

# Political Advocacy and Leadership

## A Multi-Media Course

by  
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001 - 30.10.2002

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10. Debriefing

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## 1. Syllabus

- 1.1. Overview
- 1.2. Goal
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- 1.6. Learning Process
- 1.7. Grading
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## 1.1. Overview

- 1<sup>st</sup> Session: Introduction
- 2<sup>nd</sup> Session: Project Management
- 3<sup>rd</sup> Session: Organization of Campaigns
- 4<sup>th</sup> Session: Leadership Theory
- 5<sup>th</sup> Session: Transformational Leadership
- 6<sup>th</sup> Session: Decision Theory
- 7<sup>th</sup> Session: Conflict Management
- 8<sup>th</sup> Session: Political Advocacy
- 9<sup>th</sup> Session: Persuasion
- 10<sup>th</sup> Session: Debriefing

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## 1.2. Goal

To give students with little or no knowledge or experience in political advocacy and leadership the necessary concepts and skills to participate successfully in the political process

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## 1.3. Target Group

MPP Students

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## 1.4. Prerequisites

Knowledge of the English language

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## 1.5. Expectations

- Attendance
- Organization of an individual project
- Several written reports including scientific analysis

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## 1.6. Learning Process

- ➔ Readings
- ➔ Lectures
- ➔ Discussion
- ➔ Project organization
- ➔ Interrelation of the above

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## 1.7. Grading

- 20% class discussion and simulations
- 20% project performance
- 60% analytic quality of the written reports

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## 1.8. Basic Literature (Textbooks)

- Cialdini (1984): Influence. The Psychology of Persuasion
- Goldberg, Sander and Rogers (1999): Dispute Resolution
- Heifetz (1994): Leadership Without Easy Answers
- Rosenbach and Taylor (1998): Contemporary Issues in Leadership

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## 2. Definitions

- 2. 1. Political Advocacy
- 2. 2. Polity, Policy and Politics
- 2. 3. Von der Gablentz on the Political Process
- 2. 4. Fijalkowski on the Political Process
- 2. 5. Machiavelli on the Political Process
- 2. 6. Weber on Power
- 2. 7. Management by Objectives (MBO)
- 2. 8. Bennis on Leadership
- 2. 9. Heifetz on Leadership
- 2.10. Leadership as a Combination of Morality and Power

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## 2.1. Political Advocacy

Political advocacy is communication whose purpose is to promote a policy position, a set of ideas or an opinion. Political advocacy communications can also expressly call for the election or defeat of a candidate for office. Political advocacy may be engaged in by advocacy organizations, corporations, business groups, trade associations, labor unions, (wealthy) individuals, political parties, or other non-profit organizations.

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## 2.2. Polity, Policy and Politics

Three faces of "Politik":

Polity - Institutions

Policy – Content

Politics - Process

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## 2.3. Von der Gablentz on the Political Process

"Fight for the right order"

Fight (politics) for the right (policy) order (polity)

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## 2.4. Fijalkowski on the Political Process

"Transformation of interests to law"

Transformation (politics) of interests (policy) to law (polity)

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## 2.5. Machiavelli on the Political Process

“The process of coming to power, staying in power and making the best use of power”

Coming to power (politics)

Staying in power (polity)

Making the best use of power (policy)

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## 2.6. Weber on Power

“Power is the chance to implement the own will against resistance independent on the basis of this chance. ”

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## 2.7. Management by Objectives (MBO)

A participative goal-setting process that enables the manager or supervisor to construct and communicate the goals of the department to each subordinate. At the same time, the subordinate is able to formulate personal goals and influence the department's goals.

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## 2.8. Bennis on Leadership

“Managers are people who do things right, while leaders are people who do the right thing.”

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## 2.9. Heifetz on Leadership

"Leadership is adaptive work (...).

Adaptive work is closing the gap  
between different values  
or between values and reality. "

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## 2.10. Leadership as a Combination of Morality and Power

Nur zwei Tugenden gibt's,  
O wären sie immer vereinigt,  
Immer die Güte auch groß,  
Immer die Größe auch gut!

Schiller

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## 3. Course Project

- 3. 1. Introduction
- 3. 2. Missing Democracies
- 3. 3. Concept of an Idea
- 3. 4. Structure of the GDE
- 3. 5. Purpose of the GDE
- 3. 6. Global Democracy Experiment
- 3. 7. Welcome to the Global Democracy
- 3. 8. The Login
- 3. 9. Welcome Page
- 3.10. Finding the Way through the GDE
- 3.11. Future Votes
- 3.12. Current Votes
- 3.13. Past Votes / Program
- 3.14. Profile

...

