Environmental Problem Solving: Negotiation and Leadership

Instructor
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Office Hours
By request, please email (tkuwabar@macalester.edu)

Class Schedule
Room: OLRI 253
Time: 9:40 AM - 11:10 AM
Days: T R

Overview
This course introduces students to the science and the art of negotiation to address environmental problem-solving opportunities. Through the lens of negotiations, psychology, and organizational behavior we will examine challenges that arise in environmental policy-making, natural resource management, and community decision-making. Students will develop a personal toolkit of negotiation skills through participation in weekly simulations while simultaneously building and defining a portfolio of effective communication and leadership capabilities.

Learning Objectives
To successfully complete this class students will be able to:
- Describe the theory underlying distributive and integrative negotiation situations.
- Understand the dynamics of multi-stakeholder decision making and negotiation.
- Facilitate more effective group discussions and team meetings.
Develop a personal theory of leadership: when to follow, lead, postpone, or leverage an external party.

Build skills for creating alignment of interests of multiple stakeholders and resolving conflict.

Articulate how a reflective model of practice applies to environmental policy-making, natural resource management, and community decision-making.

Course Format

Negotiation Cases
The course is centered on experiential learning through negotiation simulations, exercises, discussions, and case studies. We will practice negotiating during class sessions. The readings and discussions led by the instructor will provide additional knowledge and reflection points to maximize the value for your personal style and learning from these negotiation simulations. In these exercises, you should approach the role through the perspective of the designated person, even if the role feels at odds with your own inclinations, values, or beliefs. After negotiation exercises students will complete a reflection paper to build a reflective practice and to enhance the learning from the simulations.

Preparation
The use of experiential learning exercises rests fully on students being prepared for each negotiation simulation, and on being fully present during the negotiation. You will need to prepare in advance of the exercise. The importance of coming to class prepared and ready to negotiate - particularly for your peers - is reflected in the weight of the participation grade for this course.

Debriefs and Reflections
These activities follow each exercise in order to enhance your learning from your experiences. As part of the learning experience, the instructor will engage with you via feedback on reflection papers you submit after certain negotiation simulations.

Personal Learning
There is no best way to negotiate or exercise influence. This course aims to provide you with the tools, experience, and space to discover what works for you as an individual in various situations, to build your own toolkit of skills. This requires experimenting with new behaviors, expanding out of your comfort zone, and, occasionally, failing. The instructor will do everything in their power to ensure the class environment lends itself to exploration and personal development and asks that you contribute to an environment of discovery and creativity. Be mindful of your personal strengths and weaknesses and try to monitor your opportunities for personal development, both in and out of class.
Evaluation

As referenced above in personal learning, each student’s learning journey is different and will take its own form. To that end, the instructor's role in this class is not evaluative. Assignments are designed to enhance the learning process for students and incorporate flexibility to align with individual student’s learning preferences. Students and the instructor will co-generate grades for: class participation (negotiation exercises), class participation (debriefs and discussions), and post-negotiation reflections.

40% Class Participation - Negotiation Exercises

Participation grades are based on preparation and participation in negotiation simulations. The negotiation simulations are carefully curated and constitute the central learning experiences in this course. You will need to be fully prepared for each day to ensure you are able to capitalize on the time we share. Your participation is critical for the learning experience of your peers. I trust that, as a member of the class, you are committed to come to class prepared to provide your negotiation partner(s) with the best possible learning opportunity. If you are unprepared, your negotiation partner’s learning will suffer. Your, and your peers, learning experiences in the class are of paramount importance, disregard for your peers will affect your participation grade.

However, if you are feeling ill please do not come to class, your class participation grade will not be impacted. Please let me know via email as soon as possible so we can adjust to minimize the impact of an absence on your peers.

20% Class Participation - Debriefs and Discussions

In addition to negotiation simulations, this course has a large debrief and discussion element. Participation in these discussions is required, and is evaluated on quality over quantity. I recognize that everyone may have different styles of thoughtful reflection, and look forward to hearing your perspective. Missing classes, tardiness, and lack of preparation will mean not only that your learning experience is diminished but also that your peers’ learning opportunities will be reduced. A tardiness to class of more than 10 minutes will result in half the attendance grade for that session.

However, if you are feeling ill please do not come to class, your class participation grade will not be impacted. Please let me know via email as soon as possible so we can adjust to minimize the impact of an absence on your peers.

40% Post-Negotiation Reflection

Post-negotiation reflections can take many forms, I am flexible to the modality that works best with your personal orientation of learning. If drawing, recording a video, creating a flow chart, or writing a traditional paper is most effective for your learning, please shift the modality of this
assignment. If you are writing a traditional paper, reflections should be one-page, maximum. A reflective practice is a crucial tool for developing your ability as an environmental problem-solver, negotiator, and leader. These reflections will be treated as private and no material will be shared unless the instructor contacts you asking permission or in instances of mandatory reporting.

Reflections should not be detailed chronologies of the negotiation process. Instead, they should focus on analysis, insights, and application of your experiences with environmental policy. In addition to incorporating elements from class discussions, reflections should engage with the concepts and assigned readings.

Issues that can be addressed include:
- How did the negotiation process and outcome compare to your plans and/or expectations?
- What were the critical strategies or turns of events?
- What surprised you most about your behaviors and/or emotions? About those of the other parties in the negotiation?
- Who exercised the greatest influence and control over the negotiation process? How and why?
- What are the main takeaway lessons from the negotiation?
- How was this negotiation unique from those in past exercises or experiences?
- If you had an opportunity to do this over again, with the same people, what would you do differently?
- How did the negotiation case relate to the environmental policy/organizational behavior topic of the week? And how might your experiences change how you conceptualize or engage with these issues in the future?

Reflection papers will be evaluated on:
- Your ability to synthesize and integrate information from the readings.
- The quality of your answers to selected questions noted above.
- The quality and usefulness of the feedback pertaining to others.
- Overall evidence of insight and personal learning.

Additional Resources

Macalester College: Find Help
A page with emergency, housing, academic, and financial services for current students.
Macalester College COVID-19 Updates

A resource with current policies and expectations in regard to the COVID-19 pandemic for the Macalester community.

Schedule

Session One

January 18 - Can We Succeed Together?

*Negotiation Theory*

**Assigned Reading:**
Review the Syllabus

Session Two

January 23 - Claiming Value in Negotiation

*Negotiation Theory*

**Assigned Readings:**


Session Three

January 25 - Leveraging Psychological Traits to Claim More Value

*Psychology*

**Assigned Readings:**


**Assignment:**
Personal Reflection One (sessions 2,3)
Session Four

January 30 - Using Packages to Create Better Deals

Negotiation Theory

Assigned Readings:


Session Five

February 1 - Expanding Beyond Zero-Sum Environmental Policy Mindsets

Environmental Policy

Assigned Readings:

https://repository.uchastings.edu/faculty_scholarship/1563

Assignment:
Personal Reflection Two (sessions 4,5)

Session Six

February 6 - Trading Across Interests to Create Value in Negotiations

Negotiation Theory

Assigned Readings:

Session Seven

February 8 - Framing Your Interests

*Psychology*

**Assigned Readings:**


**Assignment:**

Personal Reflection Three (sessions 6, 7)

Session Eight

February 13 - Exploring the Digital Frontier of Negotiations

*Negotiation Theory*

**Assigned Readings:**


Session Nine

February 15 - Tapping into the Power of Non-Verbal Communication

*Psychology*
Assigned Readings:

Assignment:
Personal Reflection Four (sessions 8, 9)

Session Ten

February 20 - Navigating the Dynamics of Power

Negotiation Theory

Assigned Readings:


Session Eleven

February 22 - Whose Voices are Represented, Manifestations of Power in Environmental Policy

Environmental Policy

Assigned Readings:


Assignment:
Personal Reflection Five (sessions 10, 11)
Session Twelve

February 27 - Uncovering Your Blindspots

*Psychology*

**Assigned Readings:**


Session Thirteen

February 29 - Engaging with Uncertainty in Environmental Problem-Solving

*Environmental Policy*

**Assigned Readings:**


[https://doi.org/10.2307/1938620](https://doi.org/10.2307/1938620)


**Assignment:**

Personal Reflection Six (sessions 12, 13)

Session Fourteen

March 5 - Exploring Multiparty Negotiations

*Negotiation Theory*

**Assigned Readings:**


Session Fifteen

March 7 - Highlighting the Role of Spoilers

**Negotiation Theory**

**Assigned Readings:**


**Assignment:**

Personal Reflection Seven (sessions 14, 15)

SPRING BREAK

Session Sixteen

March 19 - Building Consensus through Facilitation

**Negotiation Theory**

**Assigned Readings:**


Session Seventeen

March 21 - Collectively Managing Distributed Environmental Problems

*Environmental Policy*

**Assigned Readings:**


**Assignment:**
Personal Reflection Eight (sessions 16, 17)

Session Eighteen

March 26 - Mediating Through Impass to Reach Consensus

*Negotiation Theory*

**Assigned Readings:**

Session Nineteen

March 28 - Understanding Your Identity

*Psychology*

**Assigned Readings:**

**Assignment:**
Personal Reflection Nine (sessions 18, 19)
Session Twenty

April 2 - Leveraging Your Emotions During Conflict

*Psychology*

**Assigned Readings:**


Session Twenty One

April 4 - Engaging with Value-based Conflict

*Psychology*

**Assigned Readings:**


**Assignment:**

Personal Reflection Ten (Sessions 20, 21)

Session Twenty Two

April 9 - Navigating the Agent-Principal Relationship

*Negotiation Theory*

**Assigned Readings:**

Session Twenty Three

**April 11 - Disabling Dirty Tricks**

*Psychology*

**Assigned Readings:**


**Assignment:**

Personal Reflection Eleven (sessions 22, 23)

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Session Twenty Four

Capstone Day 1
April 16

Session Twenty Five

Capstone Day 2
April 18

Session Twenty Six

Capstone Day 3
April 23

Session Twenty Seven

Capstone Day 4
April 25

**Assignment:**

Personal Reflection Twelve (sessions 24, 25, 26, 27)