PLANNERS AND NEGOTIATION

by

GEORGE PAUL CSOTI

B.Sc. The University of British Columbia, 1981

A THESIS SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE

in

THE FACULTY OF GRADUATE STUDIES

(School of Community and Regional Planning)

We accept this thesis as conforming

to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA

1988

© George Paul Csoti, 1988

In presenting this thesis in partial fulfilment of the requirements for an advanced degree at the University of British Columbia, I agree that the Library shall make it freely available for reference and study. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by the head of my department or by his or her representatives. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Department of School of Community and
                    Regional Planning
The University of British Columbia
1956 Main Mall
Vancouver, Canada
V6T 1Y3

Date   August 29, 1988

ABSTRACT

This thesis analyzes the role of negotiation theory and skills training in planning school curricula. This analysis is based on (1) a literature review focusing on planning, managing and negotiating and (2) a survey on negotiation and dispute resolution in North American planning schools.

The literature review indicates that negotiation is a foundation skill for planners. Planning and managing are functions performed by planners. Both functions involve political decision making and political communication. Conflict situations are inevitable in political work environments, and negotiation is significant as a way to manage conflict. Hence, planners should have negotiating skills. However, very few planners have, at any stage of their development, been made aware of the range of negotiation theories, roles, strategies or tactics they might adopt. Prominent planning educators such as Baum, Forester, Schon and Susskind have raised a concern that many planners lack negotiating skills. They point to education as a solution.

Based on the survey results, at least 25 percent of Canadian and 15 percent of American planning schools now offer one or more courses in these subjects. These courses began to emerge in 1981-1982. An analysis of the curricula materials collected indicates that these courses are based on the cooperative, problem solving approach advocated in two popular American books - namely: (1) "Getting to Yes" by Fisher and Ury and (2) "The Art and Science of Negotiation" by Raiffa.

The main recommendation of this thesis is that planning educators recognize the need to equip planners with a basic level of negotiation theory and skill training. The development of negotiating skills depends on learning appropriate kinds of behavior. Learning is facilitated by practice and exposure to simulated problem solving situations.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF EXHIBITS

LIST OF APPENDICES

ACKNOWLEDGEMENT

This thesis would not have been possible without the assistance of my supervisor, Tony Dorcey and my advisor, Henry Hightower. Special thanks to Brahm Wiesman who helped with the questionnaire and to Norman Dale for agreeing to be my external examiner. Thanks are also extended to all those who responded to the survey-questionnaire.

PART ONE: THE DEMAND FOR NEGOTIATING SKILLS

INTRODUCTION

This thesis is about one of the most important skills needed by planning practitioners in order to be effective - namely, negotiation. Virtually all planning processes are infused with negotiating processes. Planning practitioners from every part of the world in all kinds of organizations, all do the same thing - negotiate. Negotiating is a basic human endeavor. However, in planning practice, negotiated decision making can be an uncertain endeavor due to the complexity of problems faced and the limitations on time and information. Research on negotiation in a planning context is warranted because public planning involves some of the most significant and far-reaching decisions that can be made for communities and resources.

Despite the existence of a growing body of theoretical literature, curriculum material and courses on negotiation, there are those who remain skeptical and resist the idea that negotiation is a fundamental skill requirement. This resistance stems "from too narrow a conception of negotiation" (Lax & Sebenius, 1986, 23).

First, a broader perspective begins with the view that negotiation is a communication process aimed at reaching decisions. Perhaps the terms "communication" and "decision making" will pacify some of the resistance.

Second, negotiation is often identified as the primary means of resolving disputes. Dispute resolution is currently a popular topic in planning literature. A substantial amount of research exists relating to the resolution of development, land use and environmental conflicts.

Third, negotiation is also utilized in non-dispute interactions. This aspect of negotiating has received less attention in the planning literature. Non-dispute negotiation involves the decision making transactions which occur on a daily basis. The emphasis here is on collaboration between people with common concerns. Negotiation is used to solve problems (Pruitt, 1981; Menkel-Medow, 1983).

THE PROBLEM

The significance of negotiated decision making in the governance of human and material resources should not be ignored. In particular, I am concerned that many planners negotiate over a lifetime of practice without learning from their experience. The introduction of negotiating curricula in planning education is relatively new, since the early 1980's, so most practitioners lack formal training. Despite the fact that negotiation is part of the repertoire of professional planners, very few planners have, at any stage of their development, been made aware of the range of negotiation theories, roles, strategies or tactics they might adopt. Yet, as Donald Schon states:

> Professionals claim to contribute to social well being, put their clients' needs ahead of their own, and hold themselves accountable to standards of competence and morality ... professionals have been loudly critical of their own failure ... to meet reasonable standards of competence in their service to clients (1983, 11-13).

Henry Hightower adds to this discussion when he states that

> Professionalism refers to an attitude and a type of behavior ... Perhaps the strongest connotation is that of competence ... (1983, 109).

This raises an important issue. Does a "trial and error" approach to negotiated decision making maintain standards of professional competence? I believe that this approach does not meet the specifications in the planning profession's code aimed at serving the "public interest." Primarily, I am concerned with the quality of the solutions and agreements that planning negotiations produce. What happens to those clients who represent the "errors"? The duties owed to the client or "public interest" dictate that it is time to recognize the need for standards in planning negotiations. Reasonable standards of competence can be maintained by providing planners with basic training in negotiating skills.

Planning schools have been criticized for their failure to equip students with adequate communication, negotiation and interpersonal skills (Baum, 1983; Hodges, 1985; Hoch and Cibulskis, 1987; Forestor, 1987). A large part of the responsibility can be attributed to the broader educational system. Nonetheless, planning schools must take a more aggressive approach and teach the skills actually used in practice.

RESEARCH GOAL

The goal of this thesis is to analyze the role of negotiation theory and skills training in planning school curricula. This goal is pursued by exploring the answers to the following research questions:

1) What is the role of negotiation in urban, regional and resources planning?

2) How are planning schools currently preparing their students for the negotiating skill requirements of planning?

RESEARCH OBJECTIVES

The strength of this thesis stems from the results of two main research streams: (1) a review of relevant literature focussing on negotiation in planning and (2) a survey-questionnaire used to collect information on negotiation and dispute resolution curricula in planning schools.

Part Two of this thesis presents the findings of my first research stream. The objective for this section is:

1) To outline the roles of negotiation in planning, based on a review of relevant literature.

Part Three and the Appendices of this thesis present the results of the second research stream. The main objective for this section is:

2) To present the findings of my survey on negotiation education in planning schools.

ORGANIZATION OF TOPICS

This study is organized into four parts. Part One introduces the topic of negotiation in the planning context. It identifies "lack of negotiating skills" as a potential problem area in planning practice. This section outlines the contents of this thesis and sets the stage for a theoretical discussion. The issue of success in planning is raised and then left.

Part Two presents the results of a multidisciplinary literature review. The principal theme of this section is that planners who take on managerial roles or those interested in an active role in plan implementation are the most likely to require negotiating expertise. The

changing nature of planning work points to a need for basic training in negotiating at all levels, including entry level planning positions.

Part Three provides the results and analysis of my research on negotiation curricula in North American planning schools. This part of my study involved cooperating with the "National Institute for Dispute Resolution" (NIDR). Details regarding the nature of my cooperation and the purpose of the NIDR are presented. This is followed by the results of a survey of planning schools located in the United States of America. Next, the findings of a questionnaire directed towards the "Association of Canadian University Planning Programs" are presented. Curricula materials are compared and analyzed.

Part Four provides a summary, conclusions and recommendations. It focusses on the original "Research Goal" and addresses the original research questions.

LIMITATIONS OF THESIS

Decisions had to be made regarding the selection of theoretical perspectives to be presented in Part Two. Many of the topics which emerge in the discussion cannot be dealt with in the detail they deserve. In Part Two, I try to establish the "theoretical history" of negotiation in planning. A complete review of this history would be another thesis. Similarly, I review some of the more current literature but I only "scratch at the surface."

At times I dig deeper. In Part Three my research provides a useful source of information on negotiation in planning school curricula. However, Part Three falls short of being a guide on "how to teach

negotiation."

This thesis provides useful insights which could improve negotiating skills. However, it is not meant to be a guide on "how to negotiate."

RESEARCH PROCEDURES

The research procedures used in this project include: (1) formal participation in negotiation and conflict resolution courses at the graduate level, (2) participation in an executive level workshop on environmental conflict resolution, (3) an extensive multidisciplinary literature review with an emphasis on planning, negotiation, management and communication, (4) the design and administration of a questionnaire on negotiation curricula in Canadian planning schools, (5) completion of a survey on planning school curricula from the United States of America, (6) cooperation on my part with the National Institute of Dispute Resolution (NIDR) by providing copies of my survey for use in "A Source Book on Dispute Resolution In Planning School Curricula," and (7) a mini-survey on career opportunities in planning requiring negotiating skills.

Consequently, this thesis is an integration of several related research streams which were developed in parallel progression. In order to gain a better understanding of this study and its findings it is clear that a more elaborate description of research methods is necessary. The results of a research project are no better than the methods used to obtain them. For this reason a relatively detailed explanation of my research methodology is provided for those who are interested.

Participation in Courses and Literature Review

The intellectual roots of this thesis include the following courses

at The University of British Columbia: (1) Planning 532: Planning for Natural Resources Management, (2) Planning 550: Directed Studies (on Organizational and Management Theory), (3) Planning 502: Planning Theory and (4) Commerce 323: Human Resources Management.

I completed these courses during the 1984-85 university session. These courses provided me with a theoretical foundation as well as hands-on experience in practice negotiation simulations. Once I had identified negotiation as a general field of interest, I began to develop a more specific research focus. Two things had become evident to me: (1) my classroom experiences, studies and practice negotiations, improved my capacity to communicate, and (2) in order for me to become a successful planner-manager I needed more training in oral communication and negotiation. Consequently, my research began to focus on communication-negotiation education.

In the fall and winter of 1985, I took part in the only course offered at U.B.C. that was completely concerned with my area of interest, "Law 469: Negotiation and Dispute Resolution Seminar." Although the emphasis was on negotiation in legal practice, the course presented general principles governing the negotiation process. Course materials offered a wide range of negotiating approaches and techniques which could be tested during the numerous practice simulations. A good deal of emphasis was placed on the theory and practice of traditional legal negotiation. Historically, legal negotiation theory emphasizes competitive gain and a more adversarial approach, i.e., "how to win a negotiation" (Edwards & White, 1977).

In March 1986, another investment in this project was made by me

when I attended an executive level seminar on "Environmental Conflict Resolution." The seminar was offered as a "progressive learning" opportunity for "continuing management development" by the Banff Centre School of Management. Planning educators Audrey Armour of York University and Tony Dorcey of Westwater Research Centre (U.B.C.) were acknowledged for their assistance in the design of this course (see Appendix 4).

The seminar was directed at senior resource managers (public and private sectors) as well as environmental interest groups and those involved in community development. An examination of the student roster reveals that close to 30 percent of the participants could be called planning practitioners (7 out of 25 students).

The six-day program was divided into two parts: (1) Reaching Agreement: The Workshop and (2) The Seminar. My own participation was limited to the first three days of the program, a workshop on the principles and practice of environmental negotiation. This intensive learning experience provided me with a sound grasp of conflict resolution and conflict management principles. The workshop involved participation in lectures, in class and after class reading, discussions and a negotiation exercise developed by the Harvard Negotiation Project.

On the final day of the workshop I had an opportunity to meet with Howard Raiffa, Professor at the Harvard Business School and the Kennedy School of Government (Public Administration and Planning School). Raiffa is well known for his role in the Harvard Negotiation Project and his book titled "The Art and Science of Negotiation." Professor Raiffa provided me with some useful suggestions regarding negotiation

literature.

The Banff seminar emphasized a more contemporary approach to negotiation and conflict resolution. Bargaining for joint mutual gains and cooperation was emphasized over the more traditional competitive approach.

A considerable portion of Part Two is based on literature and materials I was exposed to during my participation in these graduate and executive level courses. The insights gained through formal course work were most useful in the preparation of this thesis. Exposure to a vast array of simulated negotiation exercises as well as an extensive selection of negotiation related theory has influenced my choice and treatment of topics.

Planning Curricula Survey: U.S.A.

Another research technique used was the survey questionnaire, a standard feature of social science. Two separate surveys were conducted: (1) the investigation of existing negotiation related course work available at a select number of planning schools located in the United States, and (2) an investigation of negotiation related course work available through the "Association of Canadian Planning Schools."

My initial efforts focused on the exploration of bargaining related education in U.S. planning schools. Anthony Dorcey, my research advisor, helped me to identify several academicians with a keen interest in this area. In November 1985, I prepared and sent letters to Professors: (1) Lawrence Susskind (Planning, M.I.T.), (2) Jeffrey Rubin (Psychology, Tufts), and (3) Jerome Kaufman (Planning, Wisconsin-Madison).

Lawrence Susskind, the acting Director of Harvard's Program on Negotiation (an inter-university consortium to improve the theory practice of conflict resolution), was able to provide me with a list of 11 American planning schools known to have negotiation courses (see Exhibit 2). Furthermore, Susskind suggested that I contact Bob Jones of the National Institute for Dispute Resolution (NIDR) in Washington, D.C., to see if there were others.

Jeffrey Rubin responded to my inquiry by sending a copy of the "DISPUTE RESOLUTION DIRECTORY: Boston Area Courses & Internships 1985-1986" (compiled by The Program on Negotiation at Harvard). This directory lists over 50 courses on conflict resolution and negotiation. Numerous internship opportunities are also listed.

Professor Harvey Jacobs (University of Wisconsin-Madison, Planning) responded for Jerome Kaufman. Jacobs sent me course outlines, reading lists and a useful commentary.

Returning to Professor Susskind's response (Exhibit 2), each of the 11 planning schools were sent individualized letters in February 1986, describing the nature of my study. I was interested in finding out when negotiation course work was first offered and I asked for course outlines and reading lists for courses that had a substantial emphasis in negotiation, conflict resolution or mediation. Furthermore, I tried to solicit general comments regarding this type of curriculum (see Appendix 3 for sample letter).

By April 1986, I had received 5 responses out of 11 letters and I still had the materials Jacobs sent from the University of Wisconsin-Madison. Consequently, I had collected useful materials from 6 planning

schools: (1) Harvard, (2) Massachusetts Institute of Technology, (3) U.C. Berkeley, (4) Hawaii, (5) Florida State and (6) Wisconsin-Madison.

While carrying out this survey, it became evident that NIDR was also initiating a similar study. NIDR describes itself as a private, nonprofit grant making technical organization. Its principal business is to facilitate promising research in order to improve the practice of dispute resolution (linking theory and research to practice). The Institute has provided grants to planning faculty, research fellowships to planning doctoral students, sponsored the development of teaching materials and textbooks with a planning emphasis.

Telephone calls were made to Bob Jones of NIDR in Washington, D.C., and to Professor Tom Dinell, chairman at the University of Hawaii's Department of Urban and Regional Planning. Professor Dinell had been asked by NIDR to produce a volume of reading lists and course outlines relating to conflict resolution as taught in graduate planning schools. I agreed with his request to share the materials that I had pulled together. The NIDR study titled "A Source Book on Dispute Resolution in Planning School Curricula" was released in September 1987 with an acknowledgment to my contribution.

Finally, in January and February of 1988, telephone calls were made to Professor Raiffa in Cambridge, Massachusetts. These calls were made to determine when negotiating curricula was first available to planning students at the Kennedy School of Government (Harvard).

Survey Questionnaire: Canada

In March 1986, Brahm Wiesman, then Director of the School of

Community and Regional Planning at U.B.C., provided assistance with the design and implementation of a questionnaire directed towards the "Association of Canadian University Planning Programs" (see Appendix 2 for complete list). The questionnaires were mailed to the Directors of each planning school with a cover memorandum by Professor Wiesman (Exhibit 3). By the end of April 1986, eight schools had responded to the survey. The final response rate was nearly 65 percent, i.e. 11 out of 17 (see Appendix 2 for list of respondents). No further attempt was made to contact the six non-responding schools which included all three of the French speaking universities (Laval, Montreal and Quebec) as well as Manitoba, Saskatchewan and Winnipeg. Had I taken the time to translate the questionnaire into French, I might have earned a few more replies. However, the failure of these schools to respond does not seriously affect the findings of this project.

Questions 1 & 2 were designed to qualify the respondents. Negotiation course content can be found packaged under a variety of course offerings. Questions 3 & 4 were aimed at obtaining background information. Question 5 was an attempt to prospect for candid comments regarding negotiation theory and skill training.

Collection of Job Advertisements

This portion of my study involved collecting job advertisements which represented employment opportunities for qualified planners with negotiating expertise. The objective was to collect ads which explicitly stated that negotiating skills were needed. These ads are increasingly common. Appendix 1 provides several examples. Eight ads were collected

in total. Exhibit 1 (page 16) is the most recent ad. Ads were taken
from the "Career Opportunities" sections of "The Vancouver Sun" (6 ads)
and "The Globe and Mail" (2 ads). The ads represented an explicit demand
for ten planning positions with negotiating skills requirements. Most of
the ads are from 1988 (3) and 1987 (3). One ad was collected for 1986
and one for 1985. The ads were collected on a casual and infrequent
basis; consequently, this research is informal and provides only
tentative evidence. Nonetheless, the results and analysis provide some
interesting insights. The following discussion on "Success" serves as an
introduction to the findings of the job survey described here.

SUCCESS IN PLANNING

It has been said that prenegotiation planning or preparation,
coupled with knowledge of the subject matter being negotiated, is the key
to successful negotiation (Raiffa, 1982; Marsh, 1984; Morrison, 1985). I
believe that negotiating skills are the key to a "successful" planning
practice, however subjective that term might be.

One measure of success is based on performance ratings, usually by
superiors. Another approach is based on managerial and salary levels
(Klaus & Bass, 1982). In fact, success is frequently measured in terms
of higher levels and higher salaries. Allan Hodges (1985), in his
commentary on "Career Advancement in Spite of Planning Education," asks
us to:

> Consider the skills required for higher salaried jobs
> advertised in recent issues of the American Planning
> Association's Job Mart - some paying more than $70,000 a year:
>
> • strong organizing and directing skills;

- written/oral communication skills;

- knowledge of finance, contract coordination, and negotiation;

- supervision of training and technical assistance skills;

- substantial background in computer applications, fiscal impacts, market analysis, real estate, financial incentives;

- self starter;

- manager; and

- motivator.

A few planning education degree programs equip their graduates with such skills, but not all do; if planners acquire these skills at all, they do so by learning on the job. Some of the top planning jobs go to nonplanners because they already have the special skills required. (1985, 4).

Hodges' article on "Career Advancement" makes several points:

(1) some top planning jobs go to nonplanners;

(2) negotiation is among the skills required for the top planning jobs in the U.S.A.;

(3) management and communication skills are essential; and

(4) many planners acquire these skills on the job.

What about Canada? Does the job market in Canada reflect these findings? Hodges' articles stimulated my own research on career opportunities available in Canada. The results and analysis of my "Job Advertisement Survey" follow.

WANTED: "PLANNER-NEGOTIATOR"

As already noted here in the discussion on research methods, this study examines 10 career opportunities. Exhibit 1 is a sample of the most recent advertisement (see Page 16). This ad serves as a prime

**SCARBOROUGH PLANNING
DEPARTMENT
SENIOR PLANNER**
$42,160-$52,700

Community Planning Division requires a Senior Planner to resolve development applications in the City.

The work load is primarily redevelopment, intensification, diversification of small commercial sites on major roads adjacent to established low density neighbourhoods.

The challenge is to balance the interest of owner, neighbours, community and city in the shortest possible time, while assisting each community to develop a consensus on how change should be managed and directed in their area.

Skills Required:
- Technical and "common sense" reporting and speaking
- Problem solving, negotiating, presenting
- Strong urban design and zoning experience

Qualifications:
- Graduate degree in planning, architecture or in a related field with 3 years professional experience preferably in an urban context or an undergraduate degree in planning, architecture or in a related field and 3 to 5 years experience

- Eligible for C.I.P. membership.

Forward résumé in confidence by April 11, 1988, to the **Director of Staffing, City of Scarborough, 150 Borough Drive, Scarborough, Ontario M1P 4N7.**

NOTE: We wish to thank all the applicants who will apply for this position but we must advise that applications will not be acknowledged. Applicants to be interviewed will be notified by April 29, 1988.

AN EQUAL OPPORTUNITY EMPLOYER

CITY OF SCARBOROUGH · ONTARIO
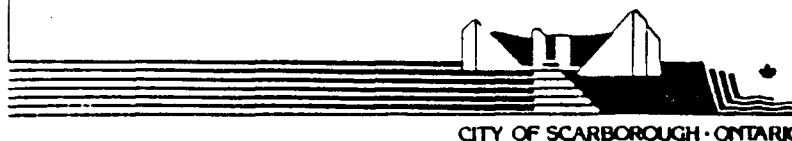
EXHIBIT 1: Career Opportunity for Planner/Negotiator

Note: This is the most recent of the 8 ads collected (i.e., this is ad no. 1 from Table 1). See Appendices for 7 more.