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## 3. Course Project

- 3.15. General Assembly
- 3.16. Discussions
- 3.17. Outlook
- 3.18. Motto



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### 3.1. Introduction

- ➔ The notion of world community is an unquestionable reality today.
- ➔ We are faced with problems that no single government can control on its own.
- ➔ We need stronger multilateral cooperation.
- ➔ Should states be the sole actors in the international sphere?

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### 3.2. Missing Democracies

- ➔ Many nations are still not democratic.
- ➔ There is no international institution with significant democratic participation.
- ➔ The Global Democracy Experiment has been set up to serve as a basis for an international democratic process.

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### 3.3. Concept of an Idea

- ➔ The GDE is an internet-based simulation of a global democracy.
- ➔ The GDE is an efficient direct democracy process with no time and space constraints.
- ➔ Via the internet the GDE provides unlimited opportunities to collect support for proposals.
- ➔ The system can be applied to local, national and international democracies.

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### 3.4. Structure of the GDE

Global Democracy Powers		
Government	Parliament	Court
President + Ministers, elected by the participants, implement the program.	50 members suggest future votes, discuss petitions.	10 judges settle disputes, act upon request of the participants.
Global Democracy Votes		
Current Votes	Future Votes	Past Votes
Say yes or no to 10 votes each week.	Suggest future votes, select 5 from a list.	See what happened with past votes.
Global Democracy Institutions		
Program	General Assembly	Discussions
See what the participants decided.	See the profiles of all participants.	Discuss petitions.

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### 3.5. Purpose of the GDE

- ➔ Mobilize citizens to participate in a global democracy.
- ➔ Promote awareness for global governance.
- ➔ Give citizens tools for expressing their opinions.
- ➔ Select and elect representatives from different areas.
- ➔ Become a real political voice in the international sphere.
- ➔ Above all, to promote the causes of freedom, human rights and peace around the world.

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### 3.6. Global Democracy Experiment

A first version of the  
Global Democracy Experiment  
can be visited  
on the internet:



[www.tgde.org](http://www.tgde.org)

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### 3.7. Welcome to the Global Democracy



[www.global-democracy-experiment.org](http://www.global-democracy-experiment.org)  
Executive Director: Dr. Rasmus Tenbergen  
[tenbergen@world-democracy.org](mailto:tenbergen@world-democracy.org)

Welcome to the future of  
global democracy!  
Test Version 1.0

Welcome to the Global Democracy Experiment, the

Rules & Help:  
[Rules](#) | [Help](#) | [Info](#)

You are already a  
citizen?  
Please login here:

This is still a test  
version! Please send  
any technical  
comments to the  
[webmaster](mailto:webmaster)

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### 3.8. The Login

Rules & Help:  
[Rules](#) | [Help](#) | [Info](#)

You are already a  
citizen?  
Please login here:

Login  
  
Password

You are already a  
citizen?  
Please login here:

Login  
  
Password

[Guest-Account](#)

Lost your password?

check the [password help](#)

Not yet registered?

[Registration](#)

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### 3.9. Welcome Page



**Think global! Act global!**  
Join the Global Democracy Experiment

120 citizens (1 online)

[Home](#) | Welcome to the GDE

**Contents**  
[Powers](#) | [Votes](#) | [Institutions](#)

Dear Participants, Friends and Peoples of the World, welcome to the future of Global Democracy!

I am pleased to welcome you as participants of the Global Democracy Experiment (GDE), the first simulation of a working Global Democracy. The



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### 3.10. Finding the Way through the GDE

- GDE NEWS:**
- Test version started today, monday 09-11
  - President: Dr. G. Jung: [Welcome...](#)
- Home**
- [Powers](#)
  - [President](#)
  - [Government](#)
  - [Parliament](#)
  - [Court](#)
- Votes**
- [Current votes](#)
  - [Future votes](#)
  - [Past votes](#)
- Institutions**
- [Program](#)
  - [General Assembly](#)
  - [Discussions](#)

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### 3.11. Future Votes

**Create a Future Vote**

Here you can write your own Future Votes! (You still can write 7 Future Votes this week)

**Subject:**  **Category:**

**Text:**

**Future Votes**  
See the Top 10 of all Future Votes

Category	Future votes	Last Post
Foreign & International Relations	2	2000-12-14 10:04
Security Policy	0	04-00-00
Economics	3	2000-12-14 10:08
Environment	2	2000-12-14 10:06
Economic Aid & Sustainable Development	3	2000-12-14 10:06
Human Rights	1	2000-12-14 10:04
Health	1	2000-12-14 10:04
Science & Education	1	2000-12-14 10:04
Global Democracy Project	0	04-00-00
Global Democracy Candidates	1	2000-12-17 23:49
Regional	0	04-00-00
Discussions	0	04-00-00
Recent events	0	04-00-00

**Future votes Economic Aid & Sustainable Development**

Author	Subject	Created
Benny	fat trade and organic farming	2000-12-14 10:06
Liba	Developing countries	2000-12-14 10:06
Benny	fat trade and organic farming	2000-12-14 10:06

**Future vote**  
This Future Vote currently has 11 YES-VOTES and 0 NO-VOTES

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### 3.12. Current Votes

**Current vote**

**Prohibition of Emissions**  
(Topic: 2000-12-14 10:06)

The GDE should support an emissions trading system to reduce pollution. The trading system will on an annual basis reduce the total amount of pollution allowed, and provide incentives for companies and private consumers to reduce their emissions.

[This Current Vote currently has 11 YES-VOTES and 0 NO-VOTES]

Created: 2000-12-11 22:32  
5 [Peter](#) [Environm Cutting P](#)

Created: 2000-12-11 22:17  
6 [Anne](#) [Regional US consti](#)

Created: 2000-12-11 22:37  
7 [Peter](#) [Science & Education World Coll](#)

Created: 2000-12-15 21:22  
8 [Anne](#) [Miscellani Internet V](#)

Created: 2000-12-11 22:40  
9 [Rick](#) [Security f Strong am](#)

Created: 2000-12-15 20:57  
10 [Nina](#) [Global De Categories](#)

**Current vote**  
(Topic: 2000-12-14 10:06)

When public funds are invested, the government should take ecological and socio-cultural aspects into account. The positive external effects of such investments are a clear advantage not to be missed by the government. (Several scientific studies have shown, that environmental and socially sound investments have an if anything better rate of return than conventional investments.)

[This Current Vote currently has 14 YES-VOTES and 0 NO-VOTES]

You have already voted with yes for this current vote

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### 3.13. Past Votes / Program

#### Past votes

See what happened with past votes

order by  
Finished | [Author](#) | [Category](#) |

Author	Subject
<a href="#">Sander</a>	Global Democracy Candidates
	<a href="#">Jasper for President</a>

#### Program

See what the participants decided

The Program is the result of the GDE discussions and votes. Successful votes (except those related to electing officials) directly build the GDE Program structured by categories. The GDE Government shall promote and implement this Program.

Category	Articles
Foreign & International Relations	12
Security Policy	4
Economy	6
Environment	8
Economic Aid & Sustainable Development	7
Human rights	7
Health	5
Science & Education	2
Global Democracy Project	2
Global Democracy Candidates	3
Regional	0

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### 3.14. Profile

later you can upload your pic

#### Fabian

Year of Birth: 1975  
Gender: male  
City: Berlin  
State: Berlin  
Country: Germany  
Registered since: 10. September 2000  
Email-Address: [fs@iid.de](mailto:fs@iid.de)

[Change your profile](#)

#### Fabian's future votes:

[Business Responsibility](#)(5)  
[Globalization](#)(5)  
[Eco Tax should established](#)(15)

#### What Fabian wants to say about his person:

After having studied International Economic Studies and International Relations in Maastricht (NL) and Paris (F), I am currently writing my Ph.D. thesis at the Frankfurter Institute for Transformation Studies. I am 24 years old.

#### What Fabian wants to say about politics:

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### 3.15. General Assembly

#### General Assembly (120 Citizens)

See the profiles of all participants

<a href="#">Gifford</a>	France	Strasbourg	12. September 2000	
<a href="#">Hasso</a>	Germany	Oldenburg	12. September 2000	
<a href="#">Kulmbach</a>	France	Paris	30. September 2000	
<a href="#">aster</a>	Netherlands	Maastricht	02. January 2001	
	Netherlands	Maastricht	24. September 2000	
	Germany	Dortmund	30. January 2001	
<a href="#">Jasper</a>	Netherlands	Maastricht	12. September 2000	
<a href="#">Jens</a>	Germany	Witten	08. November 2000	
<a href="#">John</a>	Sweden	Stockholm	15. November 2000	
<a href="#">John</a>	USA	Cambridge	19. October 2000	
<a href="#">JonSequitor</a>	USA	Brookline	06. November 2000	
<a href="#">Josef</a>	Australia	Melbourne	17. September 2000	
<a href="#">Junga</a>	Germany	Berlin	10. September 2000	
<a href="#">Kate</a>	USA	Boston	13. September 2000	

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### 3.16. Discussions

Back to the discussion

Subject:

Text:

#### Discussion

Author	Subject
<a href="#">Jasper</a>	<a href="#">National emissions trading</a>
<a href="#">Benny</a>	<a href="#">Which substances?</a>

Created: 2000-12-11 20:47 look for more comments

Created: 2000-12-12 21:19 look for more comments

Dear Anne,

I do see working national emissions trading schemes like forests and conflicts is NOT included in the international emissions trading schemes easily for economic difficulties simply sell their emissions that they would not make, anyway. So no reduction takes place. Of course, this is just a matter of restrictiveness. A very restrictive (low global emission level) international scheme could work (but is it politically attainable). It might even be a way for third world countries to finance a healthier growth economy than ours. It might be possible to finance an economy based on renewables by selling emission permits.

Jasper

Comments:

[Back to the discussion](#)

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### 3.17. Outlook

- The project [www.tgde.org](http://www.tgde.org) is still in its infancy.
- For the short term the following actions are on the top of the agenda:
  - Promoting the GDE among politically active people.
  - Build the foundations for links between the GDE and non-virtual democratic institutions.
  - Invite experts to contribute to the discussion concerning specific issues.
  - Build an updated version of the GDE software.

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### 3.18. Motto



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### 4. Project Management: The Organizing Model (Ganz)

4. 1. Interests
4. 2. Power
4. 3. Leadership
4. 4. Strategy
4. 5. Motivation
4. 6. Relationship
4. 7. Integration / Understanding
4. 8. Action
4. 9. Campaigns
- 4.10. Organizations

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### The Organizing Model (Ganz)



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## 4.1. Interests

### 4.1.1. Needs and Interests

### 4.1.2. Map of Actors

### 4.1.3. Kinds of Resources

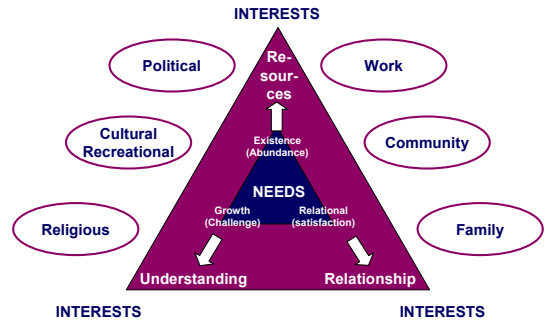
### 4.1.4. Conflicts of Interest

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## 4.1.1. Needs and Interests



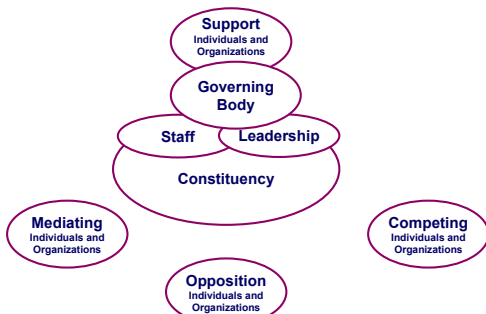
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## 4.1.2. Map of Actors



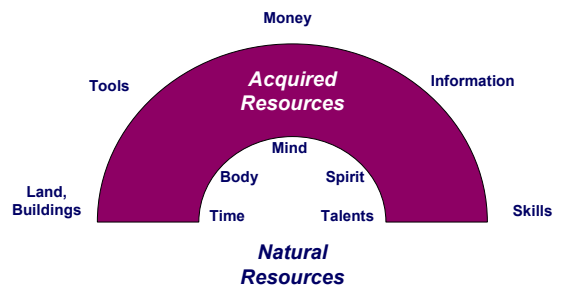
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## 4.1.3. Kinds of Resources



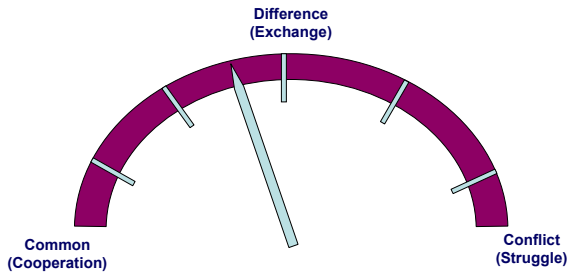
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#### 4.1.4. Conflicts of Interest



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#### 4.2. Power

4.2.1. Power Equation

4.2.2. Interdependency

4.2.3. Dependency / Domination

4.2.4. Three Levels of Power

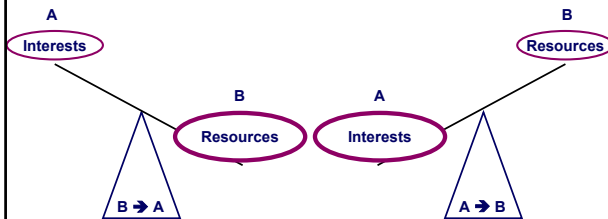
4.2.5. Constituency and Other Actors

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#### 4.2.1. Power Equation



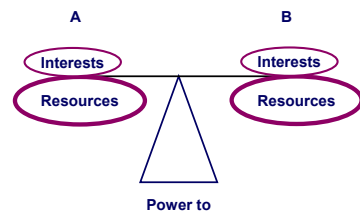
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#### 4.2.2. Interdependency



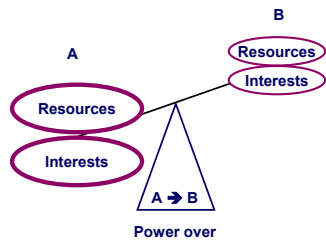
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### 4.2.3. Dependency / Domination



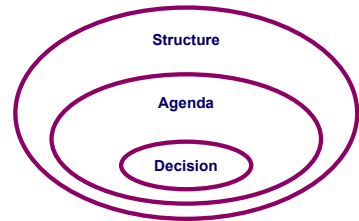
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### 4.2.4. Three Levels of Power



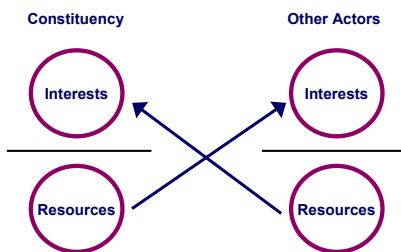
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### 4.2.5. Constituency and Other Actors



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### 4.3. Leadership

4.3.1. What Leadership Is: Relationship

4.3.2. How Leadership Works: Networks

4.3.3. The Leadership Circle

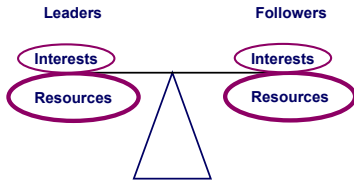
4.3.4. What Leadership Does

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### 4.3.1. What Leadership Is: Relationship



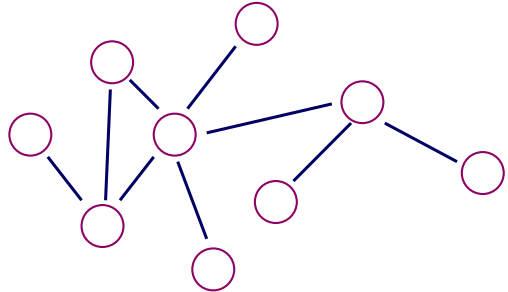
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### 4.3.2. How Leadership Works: Networks



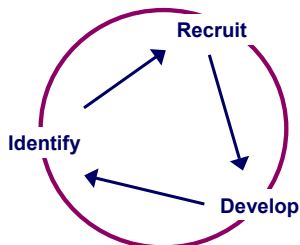
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### 4.3.3. The Leadership Cycle



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### 4.3.4. What Leadership Does

#### Disorganization

Reactive  
Passive  
Divided  
Confused  
Inactive

Strategize  
Motivate  
Build Relationships  
Interpret  
Mobilize

#### Accept Responsibility

#### Organization

Takes Initiative  
Participates  
United  
Understanding  
Action

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## 4.4. Strategy

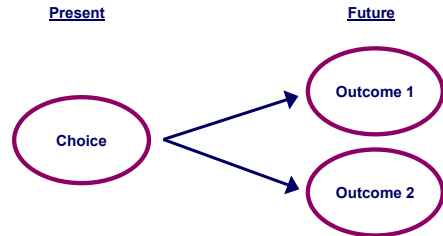
- 4.4.1. Planning
- 4.4.2. Strategy and Tactics
- 4.4.3. Strategic Planning
- 4.4.4. Power Imbalance
- 4.4.5. Strategic Leverage
- 4.4.6. Elements of Strategy

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### 4.4.1. Planning



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### 4.4.2. Strategy and Tactics

Strategos = General



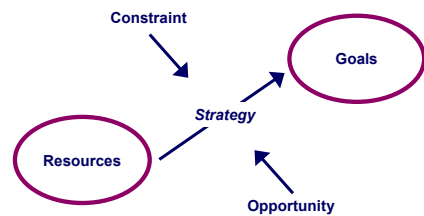
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### 4.4.3. Strategic Planning



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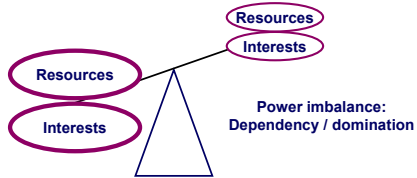
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#### 4.4.4. Power Imbalance



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#### 4.4.5. Strategic Leverage



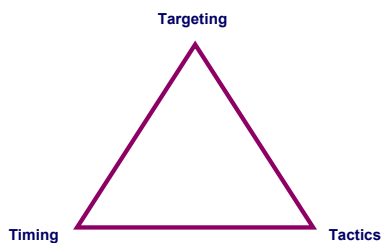
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#### 4.4.6. Elements of Strategy



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#### 4.5. Motivation

4.5.1. Breaking the Motivational Loop

4.5.2. Breaking the Belief Barriers

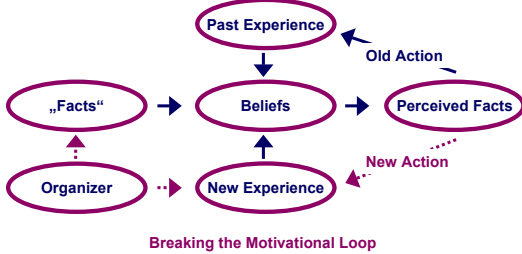
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## 4.5.1. Breaking the Motivational Loop

Why We Don't Always Act in Our Best Interests



Breaking the Motivational Loop

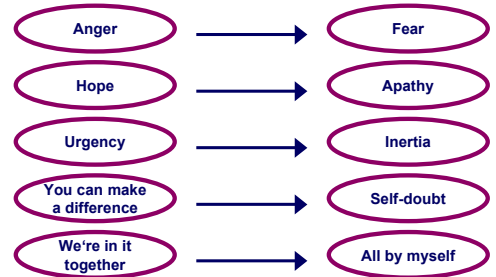
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## 4.5.2. Breaking the Belief Barriers



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## 4.6. Relationship

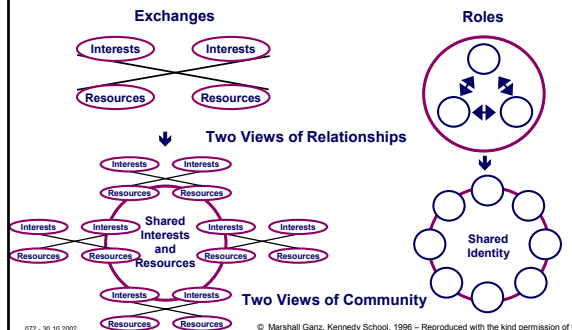
- 4.6.1. Relationships and Community
- 4.6.2. Relationship Building
- 4.6.3. Relationship Building Tactics I
- 4.6.4. Relationship Building Tactics II
- 4.6.5. Relationship Building Tactics III
- 4.6.6. The Relational World I
- 4.6.7. The Relational World II
- 4.6.8. The Relational World III

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## 4.6.1. Relationships and Community



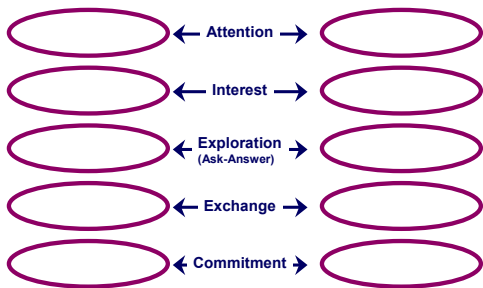
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## 4.6.2. Relationship Building



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## 4.6.3. Relationship Building Tactics I



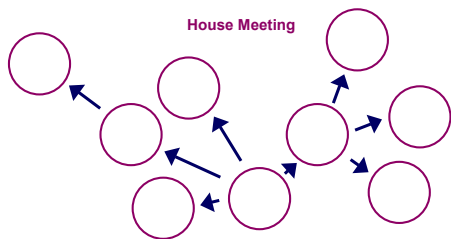
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## 4.6.4. Relationship Building Tactics II



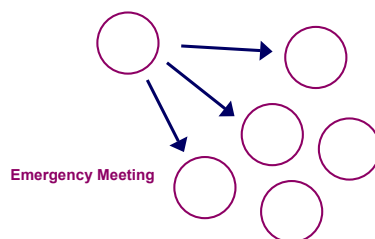
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## 4.6.5. Relationship Building Tactics III



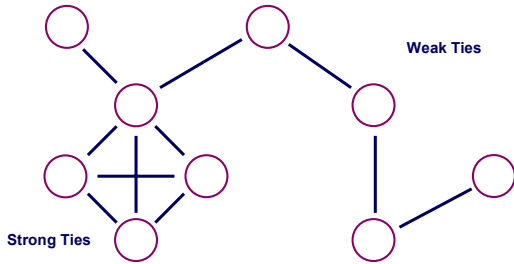
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#### 4.6.6. The Relational World I



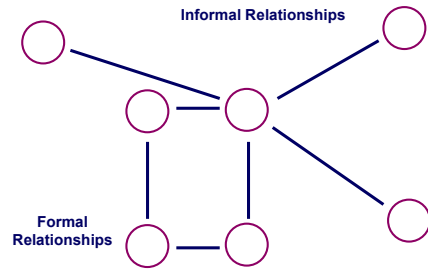
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#### 4.6.7. The Relational World II



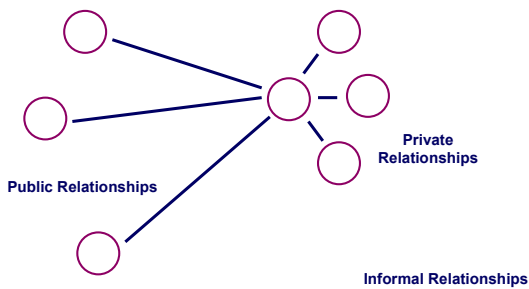
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#### 4.6.8. The Relational World III



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#### 4.7. Integration / Understanding

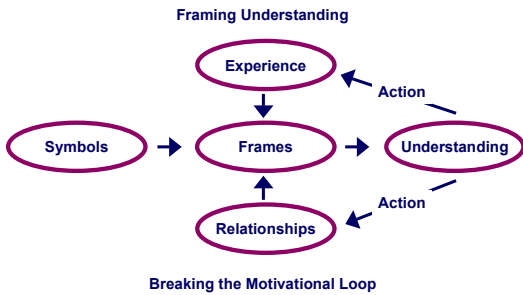
- 4.7.1. Framing Understanding
- 4.7.2. Two Ways of Interpreting Understanding
- 4.7.3. Telling New Stories
- 4.7.4. Story Telling

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### 4.7.1. Framing Understanding



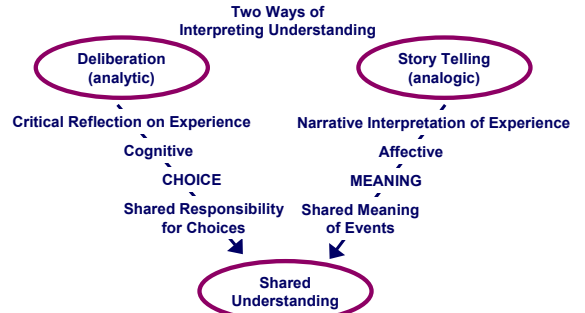
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### 4.7.2. Interpreting Understanding



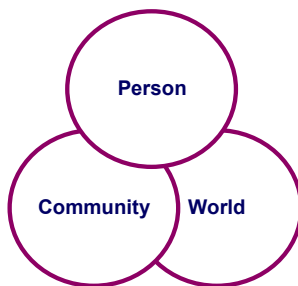
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### 4.7.3. Telling New Stories



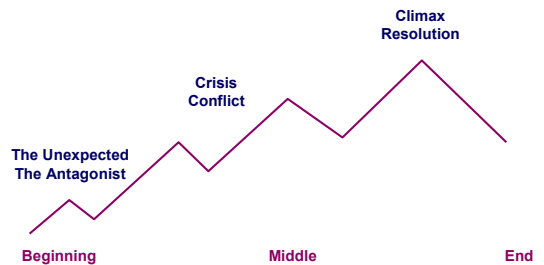
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### 4.7.4. Story Telling



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## 4.8. Action

### 4.8.1. Action Program

### 4.8.2. Goals of an Action Program

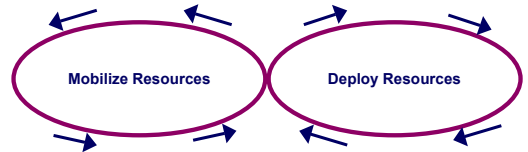
### 4.8.3. Resources of an Action Program

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## 4.8.1. Action Program



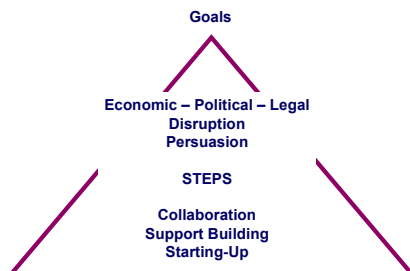
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## 4.8.2. Goals of an Action Program



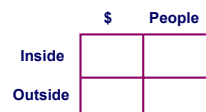
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## 4.8.3. Resources of an Action Program



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## 4.9. Campaigns

### 4.9.1. Campaign Phases

### 4.9.2. Campaign Rhythm

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## 4.9.1. Campaign Phases

	Foundation	Kick-Off	Peaks	The Peak	Resolution	
Relation- ships						Community
Under- standing						Story
Action						Program
<i>Emphasis</i>	<i>Relational</i>	<i>Understanding</i>	<i>Action</i>	<i>Action</i>	<i>Understanding</i>	

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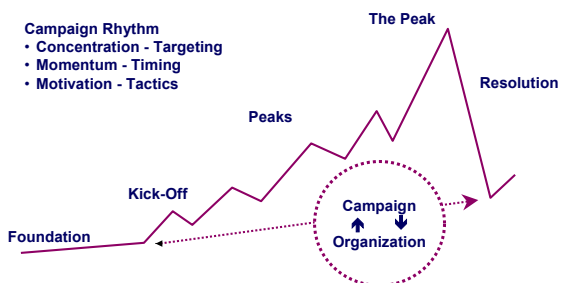
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## 4.9.2. Campaign Rhythm

### Campaign Rhythm

- Concentration - Targeting
- Momentum - Timing
- Motivation - Tactics



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## 4.10. Organizations

### 4.10.1. Organization

### 4.10.2. What Organizations Do

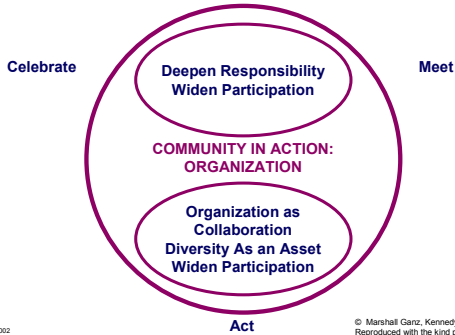
### 4.10.3. Organizing as Leadership

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### 4.10.1. Organization



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### 4.10.2. What Organizations Do

#### 1. Meet

- ➔ Planning
- ➔ Deciding
- ➔ Evaluating

#### 2. Celebrate

- ➔ Interpretation
- ➔ Recognition
- ➔ Community Building

#### 3. Act

- ➔ Shared Commitment
- ➔ Shared Action
- ➔ Shared Success

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### 4.10.3. Organizing as Leadership

- ➔ Understand own power
- ➔ Respect own beliefs
- ➔ Respect for work
- ➔ Respect for self
- ➔ Face the dilemmas
- ➔ Desire to win
- ➔ Deciding

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### 5. An Introduction to Leadership Theory

#### 5.1. Introduction

#### 5.2. Theoretical Approaches to Leadership

#### 5.3. Transformational Leadership Measures

#### 5.4. Other Aspects of Leadership Theory

#### 5.5. Conclusion

#### 5.6. Appendix

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## 5.1. Introduction

### Basic Text:

Sashkin and Rosenbach: A New Vision Of Leadership,  
in: Rosenbach and Taylor (1998)

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## 5.2. Theoretical Approaches to Leadership

5.2.1. Great Man / Great Person Approach

5.2.2. Behavioral Approach

5.2.3. Transactional Leadership

5.2.4. Transformational Leadership

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### 5.2.1. Great Man / Great Person Approach

#### Traits of great leaders:

- ➔ Intelligence
- ➔ Energy
- ➔ Public speaking

#### Problem:

- ➔ No significant scientific proof

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### 5.2.2. Behavioral Approach

➔ Task accomplishment

➔ Interpersonal relations

#### Problem:

- ➔ No significant scientific proof

#### Similar:

- ➔ Situational approach

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### 5.2.3. