiation Theory <i>Readings:</i> <ul style="list-style-type: none">• Fisher and Ury (2011) <i>Assignments Due:</i> <ul style="list-style-type: none">• Reflective Preparation Journal 2
August 29, <i>afternoon</i>	Module 3: Conflict Management <i>Readings:</i> <ul style="list-style-type: none">• Denhardt et al. (2020); Jordan and Troth (2004) <i>Assignments Due:</i> <ul style="list-style-type: none">• Reflective Journal 3
August 30, <i>morning</i>	Module 4: Negotiation and the Workplace <i>Readings:</i> <ul style="list-style-type: none">• Kolb and Williams (2001<i>a,b</i>) <i>Assignments Due:</i> <ul style="list-style-type: none">• Reflective Journal 4
August 30, <i>afternoon</i>	Module 5: Negotiation for Salary <i>Readings:</i> <ul style="list-style-type: none">• Chamberlain (2003); Carroll, Hughes and Luksetich (2005) <i>Assignments Due:</i> <ul style="list-style-type: none">• Reflective Journal 5

September 4, 6 pm

Final Reflective Journal Due