Table 1.
Job Advertisement Survey

Source	Date	Job Title	Skills	Qualification	Salary
1 GM	24/03/88	Senior Planner Scarborough, Ont.	N,C	Planning Architecture Related	42,160- 52,700
2 VS	12/03/88	Senior Land Officer Yellowknife, N.W.T.	N,M	Land Mgmt. Related	40,149+
3 VS	06/01/88	Director Development Department of Tourism Whitehorse, Yukon	N,M,C	Planning Commerce Bus. Admin.	48,365- 62,182
4 VS	05/12/88	Development Planner Vancouver, B.C.	N,C	Architecture Planning	36,688- 42,552
5 GM	26/11/87	Principal Planner Scarborough, Ont.	N,M,C	Planning Architecture	44,780- 55,975
		(2) Senior Planners Scarborough, Ont.	N,M,C	Planning Architecture	40,540- 50,675
6 VS	24/01/87	Deputy Director of Planning and Development Services Surrey, B.C.	N,M	Planning	N.I
7 VS	20/09/86	Land Use Specialist Renewable Resources Whitehorse, Yukon	N,M,C	Resource Mgmt. Environmental Impact	41,153- 47,990
8 VS	02/11/85	Senior Development Planner Vancouver, B.C.	N,M	Architecture Planning	42,696- 50,916

Note: N = Negotiation, M = Management or Administration and C = Communication

Note: Ads 1, 4, 5 & 6 all require CIP or PIBC Eligibility

example of what I found. Along with other essential requirements, it explicitly asks for a planner with negotiating skills. The remainder of these ads are also worth examination. However, Table 1 (page 17) provides a convenient summary of the source, date, job title, skills and qualifications required and the salary range. This summary of raw data focuses on three skills: negotiating, managing and communicating. These skill requirements clearly emerged as being the most requested. Based on this data, the following observations are worth noting:

- 10/10 of these positions required negotiating skills;
- all of these positions involved working for a government body, i.e., these were all public sector jobs;
- these positions were senior or managerial with salaries ranging between $35,688 - 62,812 with an average salary of approximately $46,000;
- 8 of the positions had planning specified as a preferred qualification;
- 8 of the positions had management or administration requirements;
- 7 of the positions had explicit communication requirements and ad no. 1 tasks for reporting and speaking (total 8/10);
- 6 of the positions had specified architecture as needed or acceptable; and
- 6 of the positions had requirements for membership or eligibility in the Canadian Institute of Planners (CIP) or PIBC.

Once again, the findings based on this informal survey are tentative. However, the data and findings are not without some value. This research provides justification to go further. This survey and the

Hodges article point to some consistent patterns which can be observed in both the Canadian and American job market for planners. One thing is certain, the ads are evidence of a demand for planners-negotiators. Another observation is that top, senior or managerial jobs are more likely to require negotiating expertise.

Perhaps this job survey raises more questions than it answers. Distinct patterns seem to emerge. What is special about the relationship between planning, managing, communicating and negotiating skills? My answer to this query follows. In Part Two, I concentrate on this relationship and explore other related topics.

PART TWO: PLANNING, MANAGING AND NEGOTIATING

INTRODUCTION

> Negotiations do not take place within a vacuum. They are
> conducted under a system of law and within a particular
> economic, cultural and political framework ... Knowledge of
> that environment and the ability/willingness to apply that
> knowledge are therefore essential to the achievement of a
> successful outcome ... (Marsh, 1984, 225).

The main question explored in this part of the thesis is "What is
the role of negotiation in Urban, Regional and Resources Planning?" Part
Two provides an overview of one major role for planners - the role of
planner as negotiator.

The basic argument advanced in this section of the thesis is that
negotiation is a foundation skill for planners. The reasoning or logic
underlying this assertion is outlined below:

- Planning and managing are functions performed by planners;

- Planning and managing involve political decision making and
  political communication;

- Conflict situations are inevitable in political work environments;

- Negotiation is a major tool for regulating and resolving conflict;

- Hence, "professional planners" need negotiating skills in order to
  fulfill the requirements of the job.

A BASIC MODEL OF PLANNING PRACTICE

Figure 1 identifies the topics to be considered here. It
illustrates a basic model of planning practice which includes
"negotiation as a foundation skill." The model summarizes the two main
skill categories needed for effective practice - namely: (1) technical
skills and (2) interpersonal and political skills (Baum, 1983). The main

focus of this discussion is on the "interpersonal and political" category.

KEY TERMS IDENTIFIED

Including the core dimensions planning and negotiation, I have identified nine key terms or skill variables. They are:

(1) Planning,

(2) Managing,

(3) Communicating,

(4) Decision Making,

(5) Negotiating,

(6) Persuading,

(7) Conflict Managing,

(8) Interpersonal Skills and

(9) Political Skills.

Clearly there is some overlap in the skill variables or key terms considered relevant. This is intentional. It is the addition of each one of these parts which will bring together my argument that negotiation is an essential planning tool.

Finally, the basic underlying question which I attempt to address in this part is, "Why should negotiation theory and skill training be included in planning curricula?" This is the underlying issue behind my focus on negotiation and its theoretical or practical linkages to planning.

Figure 1
Negotiation as a Foundation Skill
        for Planners

PLANNING

&

MANAGING

COMMUNICATING & DECISION MAKING

TECHNICAL SKILLS	INTERPERSONAL & POLITICAL SKILLS
INVOLVES:	INVOLVES:
INFORMATION	NEGOTIATING
DATA	PERSUADING
TOOLS	CONFLICT MANAGING
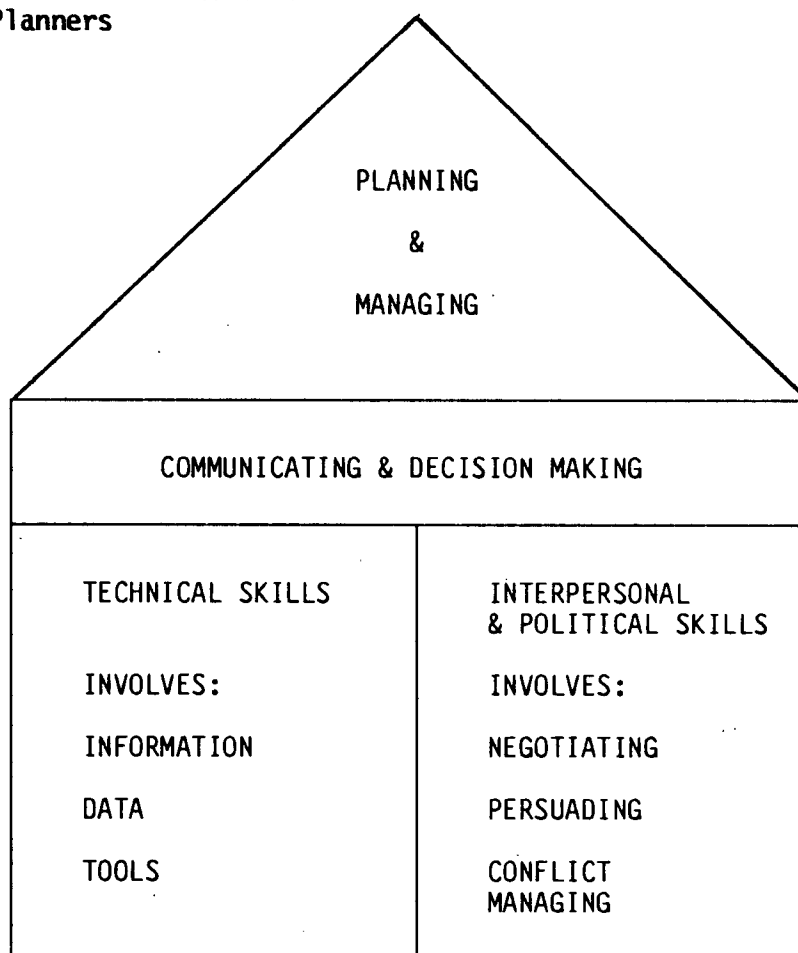
KEY TERMS DEFINED

The following discussion attempts to clarify the definitions adopted in this thesis. Each one of the following concepts is complex and dynamic. Therefore, some simplification or generalization is necessary.

Planning

A plan is a decision with regard to a course of action (Banfield, 1955). Planning is a future oriented process of decision making for action, directed at achieving goals by preferable means (Dror, 1963). Planning is justified by a faith in the abilities of man to control or manage his or her environment and to influence his or her destiny through rational decision making (Friedman, 1966). Planning is also concerned with present problems. Planning involves having to deal with uncertainty and incomplete information. Finally, planning is more than just an expression of hope. Some importance is attached to the achievement of goals (Minnery, 1985).

Managing

The term management refers to the process of efficiently getting activities completed with and through other people (Robbins & Stuart-Kotze, 1986). Management is the process of planning, organizing, leading and controlling the efforts of others. It involves the use of resources to achieve stated goals. "A good definition of management is the process through which managers assure that actual activities conform to planned activities" (Stoner, 1982, 592). A manager's performance can be measured in terms of efficiency and effectiveness. Efficiency refers to minimizing the costs of resources used, i.e., getting more output for a

given input. Effectiveness refers to the ability to choose appropriate objectives and the ability to achieve goals (Stoner, 1982; Robbins & Stuart-Kotze, 1986).

Communicating

Communication can be defined in a number of ways. Probably the most relevant definition for the purpose of this study is, "communication is the verbal interchange of thought or idea" (Hoben, 1954). However, communication is much more than verbal interchange, i.e., it is "the transmission of information, idea, emotion, skills etc. by use of symbols-words, pictures, figures, graphs etc. It is the act or process that is usually called communication" (Berelson & Steiner, 1964). Communication is a process by which people attempt to share meanings through symbolic messages (Stoner, 1982).

Decision Making

Decision making is a process in which a choice is made between two or more alternatives. Rational decision making implies that the decision maker has a clear goal and that all the steps in the process consistently lead toward the selection of an alternative that will maximize that goal (Robbins & Stuart-Kotze, 1986).

Negotiating

Negotiating or bargaining is a communication process aimed at reaching decisions. There is a tendency to use the word "bargaining" in situations where negotiators approach each other as competitors or opponents. "Negotiation," on the other hand, may be viewed as an

alternative to "bargaining," i.e., both parties seek to arrange an agreement which maximizes benefits to each participant. Negotiation and bargaining are also used synonymously (Dorcey and Riek, 1987). These terms are used interchangeably in this thesis.

Because the concept of "negotiation" covers a broad scope, it is useful to explore some of the varying perspectives. Negotiation can be defined in a number of ways. Negotiation is:

- a basic means of getting what you want from others. It is a back-and-forth communication designed to reach agreement when you and the other side have some interests that are shared and others that are opposed (Fisher & Ury, 1981, xi).

- all cases in which two or more parties are communicating each for the purpose of influencing the other's decision (Fisher, 1983, 150).

- a process of potentially opportunistic interaction by which two or more people, with some apparent conflict, seek to do better by jointly decided action than they could otherwise (Lax & Sebenius, 1986, 361).

- a process by which a joint decision is made by two or more parties. The parties first verbalize contradictory demands and then move towards agreement by a process of concession making or search for new alternatives (Pruitt, 1981, 1).

- situations in which two or more parties recognize that differences of interest and values exist among them and in which they want (or are compelled) to seek compromise agreement through negotiation (Raiffa, 1982, 7).

Persuading

Persuasion is a communication process in which the communicator seeks to elicit a desired response from his or her receiver. It is a mechanism where each party tries to change the other party's perceptions and objectives. All communication could be considered persuasive since communication involves the attempt to win a response to the

communicator's ideas (Anderson, 1971; Minnery, 1985).

Conflict Managing

Conflict refers to perceived incompatible differences resulting in some form of interference or opposition (Robbins & Stuart-Kotze, 1986). It has been defined as "two systems (persons, groups, organisations, nations) are in conflict when they interact directly in such a way that the actions of one tend to prevent or compel some outcome against the resistance of the other" (Katz & Kahn, 1978, 613).

Conflict managing involves both regulation and resolution. Regulation refers to an attempt to direct or control conflict situations using various conflict handling mechanisms. Resolution refers to the act of resolving or arriving at a decision.

Interpersonal Skills

Interpersonal skill is the ability to get along with and to motivate others (Stoner, 1982). The focus here is on interpersonal interactions that are face-to-face. In these cases, the interpersonal relationship has important implications for the effectiveness of communication (Whetten & Cameron, 1984). Ineffective communication, that is communication that is insensitive or abrasive reduces the possibility of a positive interpersonal relationship. Individuals may become offended, may stop listening to one another and may disagree with one another as a result of ineffective interpersonal communication. Interpersonal problems generally lead to restricted communication, inaccurate messages, and misinterpretations of meanings.

Effective interpersonal communication is achieved by attempting to

focus on accurate message delivery and trying to enhance the relationship by the interaction (Whetten & Cameron, 1984).

Political Skills

Political skill is the ability to motivate and influence others. Interpersonal skill is a prerequisite for political skill. Negotiating, decision making, problem solving and interpersonal interactions are considered to be "common political situations" (Lee and Lawrence, 1985, 168).

The term "politics" is used by many planners to refer to decision making based on bargaining and organized interests. "Politics" in planning includes "explicitly political relationships among elected officials and interest groups" and "office politics" which occur in "normal organizational matters" (Baum, 1980, 190).

An individual's level of political skill or expertise depends on four main factors or abilities: (1) the capacity to formulate "realistic goals" i.e. goals that are feasible, (2) the capacity to formulate alternative strategies designed to achieve goals, (3) the capacity to formulate coalitions, make friends and allies and to cooperate for mutual benefit, and (4) an understanding of the role of power and its impact on the goals, strategies and coalitions developed (Lee and Lawrence, 1985).

A detailed examination of "power" and the "sources of power" is beyond the scope of this thesis. However, power can be viewed as "the ability to influence a decision outcome" (Robbins and Stuart-Kotze, 1986, 129). The ability to influence others is an important aspect of all negotiations. Power in the context of negotiation is "the capacity to

make successful demands" (Pruitt, 1981, 87).

THE PLANNER AS DECISION MAKER

Rational decision making is part of the essence of planning. In fact, the "Rational-Comprehensive Model" is the most widely accepted theory and usual point of departure (Alexander, 1984). The rational-comprehensive method can be described as a decision making process that takes every important factor into account. In the practice of planning it is impossible to take everything important into consideration due to limitations on information available and due to limits on human intellectual capacity. In practice, decisions regarding complex problems involve "limited comparisons" and simplification (Lindblom, 1959). Decisions or policies made by planners are always a matter of trying to choose the best alternative but never the best fact (Davidoff, 1965).

There are a number of functions which have been identified as major planning roles. Many of the most important functions have been summarized in Table 2. Each one of these functions involves decision making. A complete description of the evolution of planning is beyond the scope of this thesis. However, Table 2 helps illustrate what planning has become.

Schon summarizes this evolution when he states that

> ... in the planning profession, images or role have evolved significantly in relatively brief periods of time. The profession, which came into being around the turn of the century, moved in succeeding decades through different ideas in good currency about planning theory and practice, partly in response to changes in context shaped by planners themselves. The history of the evolution of planning roles can be understood as a global conversation between the planning profession and its situation (1983, 204-05).

Table 2.
Major Roles for Planners

ORIGINAL ROLES

(1) DESIGNER of Physical Plans

(2) ADVISOR and ANALYST to Government

ADDITIONAL ROLES

(3) ORGANIZER and PARTICIPANT in community decisions

(4) ADVOCATE advising and representing clients groups

(5) ENABLER or IMPLEMENTOR of objectives and planning projects

(6) EDUCATOR or AGENT of MUTUAL LEARNING

(7) FACILITATOR of COMMUNICATION

(8) BROKER and NEGOTIATOR

(9) MEDIATOR

(10) MANAGER or REGULATOR

Note: Compiled from various sources, including: Slater, 1984;
         Alterman & Macrae, 1983; Schon, 1983.

It is important to recognize that

> There is no ideal role for every planner. The role
> which a planner takes at a particular time should
> depend on the characteristics of the situation and
> the planner's attributes and resources (Baum, 1983,
> 259-260).

THE PLANNER AS COMMUNICATOR

"Relating to the community" is an integral part of planning. Codes

of ethics and professional conduct for planners help bring this concern

into focus. The standards for professional conduct for the "Canadian

Institute of Planners (CIP)" and the "American Institute of Certified

Planners (AICP)" both refer to the "public interest," especially the AICP

version.

> "A planner's primary obligation is to serve the
> public interest. While the definition of the public
> interest is formulated through continuous debate, a
> planner owes allegiance to a conscientiously attained
> concept of the public interest ... a planner must pay
> special attention to the interrelatedness of
> decisions ... A planner must strive to give citizens
> the opportunity to have a meaningful impact on the
> development of plans ..." (ACIP Code of Ethics and
> Professional Conduct; Source: Slater, 1984, 260).

An ability to relate to the community is an essential part of

planning. What are the requirements for this ability? How does a

community planner relate to his or her client? The answer to this query

can be found in existing planning theory. John Friedman (1973) suggests

that it is time to bridge the communication gap. His theory of

"Transactive Planning" is a response to what he claims is a widening gulf

in communication between technical planners and their clients. Friedman

suggests that most planners prefer communicating their ideas in

documents. He argues that communication between planners and clients would be more effective if there was more interpersonal dialogue so that the planner and client could each learn from the other.

Communication is fundamental to any cooperative working relationship in everyday life (Forester, 1980). Such views provide recognition to the fact that the practice of community planning depends on communication. Without communication there can be no community. Human beings could not formulate and share in common life without communicating with one another (Alder, 1983).

There are numerous meanings and concepts linked to the term "communication." It is a difficult word to define because of its abstract and multidisciplinary nature. It has been suggested that finding a single working definition may not be as fruitful as probing the various concepts behind the word (Littlejohn, 1983). For example, planning theorist John Forester (1980) has recognized that communication in planning practice involves much more than what the planner writes or speaks. Technical planning action also has a communicative dimension. The fact that a planner makes a calculation, makes a prediction or gives advice may unintentionally communicate to those it serves.

THE PLANNER AS PERSUADER

Table 2 indicates that one of the major roles for planners is advocacy. In brief, Paul Davidoff (1965) argued that planning was a competitive activity due to the fact that plans, decisions or policies represented biases, i.e., planning action could not be prescribed from a position of value neutrality. The competitive nature of this planning model implies the use of persuasion. Davidoff argues that

> ... the planner should do more than explicate the
> values underlying his prescriptions for courses of
> action; he should affirm them; he should be an
> advocate for what he deems proper. (1965, 279).

Churchman's (1968) "Systems Approach to the Future" tells us that persuasion is a legitimate component of "the communication subsystem" which fits into his model of planning. Churchman argues that the persuasion strategy is appropriate when the planners are convinced that their proposed plan is correct. He suggests that in such cases planners incorporate the tactics of a good salesman to sell the plan.

Instead of selling a plan, planners may realize the necessity of "teaching the plan" (Churchman 1968, Friedman 1966, Alexander 1979). However, Alder (1983) argues that "teaching by telling is lecturing, and good lecturers are just as much concerned with persuading listeners as good salespeople are."

The idea that planners act as salesmen or brokers is also suggested by Rabinovitz in 1969. Rabinovitz suggests the planner has a role as a broker-negotiator acting as a liaison between competing community groups and assisting in negotiated agreements.

Most of these conceptions regarding the role of planning share common elements. Rational decision making and persuasion are two elements that help provide an interesting theoretical link. The persuasion process serves as a means of reaching decisions. Persuasion is involved in logical decision making. The information a man has is at least in part due to persuasion efforts directed at him. Furthermore, the reasoning structures used to arrive at a decision are likely to be the result of extended persuasion efforts by others (Anderson, 1971).

Persuasion is an important planning tool. It has been suggested

that when planners believe that their proposed plan is correct, then persuasion is used to communicate their beliefs, their "truth." Anderson, in his book "Persuasion Theory and Practice," argues that persuasion is a means to truth: "If one man believes he has found the truth he feels a concomitant responsibility to share it with other men, even those who resist it" (1971, 38). He contends that more than anything else, persuasion provides the means and opportunity for man to act and alter his environment. He suggests that in a society which relies upon the collective decision-making process, persuasion is the means of reaching solutions to problems. Solutions are reached via persuasion channels both within and among smaller units of society.

THE PLANNER AS NEGOTIATOR

What function does negotiation serve? The negotiation process is a means of reaching decisions. The functions of negotiation are: (1) the development of specific agreements, (2) the development of policies, roles and obligations, and (3) mediation of social change (Pruitt, 1981). Given these functions, it seems that planners and students of planning could gain insights by exposure to negotiation theory and skill training. If planning is essentially a means of improving decisions regarding the future, it follows that a great deal of emphasis should be placed on the study of planning negotiations.

If planning is a decision-making process which is directed at achieving goals then planners must try to get "what they want from others." They must engage in negotiation on a daily basis. Negotiation is necessary because other people often have different goals and have different ideas about how to achieve them. Achieving a goal often

involves the use of shared resources or someone else's resources. Hence, planners must turn to others in order to accomplish their goals. Negotiation is a means for a planner to act.

Both negotiation and persuasion depend on communication. Both negotiation and persuasion have a role in decision-making processes. They are interrelated. Theories of negotiation as well as theories of persuasion are all communication theories. The interrelationship between communication, decision-making, persuasion and negotiation is evident in the definitions of negotiation.

In the last several pages, I have provided evidence that there is a logical link between planning theory and communication-negotiation theory. A review of some selected articles on planning theory published between 1955-1969 provides evidence that the current fascination with this linkage is not a temporary fashion.

Politics, Planning & The Public Interest (1955) is perhaps the earliest major contribution on bargaining in planning theory. Meyerson and Banfield's book is a

> study of how some important decisions were reached in
> a large American city. The city is Chicago and the
> decisions had to do mainly with the location of
> public housing projects. (1955, 11).

They describe and analyze "the circumstances which impeded communications" between the various participants in this issue (1955, 263). In their view,

> A political process which involves negotiation
> (cooperation or bargaining) necessitates fuller
> communication among the parties to the issue than
> does one which involves only struggling. Negotiation
> must take place through discussion, whereas a

struggle, although it involves some exchange of
meanings, is primarily a mutual endeavor to apply
power. (1955, 262-263).

In the supplement to this book, Banfield provides an explanation or

interpretation of "Politics," "Planning," and the "Public Interest." "In

order to achieve analytical significance," Banfield redefines these terms

and focuses "rather narrowly on some aspects of the case study to the

exclusion of others" (1955, 303). He defines "politics," for example, as

... the activity (negotiation, argument, discussion,
application of force, persuasion, etc.) by which an
issue is agitated or settled. ... the simplest
conceivable unit of politics (viz. two actors who
face a single issue) must consist of an account of
those ends of each party which are relevant to the
issue, of the respects in which the ends of the two
parties are in conflict, of the nature of the
activity by which the issue is agitated and
settlement reached, and the terms of settlement ...
The activity by which parties to an issue agitate it
or bring it to settlement may be described broadly as
one or more of the following types: A. Cooperation,
B. Contention, C. Accommodation, and D. Dictation.
(1955, 304-305).

Banfield develops a theoretical framework which focuses on the

bargaining processes which take place "between public and private

interests lying somewhere on a spectrum from allies to competitors"

(Dorcey, 1983, 13).

The fact that negotiation is central to planning work was recognized

and implied by Paul Davidoff (1965) in his article on advocacy planning.

In the body of his article, he talks about advocates seeking to "convince

decision makers." Davidoff speaks of the contentious nature of a society

with many diverse interest groups. He claims that "the net effect of

confrontations between advocates of alternative plans would be more

careful and precise research." Furthermore, he suggests that these confrontations be "not just adversarial but also educational." Davidoff's article on advocacy planning is not an explicit description of the role of negotiation in planning. However, the importance of negotiation is implied. An examination of the language (concepts and ideas) he uses reveals that it is the same language that is used by negotiation theorists.

A few years later, Churchman (1968), in his book "The Systems Approach," also implies that negotiation is a component of planning practice. He states that "planning is concerned with multistage decision making." He argues that planning involves a number of processes which can be fitted into a systems model. The communication subsystem includes persuasion as well as mutual education. This once again is the language of negotiation theory.

Rabinovitz (1969), in her book City Politics and Planning, clearly sees negotiation as a legitimate planning function. In her view,

> The patterns of community decision-making may require the planner to have the verbal skills of the public relations man, the financial acumen of the banker, and the bargaining sensitivities of the politician. (1969, 137-138).

Rabinovitz's conclusion is,

> ... it would appear that the planner can learn to be an effective political actor in different kinds of political systems. (1969, 156).

Banfield and Rabinovitz both suggest that negotiation is a political skill. Banfield, Davidoff, Churchman and Rabinovitz provide evidence that planning scholars have been studying and writing about negotiation

for over thirty years. The "planner-negotiator" function is generally

accepted by planning theorists as a legitimate planning role (see Table

2).

PRACTICE ORIENTED THEORY

> The word "practice" is ambiguous ... "practice"
> refers to performance in a range of professional
> situations ... it refers to preparation for
> performance. But professional practice also includes
> an element of repetition. A professional
> practitioner is a specialist who encounters certain
> types of situations again and again ... As a
> practitioner experiences many variations of a small
> number of types of cases, he is able to "practice"
> his practice (Schon, 1983, 60).

Negotiated decision making is one of the "situations" that a planner

can expect to encounter again and again. Planning students and

practitioners are increasingly seeking pragmatic theory they can apply to

"situations." Schon refers to these theories as "strategies of action"

(1983, 234).

An action-orientation and a multidisciplinary approach has

contributed to the recognition that areas outside of urban, regional and

resource planning, such as management and organizational theory, provide

basic concepts of relevant theoretic importance. In recent years,

theorists such as Baum, Forester, Friedman, Hudson, Schon, Susskind and

others have been identified as providing encouraging work on the linkages

between theory and practice (Plan Canada, 1982; Hoch & Cibulskis, 1987).

The link between practice and theory is discussed by Friedman and

Hudson (1974) in their article "Knowledge and Action: A Guide to

Planning Theory." They suggest that achieving a profound understanding

of the major theories about planning should lead to more effective

practice. They consider it useful to look at planning as "an activity centrally concerned with the linkage between knowledge and organized action" (1972:2).

Building on these ideas, Donald Schon claims that planning knowledge includes interpersonal theories of action. He states that planners choose their role frame from the profession's repertoire, or they may design their own version. In his article, "Some of What a Planner Knows: A Case Study of Knowing-in-Practice," Schon provides an interesting case study involving a meeting between a planner, a developer and an architect. He identifies and analyzes the bargaining process which occurs during a review of development plans. He calls this bargaining process the "review game." Schon observes:

> The planner tries to win the review game by wringing concessions from the developer, while at the same time helping him to pass the boards review. The developer tries to win without paying too great a price for them. The planner can lose the game in two ways: by allowing bad projects to get through or by discouraging good ones. The developer can loose in two ways: by failing to get his project through, or by paying too high a price for getting it through. (1982, 359).

Schon argues:

> In the review game each possible violation of the by law is also a bargaining point. When a planner brings up such an item, he may or may not be communicating an invitation to negotiation. (1982, 360).

Schon concludes that planners place themselves in intermediary roles and this brings potential for conflict. The significance of this conflict depends on how each practitioner frames his role.

Schon provides practitioners with "action ideas." John Forester also has a pragmatic approach to planning theory. His article, titled "Critical Theory and Planning Practice," focuses on the political nature of communication in planning practice. He arrives at this conclusion based on eighteen months of regular observation of a metropolitan city planning department's office of environmental review. He observes that the planners often had to negotiate with developers for design changes that would reduce or minimize adverse environmental impacts. Forester warns planners of the political costs of distorted communication:

> In bargaining or other adversarial situations, for example, planners won't be expected to tell the whole truth, and nothing but the truth. ... Planners will often feel compelled to be less frank or open than they might wish, but then they should not be surprised when they find members of the public at times suspicious, resentful or angry. (1980, 279).

Forester's interest in planning negotiation theory continues seven years later. In particular, I refer to a recent article which appeared in "Journal of the American Planning Association" (Summer 1987). "Planning in the Face of Conflict: Negotiation and Mediation Strategies in Local Land Use" is evidence of this author's pragmatic outlook. Forestor asks us to consider:

> six mediated-negotiation strategies that planning staff can utilize in the face of local land-use conflicts. They are mediated strategies because planners employ them to assure that the interests of major parties legitimately come into play. They are negotiation strategies because (except for the first) they focus attention on the informal negotiations that may produce viable agreements even before formal decision-making boards meet. (1987, 306).

In his paper, Forester provides a straightforward conclusion that

"mediated-negotiation strategies for planners make good sense politically, ethically and practically" (1987, 312).

What is mediation? In mediation, a neutral third party provides assistance in a dispute or negotiation process. "Among their most important aims is to encourage bargainers to take a problem solving approach, that is, to abandon primary reliance on competitive tactics and to seek a coordinated solution" (Pruitt, 1981, 204). Robert Coulson, President of the American Arbitration Society, states that:

> Mediators use various techniques to accomplish that goal. A mediator tries to convince parties that they will benefit from reaching agreement ... warning them of the dangers of being unable to agree. Encouraging the parties to negotiate in good faith ... parties turn to a mediator when they feel that they need help ... Mediators do not decide issues ... The process is voluntary. (1984, 10-11).

Susskind and McCreary note that "mediators with appropriate substantive knowledge can be the source of ingenious proposals that turn out to be acceptable to all sides" (1985, 366).

Lawrence Susskind is perhaps the first planning theorist to discuss mediated-negotiation. The article he wrote with Connie Ozawa, which presents these ideas, is titled "Mediated Negotiation in the Public Sector: The Planner as a Mediator" (1983). This article is perhaps the first to explicitly present "a new conception of the planner's role" similar to Rabinovitz's broker-negotiator. In their view, consensus building and dispute resolution are tasks which are central to the mediator-planner. The mediator-planner "encourages contending stakeholders to explore their differences" (1983, 9). Their main point is that planners should learn how to practice mediation and have a

working understanding of techniques used in consensus-building and dispute resolution.

Howell Baum (1983) draws attention to the types of expertise needed to deal with today's complex interlocking problems. He contends that

> Even if planners assert that their work is to provide "rationality for decision making," the decision making is political, as a consequence, planners' work is implicitly political. The problems with which planners are concerned impinge on conflicts of perceptions, conflicts of values and conflicts of interests. (1983, 5-6).

It appears as though Baum accepts Forester's views on the political nature of planning work. Where Forester claims that communication is political, Baum focuses on decision-making. In effect, they are looking at planning from a similar viewpoint. Communication theory is interrelated to decision-making theory. Negotiation is the common link.

In an effort to establish a new model of the profession, Baum examines planners' perceptions of their expertise. He does this by conducting a survey directed at practitioners. Baum asks planners "what strengths they believe they contribute to their day-to-day work" (1983, 43). In particular, Baum was searching for skills which might distinguish them as practitioners. Baum found that "the types of expertise which planners did mention as their strengths may be placed in two categories: intellectual skills and interpersonal/organizational/ political skills" (1983, 58). He contends that planners which emphasize interpersonal expertise tend to describe planning "as a political process in which planners contribute to social and physical changes by clarifying issues, communicating with interested actors, and facilitating agreements among parties with possible differences in interest." Furthermore, these

planners are implicitly "saying that governance at some level is a problem" which they work on (1983, 60).

Based on these observations, Baum presents a new model for planning practice. His model is "organizationally sensitive" and "is concerned with social governance." An examination of the main ingredients of this model reveals that negotiation skills are called for. Ability to formulate problems and to negotiate ground rules are central to his model of planning practice. In Baum's words, "The negotiation of ground rules involves not only insightful intellectual understanding of actors' points-of-view, but also interpersonal and organizational skills in working with actors who disagree" (1983, 264).

THE PLANNER AS MANAGER

Baum's emphasis on negotiation skills, interpersonal skills and organizational skills is borrowed from the realm of organizational behavior and management theory. The "roles of planners and managers are continuing to merge" (Slater, 1984, 52). Management is related to planning by definition, i.e., planning is a major management function. Another perspective sees planning as "management and management is the effective implementation of planning" (Carrol, 1984, Forward to Slater). Managers engage in planning because:

(1) Planning is a way of anticipating change and reducing uncertainty. It forces managers to look ahead so that they can cope with the impacts of change. Planning does not eliminate changes, but it is a mechanism to deal with change.

(2) Planning is a way of reducing wasteful and redundant activities. Planning is concerned with efficient use of resources.

Table 3.
Major Roles for Managers

GROUP		ROLE	DESCRIPTION
INTERPERSONAL	(1)	FIGUREHEAD	Symbolic
	(2)	LEADER	Motivator
	(3)	LIAISON	Networking
INFORMATIONAL	(4)	MONITOR	Receiver
	(5)	DISSEMINATOR	Transmitor/in house
	(6)	SPOKESPERSON	Transmitor
DECISIONAL	(7)	ENTREPRENEUR	Opportunist
	(8)	DISTURBANCE HANDLER	Conflict Manager
	(9)	RESOURCE ALLOCATOR	Responsibility
	(10)	NEGOTIATOR	Representative

Adapted From: Henry Mintzberg, "The Nature of Managerial Work," New York, Harper & Row, 1973, 93-94.

Figure 2.
Foundation Skills for Managers

MANAGEMENT FUNCTIONS
PLANNING
ORGANIZING
LEADING
CONTROLLING
COMMUNICATION DECISION MAKING

←→

MANAGEMENT FUNCTIONS
PLANNING
ORGANIZING
LEADING
CONTROLLING
NEGOTIATION
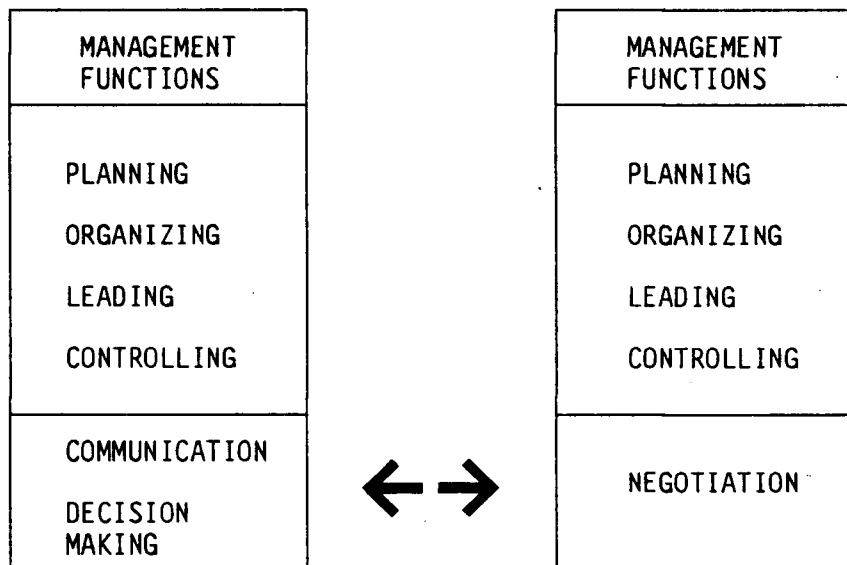
(3) Planning is a way of establishing objectives and ways of achieving
     or implementing these objectives. (Robbins & Kotze, 1986).

     In addition to planning, managers spend their time negotiating,
investigating, coordinating, representing and directing. Management
involves:

(1) working and communicating with other people,

(2) decision making,

(3) analyzing and conceptualizing,

(4) political and diplomatic aspects,

(5) responsibility and accountability,

(6) conflict regulation and resolution and mediation of disputes
     (Stoner, 1982; Whetten & Cameron, 1984; Robbins & Kotze, 1986).

     Once again, the main functions of management (as indicated in the
working definition provided at pages 24-25) are: (1) Planning, i.e.,
establishing an overall strategy, (2) Organizing, i.e., arranging
structure, (3) Leading, i.e., motivating, directing, influencing and
handling conflict situations, and (4) Controlling, i.e., monitoring
performance compared to goals and correcting deviations (Stoner, 1982;
Robbins & Kotze, 1986).

     What is the role of a manager? Mintzberg (1973) identifies ten
roles (see Table 3). The roles are interrelated and can be grouped into
those concerned mainly with interpersonal relations, information transfer
and decision making.

     Communication and decision making are the foundations of management
(see Figure 2). Negotiation can be considered a communication process
aimed at reaching decisions. Therefore, negotiation is a foundation
skill for managers. Let me elaborate further.

First, surveys have consistently shown that the ability to communicate is a manager's number one problem. Oral communication consumes between 60-80 percent of a manager's time. Oral communication is favoured because managers need to communicate quickly (Stoner, 1982; Whetten & Cameron, 1984; Robbins & Kotze, 1986).

Second, decision making is synonymous with management (Simon, 1960). Planning, organizing, leading and controlling are the functions of management and each function involves decision making. Decision making

> plays a particularly important role, however, when a manager is engaged in planning. Planning involves the most significant and far reaching decisions a manager can make. (Stoner, 1982, 159).

Third, negotiation is related to communication and decision making by definition (see working definitions on pages 25-26). Based on this relationship one must conclude that negotiation is a key aspect of management work. Negotiation is a foundation skill used in the practice of planning and management.

> Certainly negotiation is a useful skill for important occasions, but it also lies at the core of the manager's job. Managers negotiate not only to win contracts, but also to guide enterprises in the face of change. (Lax & Sebenius, 1986, 2).

Again and again, there are numerous sources which share this insight. Negotiation is a useful skill. Management work is based on three types of skills:

(1) Technical: the ability to use tools and techniques,

(2) Human: the ability to understand, motivate, lead, and

Figure 3.
Skill Mix Needed at Various Levels of Management

FIRST-LINE MANAGEMENT	MIDDLE MANAGEMENT	TOP MANAGEMENT
CONCEPTUAL	CONCEPTUAL	CONCEPTUAL
HUMAN	HUMAN	HUMAN
TECHNICAL	TECHNICAL	TECHNICAL

Source: James Stoner, "Management," New Jersey, Prentice-Hall, 1982, 19.

Figure 4.
Management Technical Mix

SENIOR PLANNING   HEAVY EMPHASIS ON
POSITION/TOP   MANAGEMENT SKILLS
MANAGERS

                    ┌─────────────────────┐
                    │   MANAGEMENT │   ⬆
                    │   SKILLS   │
MIDDLE MANAGERS   │   │
                    │ TECHNICAL   │
                    │ SKILLS   │
   ⬆   │   │
                    │   │
ENTRY LEVEL   │   │   EMPHASIS ON
   ⬆   └─────────────────────┘   TECHNICAL SKILLS
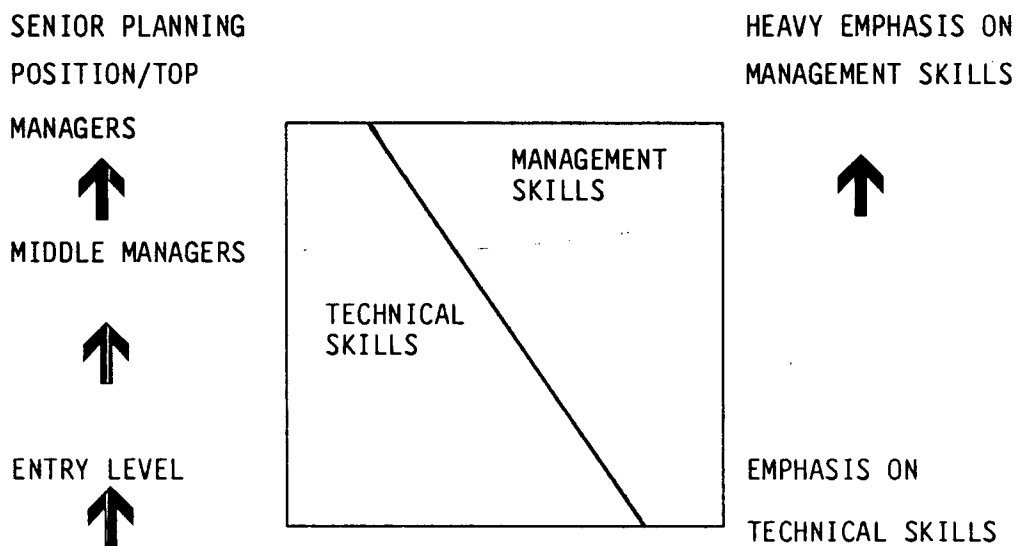
Adapated From: Robbins & Kotze, "Management Concepts and Practice,"
                  Scarborough, Ontario, Prentice-Hall Canada, 1986, 24.

(3) Conceptual: the ability to coordinate and integrate (Katz, 1974).

Figure 3 illustrates this point and provides an idea of the relative importance of each skill at various management levels. According to Katz (1974), technical and human skills are more important at lower levels of management. Conceptual and human skills are most important at higher levels. Human skill is important at all levels of management. The importance of technical skill diminishes with top management positions (see Figure 4).

Where does negotiation fit in regarding these three basic skills? Howard Raiffa's views on the subject help to provide an answer.

> There is an art and science of negotiation. By "science" I loosely mean systematic analysis for problem solving ... The "art" side of the ledger ... includes interpersonal skills, the ability to convince and be convinced, the ability to employ a basketfull of bargaining ploys, and the wisdom to know when and how to use them. (1982, 7-8).

Based on this understanding, I believe that negotiation skills depend on all three elements, i.e., technical, conceptual, and human. The human skills requirement is probably the most obvious link to negotiation skills.

Planners who are interested or currently employed in management roles need human and negotiation skills. However, Baum, for example, recognizes that some planners "prefer to work purely as intellectual problem-solvers" (1983, 274). This fits the image of a planner as a technician or analyst. However, planners faced with collaborative problem solving tasks would benefit from interpersonal skills training coupled with exposure to formal theories of human behavior. I believe this is one of Baum's points, and it is a point I would like to

emphasize.

> Planners who emphasize the quantitative analysis of
> scientifically derived data and the conclusions drawn
> from those data can be said to be technicians and
> theoreticians (analysts). Planners who emphasize
> bargaining to achieve implementation can be said to
> be technicians and politicians ... It is the
> managerial and political environment that helps or
> hinders implementation. (Slater, 1984, 33).

The message that Slater is trying to convey is that:

> Planners know they must be good managers to be
> effective, that is to see their recommendations
> realized and their objectives achieved. (1984, 1).

As already indicated, some importance is placed on the achievement

of goals that have been planned. Stoner describes this relationship:

> Plans are implemented through detailed actions aimed
> at realizing specific objectives. It is at this
> action-taking stage that planning moves into another
> management function, controlling ... Controlling
> cannot take place unless a plan exists, and a plan
> has little chance of success unless some efforts are
> made to monitor its progress. (1982, 136).

What is control? Robbins and Kotze provide a useful explanation:

> Control can be defined as the process of monitoring
> activities to ensure they are being accomplished as
> planned and correcting any significant deviations ...
> control is important, therefore, because it is the
> final link in the functional chain of management ...
> (1986, 504-505).

The success of a plan depends on management control, i.e. it is the

means by which plans are implemented. During the implementation stage,

action is taken and resources are committed. The road to final

implementation of a plan often includes resistance by interested parties

or opposition. Decision taking and implementation are considered the stages in planning and managing where conflict is most visible (Minnery, 1985). Since decision taking and implementation are core aspects of planning and managing, visible conflict is unavoidable.

INTERPERSONAL SKILLS AND CONFLICT MANAGING

In the practice of planning, communication and decision making are often political. Conflict is inevitable. Friedman, for example, states that a dialogue between planners and their clients "includes the possibility and indeed the likelihood of conflict" (1979, 103). Minnery takes this argument further when he states that "conflict is inherent in the very act of communication" (1985, 18).

Despite all its negative connotations, conflict is a useful phenomenon. Most modern management texts identify conflict as an essential part of organizational life. The suggestion being that conflict serves a necessary function. Conflict prevents stagnation, stimulates creativity and can help personal improvement. Conflict can bring about innovation and provide organizations with the ability to survive in competitive environments. Conflict is a mechanism used to adapt to changing environmental conditions, a way of changing the status quo (Whetten & Cameron, 1985; Robbins & Stuart-Kotze, 1986).

If conflict is inherent in the act of communication, then it cannot be eliminated. It is natural. An acceptance of conflict might also lead to the view that there is an optimal level of conflict (Boulding, 1962). Robbins and Stuart-Kotze (1986) provide a clear and concise illustration of "optimal conflict" in an organizational setting. Figure 5 shows that there can be too little or too much conflict. They label either extreme

Figure 5.
Optimal Level of Conflict
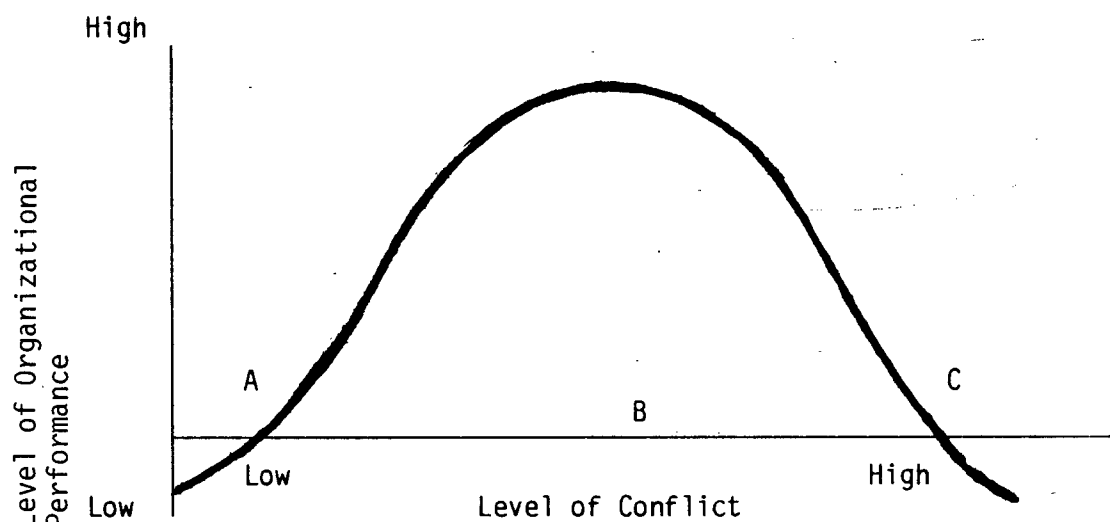
Situation	Level of Conflict	Type of Conflict	Organization's Internal Characteristics	Level of Organizational Performance
A	Low or none	Dysfunc-tional	Apathetic Stagnant Unresponsive to change Lack of new ideas	Low
B	Optimal	Functio-nal	Viable Self-critical Innovative	High
C	High	Dysfunc-tional	Disruptive Chaotic Uncooperative	Low

Source: "Management Concepts and Practices," Robbins & Stuart-Kotze, 1986, 485.

as being "dysfunctional conflict." Meanwhile, an optimal level of conflict is seen as being "functional."

Conflict management, as defined at page 27, involves regulation and resolution. The challenge faced by conflict managers is in being able to identify and maintain an optimal level of conflict. Unfortunately, there is no clear or precise way to determine whether or not conflict is at a functional level. However, there is a good deal of theory and numerous strategies available to those who study and practice conflict management.

The concept of conflict management can be somewhat illusive. John Minnery (1985), in his book "Conflict Management in Urban Planning," explains that conflict as a phenomenon is complex, at times subtle, usually poorly understood and generally inadequately defined. He derives a framework of no less than fourteen variables or dimensions of conflict. He describes these variables as "mechanisms available for the management of conflict" (1985, 145). Bargaining is one of the mechanisms available. But he emphasizes that "in practice, bargaining and negotiation strategies are likely to be applied in the whole range of situations" (1985, 144).

Negotiation skills are a basic requirement in the practice of conflict management. Unfortunately, not enough attention has been paid to this fundamental requirement in planning education.

> According to Baum and Schon, planners are professionally and psychologically ill-equipped to meet the complex challenges of uncertainty and conflict that inevitable [sic] occur in practice. Both turn to education as a solution. Planners need to learn how to communicate, negotiate and organize support for their proposals in applied settings. (Hoch & Cibulskis, 1987, 100).

The message behind much of the more recent practice-oriented planning theory is that planners must have an especially well developed set of people skills, i.e., training in oral communication, negotiation, conflict management and interpersonal skills. People skills or ability "is the product of aptitude multiplied by training ... both components are essential" (Whetten & Cameron, 1984, 305). "Aptitude" refers to inherent abilities such as physical and mental capabilities. Aptitude also includes personality characteristics. "Most of our inherent abilities can be enhanced by education and training" (Whetten & Cameron, 1984, 305).

Strong technical, analytical and quantitative skills are important but not sufficient. Planning jobs require well developed "people skills." Researchers have shown this by observing planners at work. Hoch and Cibulskis (1987), for example, interviewed 60 Chicago planners and found that "the incidence of job threatening political conflict may be as high as one in two ... one in three admitted purposefully avoiding the danger of political disputes altogether" (99).

Interpersonal conflict management skills are the basic building blocks needed for higher levels of conflict involving groups, organizations, society and nations. An understanding of interpersonal conflict management techniques is essential for those dealing in an environment of political communication and political decision making. If the Hoch and Cibulskis study is an accurate indication of the job threatening conflicts planners face, then it makes good sense to supply planners with interpersonal conflict management techniques they can use to save their jobs. Training in the social-interpersonal dimensions of communication is critical. Whetten and Cameron explain why:
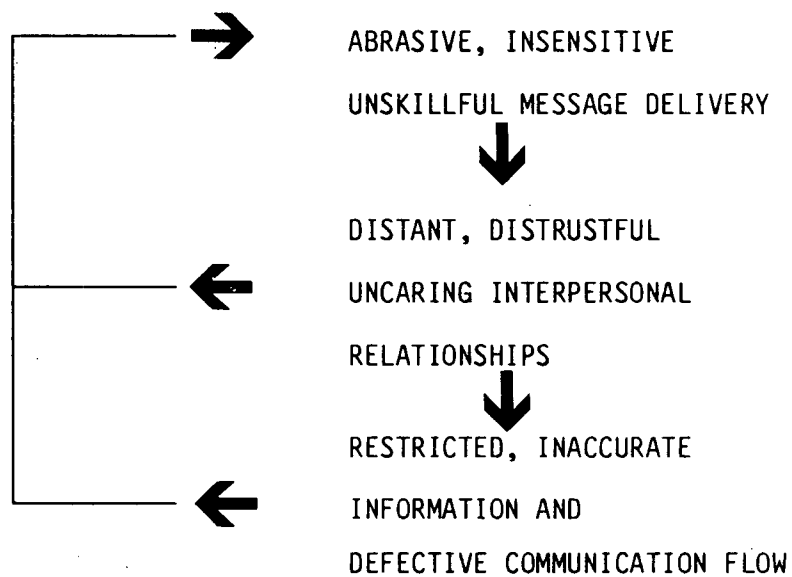
The communication skill of most concern is the
ability to transmit clear, precise messages ...
Fortunately, much progress has been made recently in
improving the transmission of accurate messages-
that is, improving their clarity and precision ...
However, comparable progress has not occurred in the
interpersonal aspects of communication ... By
interpersonal aspects of communication we mean the
nature of the relationship between communicators.
(1984, 200-201).

Whetten and Cameron argue that unskillful interpersonal
communication stands in the way of effective message delivery more often
than the lack of ability to deliver accurate information (see pages 27-28
regarding definition of interpersonal skill). They illustrate this point
(Figure 6) by summarizing the relationship between unskillful
communication and interpersonal relations. The indication being that
unskillful communication, i.e., abrasive and insensitive message delivery
results in: (1) a reduction in the quality of interpersonal
relationships and (2) prevents accurate information flow due to
psychological barriers.

According to Whetten and Cameron, "effective interpersonal
communication is supportive communication" (1984, 203). What does this
mean? "Supportive communication" involves accurate message delivery and
an active effort to support or enhance the relationship. The emphasis
here is on face-to-face interactions. They claim that the purpose of
"supportive communication" is to (1) improve message accuracy and (2) to
overcome interpersonal barriers. They identify two important barriers to
communication, defensiveness and disconfirmation. Both of these
psychological barriers block effective message delivery and reduce the
quality of the interpersonal relationship.

Defensiveness may occur when an individual feels threatened. The

Figure 6.
Unskillful Communication & Interpersonal Relationships

ABRASIVE, INSENSITIVE

UNSKILLFUL MESSAGE DELIVERY

DISTANT, DISTRUSTFUL

UNCARING INTERPERSONAL

RELATIONSHIPS

RESTRICTED, INACCURATE

INFORMATION AND

DEFECTIVE COMMUNICATION FLOW

Source: Whetten & Cameron, 1984, 202.

resulting behaviour could range from avoidance to competitiveness to aggression and anger. Disconfirmation may occur when an individual feels insignificant or ineffective due to the interaction. Reactions to disconfirmation may include dissatisfaction with the relationship or the communication, loss of motivation and withdrawal.

Psychological barriers can impede, interfere and distort communication. This knowledge alone is insufficient, i.e., it does not improve one's capacity to negotiate. Yet it is obvious that interpersonal skill does enhance negotiator effectiveness. Fisher and Davis (1987), for example, propose "Six Basic Interpersonal Skills for a Negotiator's Repertoire." Their column featured in "Negotiation Journal" identifies the following categories of interpersonal skills considered useful:

(1) expressing strong feelings appropriately;

(2) remaining rational in the face of strong feelings;

(3) being assertive within a negotiation without damaging the relationship;

(4) improving a relationship without damage to a particular negotiation;

(5) speaking clearly in ways that promote listening; and

(6) inquiring and listening effectively. (1987, 117)

These six basic interpersonal skills are fundamental and must be considered as an integral component of any serious planning-management education. I share the views of legal educators Edwards and White when they state that:

> Knowing what we do about how one learns other skills, it seems implausible that a person who studies the process of communication in a systematic way and attempts through a series of practice negotiations to

apply those principles will utterly fail to improve his capacity. This is not to say that every student will become an expert ... However, our experiences in the classroom lead us to believe that one who studies and practices can improve his capacity to communicate. (1977, 143).

CONCLUDING COMMENTS

In the preceding review of theoretical perspectives, I attempt to provide a rationale for including negotiation in planning school curricula. In particular, I describe and explain the theoretical linkages between planning, managing, communicating, decision making, negotiating, persuading, conflict managing, interpersonal skills and political skills. I provide evidence of the increasing importance of management skills in public planning.

My review of the literature is a "bare bones" attempt to propose and develop a basic model of planning with negotiation as a foundation skill. This model divides planning skills into two main categories: (1) technical skills and (2) interpersonal-political skills. Interpersonal-political skills are equated to management skills, i.e., human resources management skills. Negotiation is shown to be at the core of a planner-manager's operational skills.

The "Practice Oriented Theory" presented here promotes the role of planner as negotiator. Perhaps the strongest message that emerges from the more recent literature on negotiation in planning is that virtually all planners engage in negotiation. However, "the fact that virtually all of us frequently engage in negotiation does not make us effective negotiators" (Rubin, 1983, 135).

Another message which emerges is that a planner's work is implicitly political and negotiation is a political skill. "Because planning in the

public domain is politically inspired, it creates conflict" (Friedman, 1987, 29). Negotiation skills are a basic requirement in the practice of conflict management.

Baum, Forester, Schon, Susskind and others have raised an important issue which involves the competency of practicing planners. They have raised a broad concern that the preparation of planners is fundamentally deficient in important areas. In particular, the areas of primary interest and concern which have been consistently identified include: (1) effective oral communication, (2) negotiation skills for decision making and conflict management, (3) organizational and political skills and (4) interpersonal skills.

These theorists all point to education as a solution. The following discussion examines negotiation and dispute resolution content in planning curricula.

PART THREE: THE SUPPLY OF NEGOTIATION CURRICULA

INTRODUCTION

In this section my goal is to present and analyze the results of a survey I conducted on negotiation in planning school curricula. The discussion focuses on two separate but similar surveys: (1) an examination of negotiation and conflict resolution curricula available at a select number of planning schools located in the U.S.A. and (2) a relatively comprehensive examination of negotiation curricula offered by members of the "Association of Canadian Planning Programs."

Although planners have always been negotiators, courses on negotiation and dispute resolution have just started to appear at a number of universities. In fact, my research shows that these courses began to appear in 1981-82. Furthermore, my research shows that there has been steady growth, i.e., more and more schools are participating or upgrading their negotiation curricula. What are they teaching? What topics are covered or emphasized? Which schools are participating? How are these courses taught? These questions represent some of the main concerns addressed here. The information presented here is probably of most interest to planning educators. On the other hand, the data, results and materials should also be of interest to students and practitioners. For example, the appendices may prove to be a useful resource for those studying negotiation and dispute resolution.

Topics presented in this section are organized in the following manner. Each topic or heading which is discussed here makes reference to the "Appendices," beginning with the discussion on "A Source Book on Dispute Resolution in Planning School Curricula." Second, the "Survey Data: U.S.A." are presented. "Questionnaire Results: Canada" is the

third component of this section, followed by a discussion and analysis of results for both surveys.

A SOURCE BOOK ON DISPUTE RESOLUTION IN PLANNING SCHOOL CURRICULA

In Part One, under the "Research Procedures" heading, I provided details regarding my cooperation with a study that was initiated by the "National Institute for Dispute Resolution" in Washington, D.C. (See Appendix 5, for details regarding NIDR). My cooperation with this project is acknowledged in the resulting publication titled "A Source Book on Dispute Resolution in Planning School Curricula," released in 1987. The "Source Book" is the most recent and most comprehensive study of its kind, i.e., on negotiation related curricula in North American Planning schools.

What was my contribution to this study? In brief, I provided copies of all the course outlines and reading lists which I had already collected. Some of these materials are presented in "Part V" of the book. Furthermore, I provided a copy of the questionnaire used in my national survey of Canadian Planning schools. I believe that my questionnaire provided a useful starting point and helped to shape the NIDR version.

The purpose of the "Source Book" is to "stimulate and assist in the development of educational resources devoted to dispute resolution in the planning arena" (Forward to Dinell & Goody, 1987). The "Source Book" is recommended reading for planning educators who wish to teach or are already involved in the instruction of these topics. Those interested in obtaining a copy should contact the NIDR (see Appendix 5).

Relative to the NIDR "Source Book" my results and findings are somewhat cursory. However, my own research on negotiation curricula in North American Planning schools is not irrelevant. Its contribution is that it confirms many of the findings reported in the "Source Book" and adds to it.

SURVEY DATA: U.S.A.

The data or findings in this portion of my research are organized into three main topics. They include: (1) reference to Exhibit 2, (2) reference to Table 4, and (3) reference to Appendix 3.

Exhibit 2 is a copy of Lawrence Susskind's response regarding planning schools in the U.S.A. known to have negotiation courses. Susskind's letter is worth noting because it provided me with a direct and efficient means of surveying a select number of planning schools. It also introduced me to the NIDR. This introduction led to my cooperation with the "Source Book" project.

One notable addition to the data presented in the "Source Book" is Table 4 (Table 6 & Figure 8 for Canadian results). Table 4 documents the year in which each respondent first offered course work with substantial negotiation content. Harvard is at the top of the chronological list. Harvard's "Kennedy School of Government" began offering this type of course work in 1972. A telephone conversation with Howard Raiffa confirmed that Harvard was indeed the first to offer negotiation curricula for its planning and administration students. However, the trend to introduce these courses began in 1981. Based on Susskind's letter and information contained in the NIDR "Source Book" at least 16

Table 4.
Year Negotiation Courses Were First Offered to Planning Students:
U.S.A.

	UNIVERSITY	FIRST YEAR
(1)	Harvard (Kennedy School of Government)	1972
(2)	M.I.T.	1981
(3)	U.C. Berkeley	1981
(4)	Hawaii	1983
(5)	Wisconsin-Madison	1985
(6)	Florida	1986

universities in the United States now offer negotiation or dispute resolution course work.

What do planning students learn in these courses? Appendix 3 provides a sample of what is being offered. In particular, Appendix 3 contains: (1) a sample of the individualized letters I used to conduct this part of my research, (2) a complete list of responding schools, (3) a listing of courses with negotiation content, (4) a sample of the correspondence I received from respondents, (5) a course outline and reading list for a short course on negotiation, and (6) a course outline and reading list for a full course on Environmental Dispute Resolution.

QUESTIONNAIRE RESULTS: CANADA

The presentation of data for this part of my research is arranged into three main topics: (1) a brief reference to Exhibit 3 & 4, (2) reference to Tables 5-7 and (3) reference to Appendix 2 & 6. Exhibit 3 is a copy of the cover letter and Exhibit 4 is the questionnaire sent to each member of the "Association of Canadian Planning Programs." This questionnaire provided the basis for the following results and analysis.

Most of the relevant data provided from respondents is arranged in Tables 5-7. Table 5 is a synopsis of results obtained from questions 1 and 2 (useful materials collected in response to Questions 1-2 are also available in Appendix 2). Table 5 represents an effort on my part to classify respondents. The classification is based on the responses provided and the curriculum materials submitted to me.

Although the classification system I propose provides a useful framework for classifying schools, Table 5 suffers somewhat from a lack

of information. None of the "Class B" respondents provided me with course outlines and reading lists. Information for these respondents is based on the completed questionnaires. Consequently, some judgement was required.

Table 6 lists the responses for Questions 3-4. Two important points can be made about this information. The data shows that bargaining and conflict resolution curricula was introduced in 1982 by U.B.C. and York. Second, 8 out of the 11 respondents indicated they had plans to add or improve their existing offerings in this area.

Table 7 provides a listing of responses for Question 5. The responses regarding negotiation education range from somewhat negative (Guelph, Nova Scotia A & D and Queens) to very positive (U.B.C., Ryerson, and York).

Appendix 2 provides more relevant data. It includes: (1) a complete list of respondents and non-responding schools, (2) a listing of related relevant courses with a brief description for each and (3) a course outline and reading list for a short course on negotiation offered by Ryerson.

SURVEY EDUCATION IN NEGOTIATION FOR PLANNERS

1. Do you offer course work in any of the following subjects:

Subject	None	A Few Lessons or Practice Sessions	One or More Courses or Significant Part Thereof
Negotiation or Bargaining			
Conflict Resolution			
Mediation			

	None	A Few Lessons or Practice Sessions	One or More Courses or Significant Part Thereof
Oral Communication			
Interpersonal Relations			
Argumentation or Debate			
Advocacy Planning			

2. If not too inconvenient, please provide a course outline and reading list for each course that includes a substantial content of one or more of the above subjects, particularly the first three.

3. Do you have any immediate plans to add to your offerings in negotiation, conflict resolution and/or mediation?

   Yes ......   No ......

   If yes, please indicate briefly what you had in mind.

   _____

   _____

4. In what year did your school first offer substantial course work in negotiation, conflict resolution and/or mediation.

   _____

5. Do you have any comments on the subject of negotiation theory and skill training courses in the planning school curriculum?

   _____

   _____

   _____

   _____

Signed: _____   EXHIBIT 4

Table 5.
Respondent Classification

CLASS "A"	CLASS "B"	CLASS "C"
U.B.C.	CALGARY	GUELPH
RYERSON	McGILL	NOVA SCOTIA A & D
TORONTO	WATERLOO	NOVA SCOTIA TECH.
YORK		QUEENS

Note: Classifications are based on the following criteria:

Class "A" - Respondents provided evidence of substantial negotiation related offerings. This includes one or more courses with a significant negotiation, conflict resolution and/or mediation content.

Class "B" - Respondents provided an indication of some negotiation related course work available. Examples include, an intensive two day negotiation workshop (McGill), non-planning courses with planning and dispute resolution content (Calgary), a course on small group processes with negotiation content and some mediation content (Waterloo).

Class "C" - Respondents indicated they did not offer course work with substantial negotiation related content.
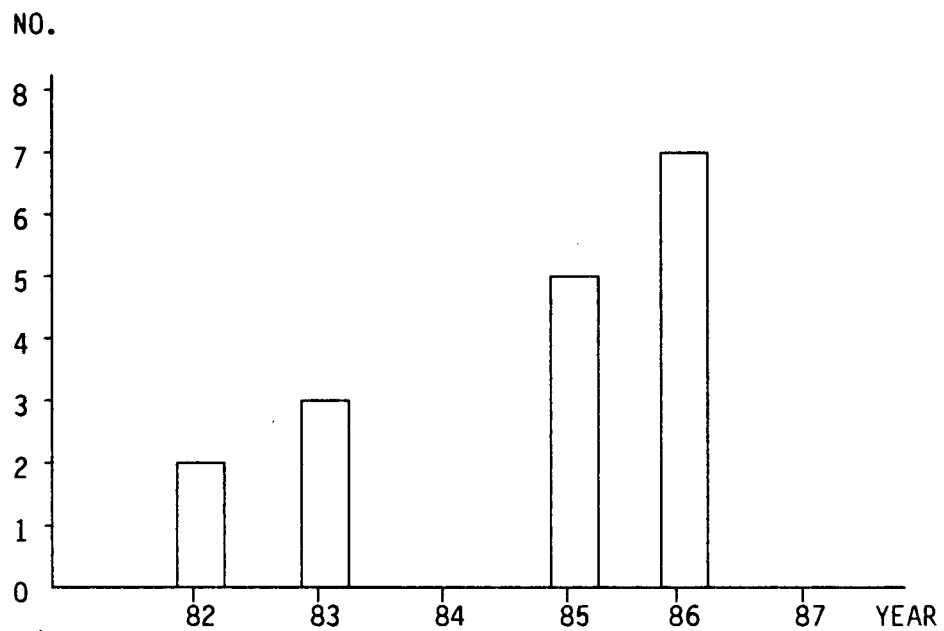
Table 6.
Questionnaire Response to No. 3 - 4

	SCHOOL	1ST YEAR OFFERED	PLANS TO ADD	SURVEY RESPONSE
(1)	U.B.C.	1982	Yes	- develop short course of principles of negotiation in planning into full course.
(2)	Calgary	1986	No	
(3)	Guelph	NS	Yes	- formal supervised training.
(4)	McGill	1986	Yes	- some exposure to negotiation will be incorporated in our courses on urban environmental planning which deals primarily with EIA methods. - we may want to run another formal workshop on negotiation in the near future but we intend to have another look at strategic choice first.
(5)	NS A & D	NS	No	
(6)	NS TECH.	NS	No	
(7)	Queens	NS	Yes	- a few more sessions on negotiation but not a course.
(8)	Ryerson	1985	Yes	- it is a new part of our required curriculum.
(9)	Toronto	1983	Yes	- plan to increase emphasis in plan 1005.
(10)	Waterloo	1985	Yes	- Social innovations/inventions; creative problem solving are part of conflict resolution; application of Australian model of community based mediation service.
(11)	York	1982	Yes	- course in environmental negotiation/mediation in Fall 1986 or Winter 1987.

Note: NS = No Substantial Negotiation Course Work.

Table 7.
Questionnaire Responses to No. 5

---

(1) U.B.C.   - should be one of the core courses.

(2) Calgary   - will become more important as alternative to litigation.

(3) Guelph   - very relevant and timely ... prudence needed not to overplay the fashion that has grown up in this area.

(4) McGill   - planning students should be exposed to negotiation principles along with the numerous alternative methods which planners have traditionally favoured in the selection of a future course of action. This exposure ideally should involve experience in actual or simulated negotiation situations.

(5) NS A&D   - not particularly relevant to treat theory, although students can use training in the skills.

(6) NS Tech   - I have trained in community mediation and am on the Board of the Community Mediation Network in Halifax. I feel that mediation/bargaining is either a generic management skill or it must be allied to specific expertise to resolve particular types of issues. Mediation is designed to break a log jam. Contact bargaining is something else entirely and should be led by experts.

(7) Queens   - Planning curriculum are overloaded. These topics can best be handled in short courses.

(8) Ryerson   - very good response and participation of students - 98% attendance always. Much interest from planning community for extra workshops & seminars and assistance in actual situations. Skepticism on the part of some faculty who think its faddish.

(9) Toronto   - can easily become a fad; however has useful potential if linked to the understanding/analysis of the dynamics of land use conflicts.

(10) Waterloo   - as planning moves more into management and implementation of plans, negotiation skills become very important.

(11) York   - essential; a leading edge of planning theory and practice and a necessary part of planners' gradual move away from technical analytical to interactive planning style (both are essential parts of the planners repertoire).

Figure 7.
Growth of Negotiation Curricula in Canadian Planning Schools

NO.

```
8 ┤
7 ┤                                      ┌──┐
6 ┤                                      │  │
5 ┤                            ┌──┐      │  │
4 ┤                            │  │      │  │
3 ┤              ┌──┐          │  │      │  │
2 ┤      ┌──┐    │  │          │  │      │  │
1 ┤      │  │    │  │          │  │      │  │
0 ┴──────┴──┴────┴──┴──────────┴──┴──────┴──┴──────────
         82      83      84     85       86      87    YEAR
```

Note: (1) Graph shows the "number of schools vs. year negotiation
           course work was first established."
      (2) Cumulative Bar Graph.

ANALYSIS

Data or facts do not always speak for themselves. The following discussion is an attempt to make the data presented in the preceding pages more meaningful. Let's begin with a look at the graph presented in Figure 7. The graph uses Canadian data, but the results for the United States are similar. Basically, the graph shows us that there has been a steady growth in planning schools which have chosen to offer bargaining and dispute resolution course work. Based on the Canadian survey, this growth will continue.

Two curricular patterns can be identified: (1) growth in curricula development originating from schools already involved, i.e. "Class A" respondents, and (2) relatively slow expansion, in the short term (1988-1990), in the number of schools offering this type of instruction.

Cumulatively, "resistance" or "skepticism," on the part of some respondents, might be interpreted as a sign of relatively slow expansion in the near future. In comparison, the period between 1981-1986 showed signs of relatively moderate expansion.

Madeleine Crohn (1985), President of the NIDR, provides another comparison. Her article titled "Dispute Resolution in Higher Education" provides a review of 24 different disciplines. Law and Industrial Relations are rated as achieving "substantial" growth and development in negotiation and dispute resolution curricula. Planning, Public Administration and Public Policy are rated as "moderate."

Crohn identities several obstacles to expanded teaching and study of negotiation and dispute resolution. According to Crohn, the main obstacles are: (1) the usual institutional resistance to change, (2)

current efforts to reduce rather than add to the number of courses available, (3) skepticism on the part of some educators about the value of such studies, and (4) an academic elusiveness to dispute resolution due to its interdisciplinary nature (1985, 304).

Crohn provides several pervasive arguments that can be used to overcome these obstacles. First, she contends that there is an

> ... accumulating force of efforts to negotiate, mediate or arbitrate disputes ... processes of negotiation, are at the heart of the function of civilized society ... at some point, higher education must begin the process of catching up with off-campus developments (1985, 304).

Second, she argues that "leaders and professionals, in particular, will need to know and use tools of negotiation" in order to manage and resolve conflicts in a complicated society (1985, 304).

Third, she suggests that society will "reap important benefits from rigorous scholarship that develops a better understanding of the way disputes can be fairly managed and settled" (1985, 304-305).

Course Content

Several observations can be made based on the body of information I collected for this part of my research. The following observations are worth nothing:

- Principal authors and texts used in these courses include: (1) Fisher & Ury, "Getting to Yes," (2) Raiffa, "The Art and Science of Negotiation," (3) Bacow & Wheeler, "Environmental Dispute Resolution," (4) Susskind, various articles and (5) Pruitt, "Negotiation Behavior" (see Bibliography for a complete citation).

Full recognition must be given to the fact that the principal authors and texts used in Canada and the U.S.A. originate from the United States. Furthermore, Harvard researchers can be singled out for providing the theoretical foundations for many of these courses - namely: Fisher & Ury and Raiffa.

• Course content, for these courses, ranges from a fairly specific focus on negotiation theory and practice to a more applied context. Specific applications include: (1) land use & conflict resolution, (2) environmental dispute resolution, (3) group dynamics and problem solving and (4) decision making.

• An analysis of the class hours indicates that short courses (credit and non-credit) range between 9-22 hours. More substantial courses range between 30-42 hours of in-class time.

• An analysis of the methods used to grade these courses reveals that class participation is a major criteria. Most of the courses require student participation in simulated negotiation exercises and role playing. Other methods include: papers & research projects, oral reports, journals, exams and quizzing.

• An analysis of the theoretical contents of these courses reveals that the emphasis is on cooperative, principled, problem solving in negotiation. Theoretical coverage of the more traditional adversarial approach to negotiation has been excluded by most of these courses.

Potential Problems

A critical analysis of the theoretical content of these courses

reveals two potential problems or issues: (1) competitive theory is ignored in most of the courses surveyed and (2) much of the theoretical basis for Canadian course work in negotiation and dispute resolution originates from the United States.

Beginning with the first issue, Straus contends that

> Advocating collaborative problem solving in no way means that competition and adversarial strategies have become obsolete ... the process of reaching decisions can go through various intensities on a collaborative-adversarial spectrum ... (Straus, 1986, 157).

Based on this understanding, a potential problem exists with the current emphasis on collaborative negotiation in planning school curricula. I believe that a more balanced approach to the theoretical content of these courses is needed. As noted in Part One, my concern is with the quality of the decisions made by planner-negotiators. Teaching planners "how to cooperate" is essential for good agreements. However, total avoidance of competitive theory in planner-negotiator education may lead to inferior decisions.

The "results of a large-scale study of the negotiating patterns of practicing attorneys" may help illustrate this point. Williams (1983) found that:

> When a cooperative negotiator attempts to establish a cooperative, trusting atmosphere, in a negotiation with a tough, non-cooperative opponent, the cooperative attorney has an alarming tendency to ignore the lack of cooperation and pursue his cooperative strategy unilaterally ... the tough negotiator is free to accept all the fairness and cooperation without giving anything in return. (1983, 15).

The problem is that cooperative planner-negotiators who are not equipped with a balanced view are at risk. They are vulnerable to possible exploitation by competitive negotiators. This vulnerability stems from an inability on the part of some cooperative negotiators to recognize a competitive strategy.

Planner-negotiators equipped with an "unbalanced" theoretical perspective are vulnerable to "various decisional" or "cognitive biases" (Neale and Bazerman, 1985, 50). Neale and Bazerman provide evidence "that the negotiation process is significantly affected by cognitive short cuts used by decision makers to reduce the amount of information processed" (1985, 51). They suggest training negotiators to eliminate decisional biases.

Planning-negotiating course content must be designed to reflect practice. In planning practice, negotiations are both competitive and cooperative. What is needed is "a deeper more useful approach to negotiation ... It must incorporate a shifting mix of cooperative and competitive elements" (Lax & Sebenius, 1986, 25).

The second issue or potential problem identified here, centers on the direction Canadian Planning schools have taken in adopting "American style" negotiation. Is it desirable to have American textbooks on negotiation dominate in Canadian planning courses? What are the advantages and disadvantages?

Roy Lewicki's article, titled "Challenges of Teaching Negotiation," contains useful information related to this issue. He identifies the current shift in negotiation research:

> Today, many new negotiation courses are started each
> year in business schools, law schools, public policy
> schools ... case studies and simulations are being
> systematically developed to analyze and enact
> negotiation in each of these environments and
> contexts. Research emphasis has largely moved from
> development of new theoretical bases to applications
> and analysis of negotiation in a situational context.
> (1986, 15).

Lewicki's examination of "how teaching negotiation is different" is worth

reviewing:

> Negotiation is a relatively new course area, and
> until recently, each instructor largely "reinvented
> the wheel," each time he/she designed a negotiation
> course ... because of the newness of the field and
> lack of open discussion about teaching negotiation,
> there has been little systematic dialogue and
> research on how the subject should be taught ...
> Negotiation has been studied in a variety of
> different contexts, and both researchers and
> instructors have liberally borrowed models and
> theories from one context and applied them to another
> ... the appropriateness of the cross-context
> translation and application has seldom been tested.
> (1986, 15-16).

Based on Lewicki's analysis, the main advantage of adopting American

"theoretical bases" is that it saves having to "reinvent the wheel." The

main disadvantage of adopting American textbooks on case studies,

situational contexts and simulations is that Canadian and American

"contexts" are not identical. It must be remembered that the American

"situational context" is not transferrable. It is not enough to merely

borrow models and theories from the American planning and political

context and apply them to Canadian "situations." Canadian planning

educators must be able to teach negotiation in a Canadian "context."

Let's look at a specific example which illustrates this argument.

"PLAN 532: Planning for Natural Resources Management," is one of the "Class A" courses identified in the survey. The course is available at U.B.C. and is taught by Anthony Dorcey (Appendix 2). The "theoretical base" for this course is adopted from Fisher and Ury's "Getting to Yes." However, the "situational context" presented in this course is not adopted from an American textbook. In particular, "Bargaining in the Governance of Pacific Coastal Resources: Research and Reform," by Dorcey is used as a text which illustrates aspects of the Canadian "context." Consequently, the design of this course takes advantage of existing "theoretical bases" and provides students with insights into the Canadian "situation."

According to Lewicki, case studies and simulations are the prime methods considered useful in order to demonstrate the situational "context." The course described above relies primarily on the case study method to present the Canadian "situation." Simulations and role plays are used, in the example above, mainly to practice negotiation styles based on existing "theoretical bases."

Simulated Negotiation Exercises

Canadian and American respondents both indicated that simulated negotiation exercises or role plays were an important aspect of their course design. There appears to be a consensus among negotiation educators that "the primary vehicle for introducing actual negotiation behavior in class is through role playing and simulations" (Lewicki, 1986, 19). Courses that blend theory and skills training provide students with a "learning environment where negotiation skills,

techniques, and theory can be practiced and developed" (Coleman, 1980, 480).

Based on a brief review of the literature on teaching negotiation, the main advantages or attributes of using simulated negotiation exercises include:

(1) Educators can use simulation exercises "to breakdown the skill development process into its component parts" (Lewicki, 1986, 17). Simulations can be designed to approximate reality, i.e., to depict the environmental or situational context. These exercises provide students with an opportunity to translate their scholarly understanding of negotiation theory into practice.

(2) Students are given an opportunity to practice and develop skills, try out different negotiation styles, approaches and experiment with new behaviors in a "safe" environment.

(3) Students are given a rare opportunity to receive an objective evaluation, feedback or "on the spot" debriefing regarding their negotiating skills, from the instructor and other students. Planners will rarely receive such an analysis in real life (Edwards and White, 1977; Menkel-Meadow, 1983; Tractenberg, 1984; Lewicki, 1986).

Based on the preceding analysis of results, simulated negotiation exercises can be identified as an important direction for future research and curricula development. At this time, while there is a great deal of material on simulations available from the United States, very little of it is applicable to the Canadian "situational context."

PART FOUR: SUMMARY & CONCLUSIONS

The following discussion summarizes salient findings and provides conclusions based on the two main research streams used to complete this study. Once again this thesis is based on: (1) a multi-disciplinary literature review focussing on the role of negotiation in planning and (2) a survey-questionnaire on negotiation and dispute resolution curricula in North American planning schools.

In particular, the following remarks are aimed at the two original research questions I proposed in Part One, under the "Research Goal" heading. I deal with these research questions by providing a relatively concise answer followed by a brief discussion.

What is the Role of Negotiation in Urban, Regional and Resources Planning?

The dictionary defines a role in two ways: "1. A part or character taken by an actor. 2. Any assumed character of function" (Funk & Wagnalls, 1969, 578). Both of these definitions serve my purpose here. Let me rephrase the original research question in three ways.

First, "What function does negotiation serve?" As indicated in Part Two, the functions of negotiation are: (1) the development of specific agreements, (2) the development of policies, roles and obligations and (3) the mediation of social change (Pruitt, 1981).

Second, "Do planners take on the part or character of a negotiator?" Yes, planners take on the role of negotiator in order to fulfill the requirements of the job, situation, or a "function." It is important to recognize that:

> The planning process typically involves the
> performance of a number of roles ... Some planners
> will make a career in only one of these roles; most,
> however, will perform several of them at different
> stages of their lives.   In all phases of their
> careers, planners will find that planning is an
> interdisciplinary profession, and they will draw upon
> the resources and expertise of a wide variety of
> fields" (Patton & Reed, 1986, vii).

Third, "What do urban, regional and resources planners do?" Table 2

summarizes the "Major Roles for Planners." As noted above, most planners

perform several of these roles at different stages. Urban, Regional and

Resources Planning is a problem solving profession that is dedicated to

serving the "public interest." However, different social groups in

society often have competing objectives and any single planning

intervention cannot possibly benefit everyone (Davidoff, 1965). "In

dealing with the formulation of alternative plans, the planner often

functions as mediator between conflicting community objectives and

presents the best alternative based on professional judgement" (Patton &

Reed, 1986, vii).

Planners use persuasion when they are convinced that their proposed

plan is correct. Persuasion involves "selling a plan" or "teaching a

plan" (Friedman, 1966; Churchman, 1968; Rabinowitz, 1969; Alexander,

1979). Furthermore, planners participate in contentious and adversarial

bargaining to "get what they want" (Meyerson & Banfield, 1955; Davidoff,

1965). However, planners also seek to reach "consensus" and "durable

agreements" (Susskind & Ozawa, 1984). Planners strive to achieve "terms

which are viewed as mutually advantageous" (Meyerson & Banfield, 1955,

307).

What do planners do? Planners negotiate agreements.

DISCUSSION

My review of negotiation in planning provides evidence of a growing interest in this role. The role of planner as negotiator has been elevated to a more conspicuous position in the 1980's. Many factors can be identified as contributing to the current momentum in the "planner negotiator fashion" which has emerged.

In Part Two, I propose and develop a basic model of negotiation as a foundation skill. I suggest that negotiation is needed at all levels of planning practice. Even the entry level technical planner negotiates with superiors, co-workers and possibly with clients or members of the public. However, "planners can expect advancement into positions of responsibility" (Patton & Reed, 1986, viii).

The results of my informal "Job Advertisement Survey" provide a hint of where negotiating skills are essential in planning. Senior or managerial planners require negotiating expertise. The theoretical discussion, presented in Part Two, examines the role of planner as manager. "Negotiation lies at the core of a manager's job" (Lax & Sebenius, 1986, 2). Based on the theoretical perspectives advanced in Part Two, two of the most important factors contributing to the emergence of the "planner-negotiator" are: (1) the increasing importance of management in public planning and (2) the view that planning work is implicitly political and that negotiation is a political skill.

Let me elaborate further, beginning with the first factor identified above. Planning is related to management by definition, i.e.,

"management is the effective implementation of planning" (Carrol, 1984, Forward to Slater). An analysis of the "Major Roles for Planners" (Table 2) and the "Major Roles for Managers" (Table 3) indicates that there is a close theoretical linkage between the additional planning roles and managerial roles. The most obvious similarity is that both "professions" claim to include the role of negotiator.

A closer look at planning and management theory reveals that both depend on communication and decision making skills. Surveys have consistently shown that the ability to communicate is the manager's number one problem. Oral communication consumes up to 80 percent of a manager's time (Stoner, 1982; Whetten & Cameron, 1984; Robbins & Stuart-Kotze, 1986). This coincides with the emphasis by many planning theorists on the role of planner as communicator (Friedman, 1973; Forestor, 1980).

Decision making is synonymous with management. Planning, organizing, leading, and controlling are the functions of management and each function involves decision making (Simon, 1960; Stoner, 1982). This coincides with the emphasis on "rational decision making" in planning theory, i.e., it is the most widely accepted theory and the usual point of departure (Alexander, 1984).

Negotiation is related to communication and decision making by definition. Negotiation theory is a subset of all communication theory and it is a subset of all decision making theory. In professional planning, communication, decision making and negotiation are political, i.e., "governance at some level is a problem which planners work on" (Baum, 1983, 60).

This brings me to the second major factor identified, in this thesis, as contributing to the emergence of the "planner-negotiator." Planning practice has been described as having an "organic relationship to the requirements of political practice" and negotiation has been identified as a key political skill required in professional planning (Friedman, 1987, 11; Meyerson and Banfield, 1955; Rabinovitz, 1969). Planning theorists such as Baum, Forestor, Schon and Susskind have suggested examining the way planners are trained in communication, negotiation, management and political skills.

Finally, in Part Two, I emphasize people or interpersonal skills as a basic requirement for effective negotiation and conflict management. "Because negotiation is an interaction between persons, the personal element is of great importance" (Nyerges, 1987, 24).

How Are Planning Schools Preparing Their Students for the Negotiating Skill Requirements of Planning Practice?

Let me rephrase this question in two ways. First, "Do planning schools teach negotiation or dispute resolution?," and if so, "which schools do?" Second, "What can be said about the design or contents of these courses?"

Starting with "which schools do," results of my survey show that at least 4 planning schools in Canada provide one or more courses with a substantial negotiation or dispute resolution content. The schools identified in this survey are: (1) U.B.C., (2) Ryerson, (3) Toronto, and (4) York.

At least 16 universities in the United States offer negotiation or dispute resolution curricula in planning. Exhibit 2 lists 11 of these

schools. The 1986 "Association of Collegiate Schools of Planning Membership roster" indicates that there are 103 American members. This means that at least 15 percent of these schools offer one or more courses with a substantial negotiation or dispute resolution content. This compares with about 25 percent for Canada.

Harvard's "Kennedy School of Government" was the first to offer negotiation courses for planning and public administration students. This occurred in 1972. Other schools did not follow this lead until 1981-1982. My findings indicate that there has been a good deal of curricula development between 1981-1987 in this area.

In response to the original query regarding the preparation of planner-negotiators, about half of all Canadian planning schools provide at least a few negotiation sessions. That leaves the other half. Only 25 percent provide a "substantial amount" of negotiation course work. There is a great deal of room for further growth and development.

Turning to the United States, Harvard and M.I.T. probably have the most advanced curricula development in this area. It appears as though most American planning schools are not providing explicit negotiation instruction, i.e., up to 85 percent. Again, this leaves room for growth in the number of schools providing this type of instruction.

Next, I focus on the design and contents of existing courses. The most significant finding regarding course content is that most of these courses are based on the principles and ideas found in two popular "negotiation bibles" - namely: (1) GETTING TO YES: Negotiating Agreement Without Giving In, by Fisher and Ury, and (2) THE ART AND SCIENCE OF NEGOTIATION, by Raiffa. An analysis of the theoretical

contents of schools surveyed shows that these courses are based on the cooperative, problem solving approach advocated in these two books.

In Part Three of this thesis, I identify two potential problems with the theoretical emphasis of these courses. First, I suggest that a more "balanced" perspective is needed for effective negotiation. Lax and Sebenius (1986) provide this perspective. Their approach to negotiation theory and practice suggests that:

> A deeper analysis shows that competitive and cooperative elements are inextricably entwined. In practice, they cannot be separated. This bonding is fundamentally important to the analysis, structuring and conduct of negotiation. There is a central, inescapable tension between cooperative moves that create value jointly and competitive moves to gain individual advantage. This tension affects virtually all tactical and strategic choice. Analysts must come to grips with it; negotiators must manage it. Neither denial nor discomfort will make it disappear. (1986, 30).

Second, I identify a potential problem with the direction Canadian planning schools have taken in adopting "American Style" negotiation. Based on the analysis presented in Part Three, the main advantage of adopting American style "theoretical bases" is that they provide a useful theoretic foundation to build on. The main disadvantage of adopting American textbooks is that the American and Canadian "situational contexts" are not identical.

In conclusion, Dinell and Goody provide a useful synopsis regarding dispute resolution content in planning school curricula.

> The courses range across a broad spectrum and serve a variety of needs. Some of the courses are short with a strong emphasis on application skill ... Others, at

> the opposite end of the spectrum deal with underlying
> theory ... The vast majority of courses fall
> somewhere between ... The majority of courses focus
> on land use, environmental or development disputes
> ... the seminar is by far the most popular format.
> (1987, 19-20).

My survey confirms these findings and adds to the depth of analysis provided by Dinell and Goody's "NIDR Source Book."

DISCUSSION

The analysis presented in Part Three of this thesis identifies several obstacles to expanded teaching and study of negotiation and dispute resolution. Apart from the usual institutional resistance, resource limitations and skepticism on the part of some planning educators, the most immediate obstacle is the lack of qualified planner-negotiator educators. "Only a small number of universities at this time offer dispute resolution degree programs or concentrations" (Crohn, 1985, 301). Currently, to overcome this difficulty, Canadian planning educators must depend on nondegree-related training such as seminars, workshops and certificate programs (for example, see Appendix 4) to learn techniques which enable them to teach negotiating skills. Negotiation instruction offered in other disciplinary settings, such as law and management, should be considered interim relief and an immediately available source of negotiation training.

Hence, potential planner-negotiator trainers face a large task. First, in many cases, they must upgrade their knowledge of negotiation theory and practice skills. Second, they must design and propose a course. Third, they must overcome institutional obstacles and skepticism

on the part of some faculty members.

Assessing the Training Needs

According to the theoretical views advanced in Section Two, senior level planning-managing positions were singled out as being the most likely to require negotiation expertise. Most practitioners have had little or no previous negotiation instruction. On-the-job training does not usually deal with the development of negotiating skills.

Planning analysts such as Hoch & Cibulskis warn planners of the dangers they face, i.e., "job threatening political conflict" (1987, 99). What type of training is available for practitioners to help save their jobs? What about programs designed specifically for practitioners rather than students?

Appendix 4 provides the course prospectus for an executive level workshop. In 1980, The Banff Centre, School of Management, began offering executive level workshops on "Environmental Conflict Resolution." An updated seminar has been offered every year since then.

As suggested in Part One of this thesis, reasonable standards of competence can be achieved by providing planners with a basic level of negotiation and skill training. Two major strategies can be adopted by training designers: (1) development of continuing education short courses, seminars or workshops and (2) development of on-the-job training methods such as coaching, performance appraisal feedback and apprenticeships.

Meanwhile, because negotiation is a foundation skill for planners, it should be part of the required curriculum for planning students.

GUIDELINES FOR TEACHING NEGOTIATION

It is assumed that a planner's or planning student's negotiation behavior is a product of previous experience and learning history. However, psychologist and educator Wayne Weiten indicates that

> what is learned can be unlearned ... bad habits that have been acquired through conditioning can be dislodged through reconditioning (1983, 139).

Learning can be defined as "any permanent change in behavior that occurs as a result of experience" (Robbins and Stuart-Kotze, 1986, 109). "Experience" includes formal education, work and other "life experiences." The key point for educators designing planner-negotiator courses is that "what we know about how people learn should be incorporated into training programs" (Beatty and Schneier, 1982, 318).

A. Focus on Behavior

Planning educators such as Baum and Hightower help to explain the need to focus on behavior when they state:

> Expertise entails both a way of thinking and a way of acting (Baum, 1983, 259).

> Professionalism refers to an attitude and a type of behavior (Hightower, 1983, 109).

Consequently, "behavioral objectives help planners focus on the end result of training: behavioral change" (Beatty and Schneier, 1982, 316). Therefore, the natural question which emerges when designing a course or program for planner-negotiators is "What type of negotiation behavior is desirable in professional planning?"

B. Relate Negotiation Training to Planning Context

The transfer of learning from training environment (a university classroom) to the work environment (urban, regional and resources planning) is facilitated by designing courses which approximate the "environmental" or "situational" context (Beatty and Schneier, 1982; Lewicki, 1986).

Consequently, planner-negotiator theory and training should reflect the practice environment for urban, regional and resources planning. This environment can be characterized as "political" and "organizational" (Friedman, 1987; Baum, 1983). The issue of "power" in planning negotiations is vital.

C. Use Simulation Exercises

Robert House, in his article on "Experiential Learning: A Social Learning Theory Analysis," indicates that the development of communicating, conflict managing and interpersonal skills "depends on learning the appropriate types of behavior." House explains:

> The development of such skills requires an
> opportunity for the student to practice the knowledge
> he or she learns from reading or hearing lectures.
> The need for this practice not only justifies, but
> requires that he or she be exposed to simulated
> problem situations ... Such simulations are currently
> referred to as "experiential learning" tasks (1982,
> 24).

D. Provide Feedback

Simulated negotiation exercises provide participants with an opportunity to practice and improve their proficiency. Positive or negative feedback and "on-the-spot" debriefing regarding the results of

one's efforts is a vital aspect of negotiation training (Beatty and Schneier, 1982; Lewicki, 1986). Feedback provides a mechanism for "shaping" appropriate planner-negotiator behavior. "Shaping" refers to learning that takes place in graduated steps. This includes "trial and error" or "learning by mistakes" (Robbins and Stuart-Kotze, 1986).

Feedback can be used to direct participants to observe and "model" the negotiation behavior of role models (use of video or instructional films). "Modeling can produce complex behavioral change quite rapidly" (Robbins and Stuart-Kotze, 1986, 354).

CONCLUDING COMMENTS

The period between 1981-1986 was a relatively productive time for negotiation and dispute resolution curricula development in North American planning schools. This work, and the "theoretical bases" established by researchers from Harvard University, has set the agenda for future research. Given the importance of negotiation to professional planners, closer attention should be paid to gaining expertise in this skill.

REFERENCES

Alexander, E.R. 1979. "Planning Roles and Contexts", Introduction to Urban Planning, ed. A. Catanese and J. Snyder. New York: McGraw Hill.

--------. 1984. "After Rationality What? A Review of Responses to Paradigm Breakdown", American Planning Association Journal, Vol. 50 No. 1. Winter 1984, pp. 62-69.

Alterman, Rachelle and MacRae, Duncan Jr. 1983. "Planning and Policy Analysis: Converging or Diverging Trends?" American Planning Association Journal, Vol. 49 No. 2. Spring 1983, pp. 200-215.

Andersen, Kenneth E. 1971. Persuasion Theory and Practice. Boston Mass.: Allyn and Baron Inc.

Bacow, Lawrence S. and Wheeler, Michael. 1984. Environmental Dispute Resolution. New York: Plenum Press.

Banfield, Edward. 1973. "Ends and Means in Planning", in A Reader in Planning Theory, ed. A. Faludi. New York: Pergamon. pp. 139-149. Reprinted from International Social Science Journal, Vol. XI. No. 3. 1959.

Baum, Howell S. 1983. Planners and Public Expectations. Cambridge, Mass.: Schenkman Pub. Co. Inc.

Beatty, Richard W. and Schneier, Craig E. 1981. Personnel Administration: An Experiential/Skill-Building Approach. Don Mills, Ontario: Addison-Wesley Pub. Co.

Berelson, Bernard and Steiner, Gary A. 1964. Human Behavior: An Inventory of Scientific Findings. New York: Harcourt, Brace.

Boulding, Kenneth E. 1962. Conflict and Defense: A General Theory. New York: American Arbitration Association.

Churchman, C.W. 1979. The Systems Approach. 2nd ed. New York: Dell (Orig: 1968).

Coleman, Nancy A. 1980. "Teaching the Theory and Practice of Bargaining to Lawyers and Students," Journal of Legal Education, Vol. 30. No. 4-5. pp. 470-491.

Crohn, Madeleine. 1985. "Dispute Resolution and Higher Education," Negotiation Journal, Vol. 1 No. 4. October, pp. 301-306.

Davidoff, Paul. 1973. "Advocacy and Pluralism in Planning", in A Reader in Planning Theory, ed. A. Faludi. New York: Pergamon. Reprinted from Journal of the American Institute of Planners, Vol. 31.

November, 1965.

Dinell, Tom and Goody, John. 1987. A Source Book on Dispute Resolution In Planning School Curricula. Washington D.C.: National Institute of Dispute Resolution and Association of Collegiate Schools of Planning.

Dorcey, Anthony, H.J. 1983. "Coastal Management as a Bargaining Process", Coastal Zone Management Journal, Vol. 11. No. 1-2. pp. 13-39.

----------. 1986. Bargaining in the Governance of Pacific Coastal Resources: Research and Reform. Vancouver, B.C.: Westwater Research Centre, University of British Columbia.

Dorcey, Anthony, H.J. and Riek, Christine L. 1987. "Negotiation-Based Approaches to the Settlement of Environmental Disputes in Canada", proceedings from conference The Place of Negotiation in EIA Processes: Institutional Considerations, Canadian Environmental Assessment Research Council. Toronto.

Dror, Yehezkel. 1973. "The Planning Process: A Facet Design", in A Reader in Planning Theory, ed. A. Faludi. New York: Pergamon. pp.323-343. Reprinted from International Review of Administrative Sciences, Vol. 29. 1963.

Edwards, Harry T. and White, James J. 1977. The Lawyer as a Negotiator: Problems Readings and Materials. St. Paul, Minn.: West Pub. Co.

Fisher, Roger and Ury, William. 1981. Getting to Yet: Negotiating Agreement Without Giving In. Boston: Houghton Mifflin.

Fisher, Roger. 1983. "Negotiating Power: Getting and Using Influence", American Behavioral Scientist, Vol. 27. No. 2. pp. 149-166.

Fisher, Roger and Davis Wayne D. 1987. "Six Basic Interpersonal Skills for a Negotiators Repertoire," Negotiation Journal, Vol. 3. No. 2. April 1987, pp. 117-204.

Forester, John. 1980. "Critical Theory and Planning Practice", American Planning Association Journal, Vol. 46. No. 3. July 1980, pp. 275-286.

--------. 1987. "Planning in the Face of Conflict: Negotiation and Mediation Strategies in Local Land Use Regulation", American Planning Association Journal, Vol. 53. No. 3. Summer 1987, pp. 303-314.

Friedman, John. 1966. "Planning as a Vocation (Part 1), Plan, Vol. 6. No. 3.

--------. 1973. Retracking America: A Theory of Transactive Planning. New York: Doubleday and Co.

Friedman, John and Hudson, Barclay. 1974. "Knowledge and Action: A Guide to Planning Theory", Journal of the American Institute of Planners, Vol. 40. No. 1. pp. 2-16.

Friedman, John. 1979. The Good Society. Cambridge, Mass.: The MIT Press.

--------. 1987. Planning in the Public Domain: From Knowledge to Action. Princeton, New Jersy: Princeton University Press.

Funk & Wagnalls Standard Desk Dictionary: Volume 2 N-Z. 1969. ed. S. Landau. New York: Funk & Wagnalls Pub.

Hightower, Henry. 1983. "The profession needs leadership more than regulation," in "Comments on the Prospects for Planning Report," PLAN CANADA, Vol. 22. No. 3/4. March 1983, pp. 107-111.

Hoch, Charles and Cibulskis, Ann. 1987. "Planning Threatened: A Preliminary Report of Planners and Political Conflict", Journal of Planning Education and Research, Vol. 6. No. 2. Winter 1987, pp. 99-107.

Hodges, Allan A. 1985. "Career Advancement in Spite of Planning Education", American Planning Association Journal, Vol. 51. No. 1. Winter 1985, pp. 4-5.

House, Robert J. 1982. "Experiential Learning: A Social Learning Theory Analysis," in Management Education: Issues in Theory, Research and Practice, ed. R.D. Freedman, C.L. Cooper and S.A. Stumpf. Toronto: John Wiley & Sons. pp. 23-43.

Hudson, Barclay M. 1979. "Comparison of Current Planning Theories: Counterparts and Contradictions", American Planning Association Journal, Vol. 45. No. 4. October 1979, pp. 387-398.

Katz, Daniel and Kahn, Robert L. 1978. The Social Psychology of Organizations. 2nd ed. New York: John Wiley and Sons (Orig: 1966).

Katz, Robert. 1974. "Skills of an Effective Administrator", Harvard Business Review, Vol. 52. No. 5. September-October 1974, pp. 90-102.

Klauss, Rudi and Bass, Bernard M. 1982. Interpersonal Communication in Organizations. New York: Academic Press.

Lax, David A. and Sebenius, James K. 1986. The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain. New York: The Free Press.

Lee, Robert and Lawrence, Peter. 1985. Organizational Behavior: Politics At Work. London: Hutchinson and Co. Pub. Ltd.

Lewicki, Roy J. 1986. "Challenges of Teaching Negotiation", Negotiation Journal, Vol. 2. No. 1. January 1986, pp. 15-28.

Lindblom, Charles E. 1973. "The Science of Muddling Through", in A Reader in Planning Theory, ed. A. Faludi. New York: Pergamon. Reprinted from Public Administration Review, Spring 1959.

Littlejohn, W. Stephen. 1983. Theories of Human Communication: Second Edition. Belmont California: Wadsworth Pub. Co.

Marsh, R.D.V. 1984. Contract Negotiation Handbook: Second Edition. Aldershot, England: Gower Pub. Co.

Menkel-Meadow, Carrie. 1983. "Legal Negotiation: A Study of Strategies in Search of a Theory", American Bar Foundation Journal, No. 4. pp. 905-937.

Meyerson, Martin and Banfield Edward C. 1955. Politics, Planning and the Public Interest: The Case of Public Housing in Chicago. New York: The Free Press.

Mintzberg, Henry. 1973. The Nature of Managerial Work. New York: Harper & Row Pub.

Minnery, J.R. 1985. Conflict Management in Urban Planning. Aldershot, England: Gower Pub Co.

Morrison, William F. 1985. The Prenegotiation Planning Book. Toronto: John Wiley & Sons Inc.

Mortimer, J. Alder. 1983. How to Speak: How to Listen. New York: MacMillan Pub.

Neale, A. Margaret and Bazerman, Max. H. 1985. "Perspectives for Understanding Negotiation: Viewing Negotiation as a Judgmental Process", The Journal of Conflict Resolution, Vol. 29. No. 1. pp. 33-55.

Nyerges, Janos. 1987. "Ten Commandments for a Negotiator", Negotiation Journal, Vol. 3. No. 1. January 1987, pp. 21-27.

Patton, Carl V. and Reed, Kathleen. ed. 1986. Guide to Graduate Education in Urban and Regional Planning: Fifth Edition. Milwaukee, Wisconsin: Association of Collegiate Schools of Planning.

Plan Canada. 1982. Prospects for Planning: Task Force on the Future of the Planning Profession. Spec. issue of Plan Canada, ed. Hightower, H.C. and Rashleigh T.

Pruitt, Dean G. 1981. Negotiation Behavior. New York: Academic Press.

Rabinovitz, Francine. 1969. City Politics and Planning. New York: Atherton Press.

Raiffa, Howard. 1982. The Art and Science of Negotiation. Cambridge Mass.: The Belknap Press of Harvard Univ. Press.

Robbins, Stephen P. and Stuart-Kotze, Robin. 1986. Management: Concepts and Practices. Scarborough, Ont.: Prentice-Hall Canada Inc.

Rubin, Jeffrey Z. 1983. "Negotiation: An Introduction to Some Issues and Themes:, American Behavioral Scientist, Vol. 27. No. 2. November-December 1983, pp. 133-147.

Schon, Donald A. 1982. "Some of What a Planner Knows: A Case Study of Knowing-in-Practice", American Planning Association Journal, Vol. 48. No. 3. Summer 1982, pp. 351-364.

--------. 1983. The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books, Inc.

Simon, Herbert A. 1960. The New Science of Management Decision. New York: Harper & Row.

Slater, David C. 1984. Management of Local Planning. Municipal Management Series, Washington D.C.: International City Management Association.

Stoner, James A.F. 1982. Management: Second Edition. Englewood Cliffs, New Jersey: Prentice Hall Inc.

Straus, Donald B. 1986. "Collaborating to Understand - Without Being a Wimp", Negotiation Journal, Vol. 2. No. 2. April 1986, pp. 155-166.

Susskind, Lawrence and Ozawa Connie. 184. "Mediated Negotiation in the Public Sector: The Planner As Mediator", Journal of Planning Education and Research, Vol. 4. August 1984, pp. 5-15.

Susskind, Lawrence and McGreary, Scott. 1985. "Techniques for Resolving Coastal Resource Management Disputes Through Negotiation", American Planning Association Journal, Vol. 51. No. 3. Summer 1985, pp. 365-374.

Tractenberg, Paul L. 1984. "Training Lawyers to be More Effective Dispute Preventers and Dispute Settlers: Advocating for Non-Adversarial Skills," Missouri Journal of Dispute Resolution, Vol. 1984.

Weiten, Wayne. 1983. <u>Psychology Applied to Modern Life: Adjustment in the 80s</u>. Monterey, California: Brooks/Cole Pub. Co.

Whetten, David A. and Cameron, Kim S. 1984. <u>Developing Management Skills</u>. Glenview, Illinois: Scott Foresman and Co.

Wildavsky, Aaron. 1973. "If Planning is Everything, Maybe It's Nothing", <u>Policy Sciences</u>, Vol. 4. No. 2. June 1973, pp. 127-153.

Williams, Gerald R. 1983. <u>Legal Negotiation and Settlement</u>. St. Paul Minn.: West Pub. Co.

APPENDIX 1

JOB SURVEY ADVERTISEMENTS

8

CITY OF VANCOUVER
SENIOR DEVELOPMENT PLANNER

This senior member of the Zoning Division is responsible for consultation, negotiation, analysis and development of urban design concepts for major development proposals throughout the city. The principal focus will be to give preliminary advice to architects and developers preparing development permit applications; to review major development permit applications and negotiate required changes based on City planning policies, by-laws and design guidelines; and to prepare reports and make presentations to the Development Permit Board and City Council as required. These activities will involve extensive contact with architects, developers, consultants and special interest groups. The position also involves the management and direction of two other professional development planners and related administrative work.

Candidates will be university graduates in Architecture, preferably with a post-graduate degree in Urban Design or Community and Regional Planning. They will have considerable professional experience in related architectural, planning or urban design work with significant supervisory and administrative experience.

The salary is $42,696 to $50,916 per annum.

Applications should be obtained from and returned, preferably together with a detailed resume of education and experience, to the Director of Personnel Services, Vancouver City Hall, 453 West 12th Avenue, Vancouver, B.C., V5Y 1V4. Please quote competition number 85-6031. This position is open to male and female applicants.

VANCOUVER·1886-1986
celebration of the century

APPENDIX 2

NEGOTIATION CURRICULA SURVEY: CANADIAN PLANNING SCHOOLS

LISTING OF PLANNING COURSES WITH NEGOTIATION RELATED CONTENT: CANADA

(Class "A" Planning Schools only ... see Table 4. for classification)

(1) U.B.C. (1987)

✓ GETTING TO YES IN PLANNING: A Non-credit course on negotiation

- six 90 minute sessions ... an introduction to basic negotiation skills.

✓ Planning 532-001, PLANNING FOR WATER RESOURCES MANAGEMENT

- full course on water resources management ... particular attention is given to the development of oral and written communication skills. "Getting to Yes: Negotiating Agreement Without Giving In", is required reading and course emphasizes bargaining in governance.

    Grading: Participation 15%
              Project   25%
              Exercises   60%

✓ Planning 532-002, PLANNING FOR NATURAL RESOURCES MANAGEMENT

- full course on natural resources management ... substantial emphasis on the role of bargaining, mediation and conflict resolution.

    Grading: Participation (Bargaining & Oral Communication) 20%
              Exercises   80%

(2) RYERSON (1986)

✓ UPN 520: BARGAINING AND NEGOTIATIONS

- full course on fundamentals of principled negotiations
  (see this Appendix for complete course description, outline and reading list).

    Grading: Participation 10%
              Journal   65%
              Quiz   25%

LISTING OF PLANNING COURSES CONT.

(3) TORONTO (1986)

✓ PLA 1930s - RESOLVING URBAN LAND USE CONFLICTS

- full course on land use planning which relies on negotiation, conflict analysis, conflict resolution and mediation.

      Grading: Participation   10%
                Discussion Project 10%
                2 Projects   80%

✓ PLA 1005H: DECISION ANALYSIS

- full course on decision making techniques including mathematical and computer application ... oral communication and negotiation are stressed in an analytical/quantitative perspective ... "The Art and Science of Negotiation" (Raiffa, 1982) is required reading.

      Grading: Exam   28%
                4 Assignments 72%

(4) YORK (1986)

✓ New course introduced in 1986/87 in environmental negotiation and mediation (no description provided).

Week 4:   Negotiating integrative agreements; team building and
           the two tabled problem;

           Gaming Exercise #6: Settle or Strike

Week 5:   Multi-interests, joint gains and concensus-building;

           Gaming Exercise #7: Superport

Week 6:   Views and counterviews of principled negotiations;

           The role of the planner as negotiator and mediator.

READINGS

Fisher and Ury, Getting to Yes: Negotiating Agreement Without
Giving In.

James White, "The Pros and Cons of Getting to yes", Journal of
Legal Education.

William McCarthy, "The Role of Power and Principle in Getting to
Yes", Negotiation Journal.

Howard Raiffa, The Art and Science of Negotiation.

Dean Pruitt, "Acheiving Integrative Agreement" in Negotiating in
Organization.

Jeffrey Rubin, The Sciences. "Caught by choice"

Lawrence Suskind and Connie Ozawa, "Mediated Negotiation in the
Public Sector", American Behavioural Scientist.

Lawrence Suskind, The Uses of Negotiation and Mediation in
Environmental Impact Assessment.

TEACHING MODES

This six-week section of the third year planning studio will be presented as a combination of lectures and gaming exercises in which the students are all expected to participate. Materials for each exercise will be handed out at the appointed time, and each set of instructions will be self contained and must be followed.

EVALUATION SCHEME

This half of UPN 520 will account for 50% of the final course grade. The breakdown for this 50% is as follows:

- Class participation   10%

- A journal to be kept by each student
  which documents the results of each
  gaming exercise.   65%

- Final quiz   25%

APPENDIX 3

NEGOTIATION CURRICULA SURVEY: U.S.A. PLANNING SCHOOLS

ASSOCIATION OF COLLEGIATE SCHOOLS OF PLANNING (1985 - 86, U.S.A.)

RESPONDING SCHOOLS

(1)   Department of City and Regional Planning
        University of California
        Berkeley, California   94720

(2)   Department of Urban and Regional Planning
        The Florida State University
        Tallahassee, Florida   32306

(3)   City Planning Program
        Kennedy School of Government
        Harvard University
        Cambridge, Massachusetts   02138

(4)   Department of Urban and Regional Planning Program
        University of Hawaii
        Honolulu, Hawaii   96822

(5)   Department of Urban Studies and Planning
        Massachusetts Institute of Technology
        Cambridge, Massachusetts   02139

(6)   Department of Urban and Regional Planning
        The University of Wisconsin-Madison
        Madison, Wisconsin   53706

LISTING OF PLANNING COURSES WITH NEGOTIATION RELATED CONTENT (U.S.A.)

(1) University of California, Berkeley
     Department of City & Regional Planning

CP281: Techniques In Mediation, Group Process & Conflict Resolution

Credits/Number of Classes/Total Hours (1.5/4/22)

Synopsis: The promise of this course is that students who attend all
          sessions and actively engage in class exercises will improve
          their skills in group problem solving and decision making. The
          central theme is that there are specific techniques one can
          learn to help improve group processes which can improve the
          planning and implementation stages. This is a skill
          development course in active listening, clarifying, process
          planning, conflict preventions/interventions and negotiation.

Grading: Not indicated.

(2) Florida State University
     Department of Urban & Regional Planning

URP 5939: Bargaining & Negotiation

Credits/Number of Classes/Total Hours (1/5/13.75)

Synopsis: This is a short course on "how-to" improve the outcomes in
          conflict situations. The emphasis is on principled negotiation
          i.e. negotiation for cooperation and mutual gains. This is a
          workshop course using simulation exercises supplemented with
          lectures and readings.

Grading: Class Simulation & Participation 40%
          Journal   60%

URP 5429: Environmental Dispute Resolution

Credits/Number of Classes/Total Hours (3/15/41.25)

Synopsis: The central theme is that the outcomes in contentious decision making can be improved using cooperative negotiation methods. The focus is on complex environmental disputes and land use dispute. Teaching methods include extensive use of case studies, lectures, readings, discussions, individual research and gaming simulations.

Grading:
Class Participation & Simulation	25%
Case Study Presentation	15%
Journal	30%
Paper	30%

(3) University of Hawaii at Manoa, Honolulu
Department of Urban & Regional Planning

PLN 627: Negotiation and Mediation in Planning

Credits/Number of Classes/Total Hours (3/15/?)

Synopsis: This course is designed to provide students with an understanding of theory and processes of negotiation as practiced in the context of environmental disputes and land use conflicts. Teaching methods used included lectures, reading, case study, discussion, role playing simulations, individual research and examinations.

Grading:
Class Participation	20%
Research Project	40%
Exams	20%

(4) Massachusetts Institute of Technology
Department of Urban Studies and Planning

11.550: Bargaining, Negotiation and Dispute Resolution in the Public Sector

Credits/Number of Classes/Total Hours (?/26/42)

Synopsis: This seminar is designed to provide students with theoretical ideas and methods for conflict resolution, negotiation, facilitation, mediation and arbitration. The theories are tested in class using case studies and gaming exercises.

Grading:
Journal	?%
Exam	?%

(5) University of Wisconsin-Madison
     Department of Urban & Regional Planning

URPL 945: Negotiation & Mediation in Land Use & Environmental Planning

Credits/Number of Classes/Total Hours (3/15/30)

Synopsis: This seminar's central theme is that negotiation and mediation
          should be considered as a new approach to produce policy and
          policy implementation that is effective, equitable, in line
          with principles of collaboration and compromise and avoids the
          need for court action. It is hoped that students develop an
          understanding of the potentials and limitations of negotiation
          and mediation. Teaching methods rely on lectures, readings,
          case study, individual research and discussion. Very little
          emphasis is placed on skill training.

Grading: Class Participation   50%
          Paper & Presentation 50%

NEGOTIATION RELATED COURSE WORK (NOT EXCLUSIVE TO PLANNING)

(1) Harvard University
     John F. Kennedy School of Government

M-692:   Managing Negotiations (equivalent to 3 credits)

Synopsis: This course is designed to increase students theoretical
          knowledge of negotiation and conflict resolution. It is hoped
          that broad intellectual understanding of the negotiation
          process is developed and that actual skills and confidence in
          negotiations are improved. Teaching materials include case
          study, readings, role playing and exercises.

M-121:   Negotiation Analysis (equivalent to 3 credits)

Synopsis: This course examines the art and science of negotiation. The
          central theme is that there are a number of similarities
          present across many apparently diverse negotiations. Given
          these common elements, systematic analysis can help a
          negotiator. The course develops prescriptive theory and
          methods for negotiation. A wide variety of exercises, cases,
          readings and lectures are used.

M-229   Conflict, Cooperation and Strategy (equivalent to 3 credits)

Synopsis: This course presents adversarial as well as cooperative
          approaches to negotiation. Abstract puzzles and problems are
          used as a way of analyzing real issues.

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5939(2) Spring 1986
Bruce Stiftel
One credit-hour

Bargaining and Negotiation
T 7:00-9:45pm 110RBB
4 FEB - 4 MAR ONLY

General Description: This short course is a practical, hands-on exposure to improving the outcomes in conflict situations, either as a party to the conflict or as a mediator. Students participate in a series of games designed to illustrate the common pitfalls of negotiation and methods that have proven successful to avoid these pitfalls and improve outcomes.

Objectives to be directly addressed are improving joint gains -- the sum of payoffs to all parties; improving individual gains -- the payoff to one's self; improving the likelihood that agreements will be lived up to. Disputes discussed will include simple two-party negotiations such as arriving at a price in a buy-sell transaction, complex two-party negotiations such as labor-management bargaining, and complex multi-party disputes such as the siting of regionally-desirable but locally-obnoxious facilities like power plants. The emphasis will be on the principles that help achieve fast, superior agreements. It is expected the short course will be of most interest to those for whom negotiation is an important aspect but not the main focus of their work, such as managers, administrators, lawyers, and designers.

Prerequisites: Graduate standing, or permission of instructor.

Procedure: Classes will consist primarily of workshops in which simulated conflicts are confronted and resolved. These workshops will be supplemented by several lectures and a guest speaker. Your requirements will consist of class preparation and participation, and submission of a journal in which you reflect on the simulations and readings.

Materials: One required text is available at Bill's Bookstore (107 S. Copeland St.):

Roger Fisher and William Ury. Getting to Yes. (Penguin, 1983 or Houghton-Mifflin, 1981)

In addition a series of short required readings will be available for purchase at Kinko's Copies (650 W. Tennessee St.) after 27 JAN.

There is a reading assignment for the first day of class, described on a separate handout.

In class I will hand out materials to be used in the simulations. Reimbursement for these copyrighted materials should be made no later than the second class date (11 FEB) in the amount of $7.00 by check or money order payable to Department of Urban and Regional Planning. No cash, please.

Course Calendar:

4 FEB Principled Negotation
       GAMING: Appleton v. Baker

11 FEB GAMING: Rushing River Cleanup
        The Psychology of Negotiation

18 FEB GUEST SPEAKER: Jim Ramsey; Ramsey, Tyndall and Assoc., Jacksonville
        GAMING: EPA v. Riverside

25 FEB GAMING: MAPO - Administrative Negotiation
        Sources of Power in Negotiations

4 MAR GAMING: HARBACO
       Concluding Notes

Requirements:

1. Particpate vigorously in gaming simulations and class discussions.

2. Keep a journal in which you record comments on required readings and on the
    gaming simulations. The journal should be structured as a briefing
    document for 'your planning director'. That is, imagine that you are on
    assignment by your agency to complete this course with the expectation of
    sharing what you have learned with others in the agency, But first the
    agency director must review the material. Provide her with a digestible
    yet realistic synopsis and critique of the course materials. (Due 7 MAR)

Grading:

    Class and Simulation Participation*   40%
    Journal   60%
                                              100%

* A note on class participation: This course depends strongly on a high degree
   of interaction among the participants. Accordingly, nothing less than full
   attendance is expected of everyone. Persons with more than one absence will
   be restricted to a class participation partial grade below B. There will be
   no incompletes.

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5939 (02)   Bargaining and Negotiation
Bruce Stiftel   Spring 1986

READING LIST

Session 1. 4 FEB 86

a. Fisher and Ury. Getting to Yes (Penguin, 1983). entire book.

b. James J. White. "The pros and cons of 'Getting to Yes'." J. of Legal
    Education. Pp. 115-124.

c. William McCarthy. "The role of power and principle in 'Getting to Yes'."
    Negotiation Journal. 1 (1985): 59-66.

d. Roger Fisher. "Beyond Yes." Negotiation Journal. 1 (1985): 67-70.

Session 2. 11 FEB 86

a. Max Bazerman. "A critical look at the rationality assumption." American
    Behavioral Scientist. 27 (1983): 211-228.

b. Allan I. Teger. Too Much Invested to Quit. (Pergamon, 1980). Pp. 1-25.

c. Jeffrey Z. Rubin. "Caught by choice: the psychological snares we set
    ourselves." The Sciences. 22 (1982): 18-21.

d. Howard Raiffa. The Art and Science of Negotiation (Harvard, 1982). Pp.
    35-65.

Session 3. 18 FEB 86

a. Raiffa. Pp. 257-274.

b. Lawrence Susskind and Denise Madigan. "New approaches to resolving
    disputes in the public sector." (mms., n.d.)

c. David Lax and James Sebenus. "Creating and claiming value: the process of
    negotiation." Chapter six in The Manager as Negotiator. (forthcoming)

Session 4. 25 FEB 86

a. Tom Schelling. "An essay on bargaining" Pp. 43-60 in The Lawyer as
    Negotiator. (West, 1976)

b. Roger Fisher "Negotiating power" American Behavioral Scientist.   27
    (1983): 149-166.

Session 5. 4 MAR 86

a. Jacob Berkowitz. Social Conflict and Third Parties: Strategies of
    Conflict Resolution. (Westview, 1984) Pp. 2-142.

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5429(1) Spring 1986   Environmental Dispute Resolution
Bruce Stiftel   T 7:00-9:45pm 110RBB

General Description: Complex regulatory disputes frequently slow public sector decision making and cripple major private sector investments. Parties to disputes such as location of "locally-unwanted land-uses" (LULUs), setting of air and water quality standards, and evaluation of urban and transportation plans frequently fail to cooperate to achieve the best possible outcomes. This course examines why this is so and tries to develop the skills necessary for individuals to improve the outcomes in contentious decision making.

We will examine the nature of complex regulatory disputes including several in-depth case studies. These disputes will be contrasted against theories of bi-lateral and multi-lateral conflict and against strategies for succeeding at games of conflict. We will develop considerable hands-on experience at both improving joint-gains and obtaining superior strategic outcomes in gaming situations. We will apply this experience to consideration of successful and unsuccessful negotiation and mediation of facility siting, rulemaking, plan making, and enforcement.

Prerequisites: Graduate standing in Urban and Regional Planning, Public Administration, Social Work, Law, or Business; or permission of instructor.

Procedure: Classes will combine lectures, a guest speaker, case study presentations, and extensive gaming simulations. Informed participation in discussions is essential so your first responsibility will be to do all the reading on time. Requirements, discussed further below, include a case study presentation, participation in the various gaming simulations, a journal discussing your experiences, and a paper analyzing a current environmental dispute.

Materials: There are three required texts available for purchase at Bill's Bookstore (107 S. Copeland St.):

Roger Fisher and W. Ury. Getting to Yes. (Penguin, 1983 or Houghton-Mifflin, 1981).

Howard Raiffa. The Art and Science of Negotiation (Harvard University Press, 1982).

Lawrence Susskind, L. Bacow, and M. Wheeler. Resolving Environmental Regulatory Disputes. (Schenkman, 1983).

In addition a series of short required readings will be available for purchase at Kinko's Copies (650 W. Tennessee St.).

2

In class I will hand out materials to be used in the simulations. Reimbursement for these copyrighted materials should be made no later than the second class date (14 JAN) in the amount of $16.00 by check or money order payable to Department of Urban and Regional Planning. No cash, please.

Course Calendar:

7 JAN   Why Negotiate Environmental Disputes?
         Course Organization.

14 JAN   GAMING: Rad Waste
         An Overview of Methods for Alternative Dispute Resolution.

21 JAN   CASE: The Brown Company
         CASE: Brayton Point Coal Conversion
         Theories of Conflict I

28 JAN   CASE: Colstrip Power Plant
         Theories of Conflict II

4 FEB   Principled Negotiation
         GAMING: Appleton v. Baker

11 FEB   GAMING: Rushing River Cleanup
         The Psychology of Negotiation

18 FEB   GUEST SPEAKER: Jim Ramsey, Ramsey Tyndall & Assoc., Jacksonville
         GAMING: EPA v. Riverside

25 FEB   GAMING: MAPO - Aministrative Negotation
         Sources of Power in Negotiations

4 MAR   GAMING: HARBACO

11 MAR   CASE: Section 301(h) of the Clean Water Act
         CASE: Holston River
         Negotiating Rules and Resolving Scientific Disputes

18 MAR   SPRING BREAK - No Class

25 MAR   GAMING: Dioxin
         Siting of Regionally-desirable, Locally-obnoxious Facilities

1 APR   CASE: Foothills Treatment Works
         CASE: Kissimmee River Resource Planning and Management Comm.
         Helpers -- Planning Analyses as Mediation Aids

8 APR   GAMING: Seaport
         Representation at the Table and Commitment to Agreements

15 APR   CASE: Jackson, WY
         Institutionalization of Alternative Dispute Resolution

3

Requirements:

1. Participate vigorously in class discussions and in gaming simulations.

2. Prepare and deliver in-class a synopsis of a case study from the perspective of one of the partisans (various dates).

3. Keep a journal in which you record comments on required readings and on the gaming simulations. The journal should be structured as a briefing document for 'your planning director'. That is, imagine that you are on assignment by your agency to complete this course with the expectation of sharing what you have learned with others in the agency. But first the agency director must review the material. Provide her with a digestible yet realistic synopsis and critique of the course materials. (Due 11 APR)

4. Write a paper in which you analyze a current environmental dispute. Details on the assignment will be distributed later. (Due 22 APR)

Grading:

Class and Simulation Particiation*	25%
Case Study Presentation	15%
Journal	30%
Paper	30%
	100%

* A note on class participation: This course depends strongly on a high degree of interaction among the participants. Accordingly, nothing less than full attendance is expected of everyone. Persons with more than two absences will be restricted to a class participation partial grade below B.

DEPARTMENT OF URBAN AND REGIONAL PLANNING

FLORIDA STATE UNIVERSITY

URP5429(1)   Environmental Dispute Resolution
Bruce Stiftel   Spring   1986

READING LIST I

* indicates in readings packet

14JAN. Conflict in the Public Sector/Overview of Methods.

*a. Thomas Schelling. "An essay on bargaining." Pp.43-60 in The Lawyer As
   Negotiator. (West, 1976).

 b. Raiffa. Pp.7-32.

*c. Lawrence Susskind and Denise Madigan. "New approaches to resolving
   disputes in the public sector." (mms., n.d.)

*d. Peter B. Clark and Francis H. Cummings Jr. "Selecting an environmental
   conflict management strategy." Pp.10-33 in Environmental Conflict
   Management, edited by Philip A. Marcus and Wendy M. Emrich. (University
   of Virginia, Institute for Environmental Negotiation, 1981).

*e. Robert E. Stein. "The use of mediation and other techniques for the
   settlement of environmental and natural resource disputes." UNEP
   Industry and Environment. 7(1984):45-47.

21JAN. Brown Case/Brayton Point Case/Theories of Conflict I.

 a. Susskind, Bacow and Wheeler. Pp.5-29;122-155.

 b. Raiffa. Pp.35-130.

 c. Fisher and Ury. Pp.3-14.

*d. David Lax and James Sebenus. "Creating and claiming value: The process
   of negotiation." Chapter six in The Manager As Negotiator. (forthcoming).

*e. Dean G. Pruitt. "Achieving integrative agreements." Pp.35-50 in
   Negotiating In Organizations. (Sage, 1983).

28JAN. Prospects for Mediation/Colstrip Case/Theories of Conflict II.

*a. Lawrence Susskind and Connie Ozawa. "Mediated negotiation in the public
   sector: mediator accountability and the public interest problem."
   American Behavioral Scientist. 27(1983):255-279.

 b. Susskind, Bacow and Wheeler. Pp.56-85.

 c. Raiffa. Pp.131-250.

*d. Michael O'Hare, Lawrence Bacow and Debra Sanderson. "Principles of the
   public choice process." Pp.26-36 in Facility Siting and Public Opposition.
   (Van Nostrand Reinhold, 1983).

4FEB. Principled Negotiation.

 a. Fisher and Ury. Pp. 17-154.

*b. James J. White. "The pros and cons on 'Getting To Yes'." Journal of Legal
   Education. Pp. 115-124.

*c. William McCarthy. "The role of power and principle in 'Getting To Yes'."
   Negotiation Journal. 1(1985):59-66.

*d. Roger Fisher. "Beyond Yes." Negotiation Journal. 1(1985):67-70.

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5429 (1)   Environmental Dispute Resolution
Bruce Stiftel   Spring 1986

READING LIST II

* = material in readings packet.

11 FEB

*a. Max Bazerman "A critical look at the rationality assumption." American
Behavioral Scientist. 27 (1983): 211-228.

*b. Allan I. Teger. Too Much Invested To Quit. (Pergamon, 1980) Pp. 1-25.

*c. Jeffrey Z. Rubin, "Caught by choice: the psychological snares we set
ourselves." The Sciences. 22 (1982): 18-21.

18 FEB 86

a. Raiffa Pp. 257-274.

*b. I. William Zartman and M.B. Berman. The Practical Negotiator. (Yale,
1982). Pp. 87-202.

25 FEB

*a. Roger Fisher. "Negotiating power." American Behavioral Scientist. 27
(1983): 149-166.

*b. Samuel B. Bachrach and E.J. Lawler. Bargaining: Power, Tactics, and
Outcomes. (Jossey-Bass, 1981) Pp. 41-79.

4 MAR

*a. Jacob Berkowitz. Social Conflict and Third Parties: Strategies of
Conflict Resolution. (Westview, 1984) Pp. 2-142.

DEPARTMENT OF URBAN AND REGIONAL PLANNING
FLORIDA STATE UNIVERSITY

URP 5429. SPRING 1986.

FINAL PAPER ASSIGNMENT

        The final paper has previously been described as an analysis of a
current environmental dispute. I would like to broaden the range of
possible topics/efforts into three categories:

            1. A case study of a current environmental dispute.
            2. A project in which you contribute to the resolution of
                a public sector dispute.
            3. A term paper on an issue suggested by the course material
                but not included in 1 or 2 above.

The paper is due on 22 April. I encourage you to submit it before this
date. There is no formal length requirement. Check with me to clear
your topic; then write a paper of length suitable to dealing with the
topic in a satisfactory manner. (For those who insist that they must
have guidelines let me say that I've yet to see a five page term paper
I thought was satisfactory, and I've seldom seen a forty page one that
I thought was worth the effort.)

A little more on the three categories of papers:

CASE STUDY: If you do a case study choose a case that is ongoing or
recent and accessible, preferable one that offers local staff who will
be willing to discuss it. After researching what written material is
available and talking to staff and/or interest representatives, attempt
to share the case with us in somewhat the same manner as the authors of
the cases in the Susskind, Bacow and Wheeler case book have. Outline the
dimensions of the conflict, the issues in dispute, positions and interests,
etc. Then describe the process from pre-negotiation, to negotiation, to
post-negotiation, or as far as the timing of the case will permit. Finally,
argue whether the case supports or argues against the theories of
dispute resolution we have examined this semester.

PROJECT: Perhaps you have access to a current dispute that permits you
to actively become involved in its resolution either as an intervenor or
as an advisor to staff. Go to it! Help to resolve the dispute in whatever
manner your professional judgment and client sentiment permit. Then
describe this experience both in terms of the actual events, and by remarking
on how those events illustrate or challenge dispute resolution theory.

TERM PAPER: You may elect to do a more classic term paper on an issue
from the readings or class discussions, or on an issue that you otherwise
identify as important to environmental dispute resolution. This should be
handled on a "contract" basis between you and I. That is, clear the topic
with me and let's talk about what the paper should include.

APPENDIX 4

PRACTITIONER'S WORKSHOP

The Banff Centre
School of
Management

Environmental Conflict Resolution

March 16 - 21, 1986

New Approaches to the Settlement of Resource Disputes
March 18 - 21, 1986

The Seminar

In the eighties conflict is commonplace in resource management and development decisions. It is a result of the differences in interests and values that exist in society with respect to the use of land, water and energy. As the demands on all of these resources multiply, and can be competing, their management becomes both more complex and more controversial. Large scale development projects, in particular, involve making difficult environmental, social and economic trade-offs.

As a result, consultation with the public has become an integral part of resource management. This is most visible in the formal processes of environmental review institutionalized by the federal and provincial governments. While hearing activities will continue to be important, the emphasis is re-focusing to smaller scale, lower cost, less adverserial and protracted methods of conflict resolution.

Who Should Apply

The seminar is directed at senior managers and decision makers who are responsible for dealing with resource development and environmental protection issues, or are involved in public affairs of community development. Interest groups who want a firm understanding of the opportunities available for conflict resolution in resource management will also find the skills workshop and the policy seminar worthwhile.

Reaching Agreement
March 16 - 18, 1986

The Workshop

The policy seminar will be preceded by a workshop on the principles and practice of environmental negotiation, based in part on simulation exercises developed by the Harvard Negotiation Project. It is anticipated that the results and participants from this workshop will be utilized in the policy seminar.

Workshop Objectives

This workshop offers an intensive learning experience:
a. to provide participants with a sound grasp of the principles of managing conflicts generated by resource use and development;
b. to familiarize participants with practical strategies and procedures for resolving or mitigating conflict.

Seminar Objectives

This seminar will focus on new approaches to the settlement of disputes based on negotiation and bargaining, including environmental mediation. A central objective of the seminar will be to establish the opportunities that exist for developing and fostering mediation/negotiation both within existing institutional arrangements and as supplements to them and,
a. to consider whether and how more intensive negotiation based approaches can be employed to settle resource and environmental disputes in Canada; and
b. to determine what may work best under which kinds of traditional institutional arrangements.

Reaching Agreement

Skills and Techniques for Environmental Negotiation

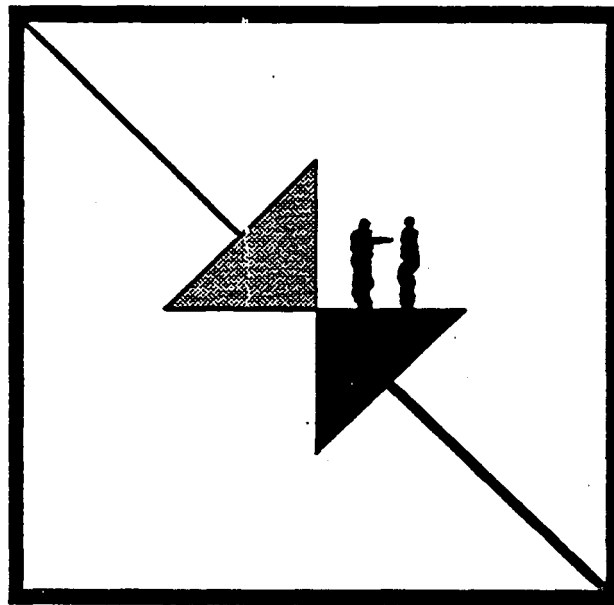|	
Sunday, March 16	Registration
	Welcome and Workshop Orientation
	— **Barry Sadler**, Consulting Associate, The Banff Centre
Monday, March 17	Basic Principles of Environmental Negotiation: Objectives Approaches, Preconditions for Success, Conduct of the Process, Achieving Closure
	— **Gail Bingham**, Senior Associate, The Conservation Foundation
	Characteristics of Resource and Environmental Disputes in Canada. Review and Case Analysis.
	— **Barry Sadler**
	Dispute Assessment: Screening and Simulation
	— **Barry Sadler** and **Gail Bingham**
	Getting Started and Establishing the Ground Rules
	— **Gail Bingham**
Tuesday, March 18	Negotiation Simulation Exercise: Scorable Game Developed by the Harvard Program on Negotiation
	— **Denise Madigan**, Harvard Program on Negotiation, Harvard University
	Implementation of Agreements
	— **Gail Bingham** and **Denise Madigan**
	Conclusions and Workshop Evaluation
	— **Barry Sadler**
	Reception and Integration with Policy Seminar

Environmental Conflict Resolution

New Approaches to the Management and Settlement of Resource Based Disputes

Tuesday, March 18	Registration and Reception
	Integration with Skills Workshop
Wednesday, March 19	Introduction: Setting the Stage — **Barry Sadler**, Consulting Associate, The Banff Centre
	Theory and Practice of Negotiation — **Howard Raiffa**, Harvard Business School
	Environmental Dispute Settlement in the United States: A Decade of Experience — **Gail Bingham**, Senior Associate, The Conservation Foundation
	Trends and Developments in Canada: Panel Discussion — **Bill Rich**, Vice-President, Alcan Canada — **Michel Picher**, Adjudication Services Ltd. — **Bob Delury**, Claims Coordinator, Inuvialuit Regional Corporation — **Vern Millard**, Energy Resources Conservation Board (ERCB) — Moderator: **Audrey Armour**, Conflict Management Resources York University
	Future Directions: Opportunities and Constraints — **Andy Thompson**, Director, Westwater Research Centre — **Ian Smyth**, Executive Director, Canadian Petroleum Association (CPA) — **Barry Stewart**, Land Claims Negotiator, Yukon Government — **Nancy MacPherson**, Yukon Conservation Society — Moderator: **Tony Dorcey**, Westwater Research Centre
Thursday, March 20	Workshop Sessions: Issues and Problems Goals and Objectives Constraints
Friday, March 21	Development of Action Plan (Possible list of Candidate Projects)

APPENDIX 5

NIDR

A Source Book

on

Dispute Resolution
In Planning School Curricula

Compiled by
Tom Dinell and John Goody

Program on Conflict Resolution
University of Hawaii at Manoa

for the
National Institute for Dispute Resolution
and the
Association of Collegiate Schools of Planning

NATIONAL INSTITUTE FOR
DISPUTE RESOLUTION

Program on
Professional Education:

Grants Announcement and
Progress Report

JANUARY 1986

About the Institute

The purpose of the National Institute for Dispute Resolution is to enhance the fairness, effectiveness and efficiency of the processes through which Americans resolve disputes. Where conflicts serve no social purpose, the Institute seeks out and promotes systematic measures to eliminate the causes of needless controversy. Where disputes do arise, the organization fosters the development, validation, and public acceptance of innovative techniques to resolve them. While respecting each disputant's right of ultimate recourse to formal litigation, the Institute strives to expand the availability and improve the use of alternative procedures with proven capacity to provide more timely, responsive and affordable justice in significant numbers of cases.

The fundamental role of the Institute is to stimulate and assist informed, carefully-planned action. Its principal business is to facilitate production of promising ideas drawn from practitioners and from the growing research community, and to translate them into actual improvements in the operation of dispute resolution systems. To that end, the Institute has supported a wide range of activities including six statewide offices of mediation for the resolution of public policy disputes, a nationwide effort to increase the use of court ordered arbitration, grants to private mediation services working in collaboration with public agencies and an initiative in legal education. The Institute maintains an active publication program anchored by its periodic publication, *FORUM*.

Just as positive change is the primary goal of the Institute, the accomplishment of such change is the proper measure of its effectiveness. All Institute programs and projects, both existing and proposed, are evaluated according to their likely contributions to this ultimate objective. Taken as a whole, the work program of the Institute is an agenda for advancing the frontiers of accepted dispute resolution practice, and it is against this demanding standard that the organization assesses the degree to which its mission has been fulfilled.

The National Institute for Dispute Resolution is a private, nonprofit, grant making and technical organization.

Board of Directors

Robben W. Fleming, *Chair*
Former President of the University of Michigan and of the Corporation for Public Broadcasting

Madeleine Crohn, *President*
National Institute for Dispute Resolution

Thomas Donahue
Secretary/Treasurer of the AFL-CIO

Thomas Ehrlich
Provost and Professor of Law, University of Pennsylvania

Joel L. Fleishman
Vice-chancellor and Professor of Law and Public Policy Studies, Duke University

Rhoda H. Karpatkin, *Secretary/Treasurer*
Executive Director of Consumers Union of United States, Inc.

Wade H. McCree Jr.
Professor, University of Michigan Law School

Donald F. McHenry
Professor of Diplomacy and International Affairs, Georgetown University

Harold R. Newman
Chairman, New York State Public Employment Relations Board

Cruz Reynoso
Associate Justice, California Supreme Court

Margaret K. Rosenheim
Helen Ross Professor, School of Social Service Administration, University of Chicago

Ernst John Watts
Former Dean of the National Judicial College, University of Nevada

Founding Organizations

The founding organizations and original funders of the National Institute for Dispute Resolution are the Ford Foundation, the William A. and Flora Hewlett Foundation, the John D. and Catherine T. MacArthur Foundation, the American Telephone and Telegraph Company, and the Prudential Fundation. The Exxon Education Foundation, General Motors Corporation, Aetna Life and Casualty Foundation, Ford Motor Company, and Chrysler Corporation also provide funds for the Institute's work.

Program on Professional Education:

Grants Announcement and Progress Report

Overview

In April, 1985 NIDR announced the establishment of a Program on Professional Education, to support the teaching and study of dispute resolution in graduate schools of business, planning and public affairs, public administration and public policy. NIDR seeks to encourage faculty in these programs to develop dispute resolution as an important element in the curriculum. Program activities have included solicitations for proposals to develop course materials, projects to include dispute resolution materials in commercial textbooks and a competitive, juried research fellowship program for doctoral and post-doctoral work on dispute resolution.

In 1985 NIDR awarded twelve $5,000 matching grants to develop course materials; eight $5,000 doctoral research fellowships; and four commercial textbook grants. In addition, NIDR commissioned and published two volumes of teaching materials titled, *The Manager as Negotiator and Dispute Resolver*, which have been adopted in over 200 business school courses in the current academic year. A NIDR supported volume of course syllabi and bibliography titled, *Bargaining and Dispute Resolution Curricula: A Sourcebook*, was published by the Eno River Press.

The Institute is now seeking proposals for a *third round* of the $5,000 *course materials matching grants* and the *research fellowship awards*. **The application deadline for both sets of grants is the close of business on March 14, 1986.** The Institute also is seeking proposals for textbook development. Textbook proposals may be sent any time before June 15, 1986.

Grants Announcement

TEACHING MATERIALS

Course Materials

NIDR is seeking proposals from faculty to develop course materials for use in traditional courses in the curriculum. We encourage proposals from individual faculty and faculty groups who have written and taught about bargaining and conflict management resolution. Interested faculty should submit a short letter describing the work proposed with an outline of the timetable, workplan and suggestions for the dissemination of the work. Applications must include the resumes of those involved and a letter confirming the availability of matching funds. The deadline for these proposals is **the close of business on March 14, 1986.** Proposals may come directly from faculty or through their respective schools and awards will be announced in April, 1986.

Textbook Development

The Institute is interested in receiving proposals from commercial coursebook authors to develop new dispute resolution materials for inclusion in revised texts or in supplements to existing texts. Support in the range of $5,000 is available for such proposals. The Institute is especially interested in incorporating materials into texts for courses that have previously featured scant attention to dispute resolution issues. NIDR will also consider some limited support for the development of new commercial teaching texts on dispute resolution. Interested authors should submit a short letter describing their text and its current or potential use in the curriculum, and how they

plan to develop the supplementary dispute resolution materials. Proposals for text development may be submitted anytime before **June 15, 1986.**

RESEARCH FELLOWSHIP AWARDS

The Institute is seeking research proposals from doctoral and post-doctoral students that focus on dispute resolution and its applications to the problems of business and government organizations. The deadline for applications is **the close of business on March 14, 1986.** The non-renewable stipends of $5.000 each must be matched on a one-to-one basis by the program or university at which the applicant is studying. In some instances, the Institute may consider matching funds provided through other fellowship programs.

Interested candidates should submit a resume, letters of recommendation from at least two faculty familiar with the proposed or ongoing research, a letter confirming the matching funds and a description of no more than five pages outlining the research plan, its relation to existing research and potential applications of the research findings. The complete application must be received by NIDR by **the close of business on March 14, 1986.** Applications will be reviewed by Institute staff and an academic advisory review panel. Final decisions will be announced in May, 1986.

Progress Report

GRADUATE SCHOOLS OF BUSINESS ADMINISTRATION

Teaching Materials
In 1985 the Institute awarded six $5.000 matching grants for the development of course materials. Three of these grants were for the development of module materials for existing courses, one was to develop materials for a full term course on managing conflict and two represented collaborative efforts to develop course materials for use in several courses in the business curriculum. These grants are summarized below:

■ Professor Max Bazerman. J.L. Kellogg School of Management at Northwestern University, is developing a three hour module on judgmental processes and negotiation to include exercise materials, lecture notes, recommended readings, and teaching instructions.

■ Professor George J. Siedel. Graduate School of Business at the University of Michigan, is developing a dispute resolution legal processes module for use in business law courses. The 3-5 hour module will include treatment of processes of dispute management, dispute resolution and dispute prevention, demonstrating how decision analysis can be used to implement all three.

■ Professors Mary Rowe and Thomas Kochan. MIT Sloan School of Management, are preparing case materials for a course

titled, "Managing Conflict," to be taught at the Sloan School in the Spring of 1986.

■ Professors Margaret Neale and Gregory Northcraft, of the College of Business at the University of Arizona, are developing simulations, case studies and instructors' notes for a negotiation and dispute resolution course to fit into the growing specialization in entrepreneurship in American business schools. The focus of the course will be on the development and selling of an idea to a venture capitalist, and the disputes faced by small, closely held companies.

■ Professors Thomas Pierce and Bob Helm, Department of Management, Oklahoma State University are surveying business faculty at six universities (Arkansas, Oklahoma, Tulsa, Wichita State, North Texas State University and Oklahoma State) and will develop dispute resolution material for adoption at these business schools based on the survey results.

■ The Gonzaga Center for Conflict Management and Reconciliation is overseeing the development of conflict management modules for courses in the school of business. Courses targeted include organizational behavior, organizational development and business in society.

Textbook Development
NIDR has provided support for the development of two textbooks for use in business schools. Professors David Lax and James Sebenius are writing a teaching text to accompany their forthcoming treatise, *The Manager as Negotiator.* Professor William Collison, California State University, Chico, is developing a text for use in courses on negotiation and conflict management in the business school curriculum.

Module Development
NIDR has commissioned and published two volumes of module teaching materials for use in several basic courses within the management curriculum. The first volume, *The Manager as Negotiator and Dispute Resolver* was developed by Professors Jeanne Brett, J.L. Kellogg Graduate School of Management, Northwestern University, Leonard Greenhalgh, Amos Tuck School of Business Administration, Dartmouth College, Deborah Kolb, Graduate School of Management, Simmons College, Roy Lewicki, College of Administrative Sciences, The Ohio State University, and Blair Sheppard, Fuqua School of Management, Duke University. The materials have been designed for easy use by faculty who may not have taught bargaining or dispute resolution concepts in such courses as organizational behavior, organizational design, human resource management, and managerial negotiations. The volume features five simulations, one case study and extensive teaching guides for each, along with suggested readings.

The Second volume, *The Manager as Negotiator and Dispute Resolver: Curriculum Materials in Dispute Resolution for Decision Analysis and Economics* was developed by Professors David Lax, Harvard Business School, William Samuelson, Boston University School of Management, James Sebenius, John F. Kennedy School of Government, Harvard University and Robert Weber, J.L. Kellogg Graduate School of Management, Northwestern

University, with assistance from Thomas Weeks. John F. Kennedy School of Government. Harvard University. The materials are designed for easy integration into standard courses covering managerial economics, microeconomics, decision analysis and game theory, and include exercises, role plays, teaching notes and an overview of recent game theoretic research on bargaining and dispute resolution.

Both volumes are available from NIDR for $15.00 each.

RESEARCH FELLOWSHIPS

NIDR has awarded five fellowships in the first round to business doctoral students. Second round proposals are currently under review. The first round work is summarized below:

■ John W. Minton. Fuqua School of Business. Duke University, is conducting research on the management and resolution of disputes in organizational settings. The expected benefits of the research include a better understanding and improvement of the processes of dispute generation and conflict management in organizations. The research has theoretical applications in its connections with prior research on fairness in organizational management.

■ Cynthia S. Fobian. The College of Business Administration. The University of Iowa, is focusing her research on a phenomenon known as "Adams Paradox," in which those in positions of dealing with the outside world often develop cooperative methods of negotiating with those outsiders that may result in a loss of trust within the organization for which they work.

■ Debra L. Shapiro. J.L. Kellogg Graduate School of Management. Northwestern University, is conducting research on the effect of negotiator bluffing on subsequent interpersonal evaluations and behavior.

■ Elaine K. Yakura. Sloan School of Management. Massachusetts Institute of Technology, is researching the negotiated relationships between consulting firms and clients. The larger framework for the research lies in the current shift from a manufacturing-based to a service-based economy, and the lack of research analyzing the shift in negotiating processes which is taking place.

GRADUATE SCHOOLS OF PLANNING

Teaching Materials

The Institute awarded three $5,000 grants to planning faculty which are summarized below:

■ Professor David Godschalk. Department of City and Regional Planning, University of North Carolina, is developing and will publish a minicomputer-based longitudinal negotiation teaching exercise for use in graduate planning courses concerned with public/private development projects.

■ Professors Richard Collins and Bruce Dotson. Department of Urban and Environmental Planning. The School of Architecture. University of Virginia, are writing a course reader and notebook for use in a planning course titled "Negotiating Public Policy Issues." The materials will include readings, case studies and simulations, and will focus on negotiation in land-use planning and development. The materials will be useful in environmental planning, legal aspects of planning, urban design and planning theory courses.

■ Professor Emil Malizia. Department of City and Regional

Planning. University of North Carolina, is developing a scored negotiation exercise and teaching case in a growth/no growth conflict based on an actual development dispute.

Textbook Development

NIDR has supported the inclusion of a chapter on dispute resolution in the forthcoming second edition of. *Introduction to Urban Planning*, edited by Professors Anthony Catanese. Georgia Institute of Technology and J.C. Synder. University of Michigan. The text, published by McGraw-Hill, is used in graduate introduction to planning courses.

Module Development

In 1986 NIDR will sponsor the development of a teaching materials module volume focusing on several basic courses in the planning curriculum.

Research Fellowships

NIDR awarded two fellowships in the first round to planning doctoral students. Second round proposals are currently under review. The first found work is summarized below:

■ Connie Ozawa. School of Urban Studies and Planning. Massachusetts Institute of Technology, is conducting research on the mediation of science-intensive disputes.

■ Thomas A. Taylor. College of Architecture and Urban Studies. Virginia Polytechnic Institute and State University, is researching the use of creativity in dispute resolution processes used to resolve urban development conflicts.

GRADUATE SCHOOLS OF PUBLIC ADMINISTRATION, PUBLIC AFFAIRS AND PUBLIC POLICY

Course Materials

The Institute awarded three $5,000 grants for the development of materials in graduate programs in public administration and public policy. These are summarized below:

■ Professor Barbara Cohn. W. Averell Harriman College for Policy Analysis and Public Management. State University of New York-Stoney Brook, is developing dispute resolution materials for use in a public administration course titled, "Improving Government Productivity." The materials developed will also be suitable for introductory courses on public management. The materials will focus on inter-governmental agency conflict arising from efforts to improve productivity and on innovative dispute resolution efforts to deal with these conflicts.

■ Professor Robert Behn. Institute of Policy Sciences and Public Affairs. Duke University, is preparing two teaching cases illustrating conflict management involving governors. These cases will be designed for use in a growing number of public management courses being offered in public policy schools, and as modules in courses dealing with disupte resolution and crisis management.

■ Professor Gerald Popps. Department of Public Administration. West Virginia University, is developing dispute resolution teaching materials for use as a component in a newly developing core course in the public administration curriculum on problem solving and decision making.

Textbook Development

The Institute has supported the development of dispute resolution materials for inclusion in the 3rd edition of Pro-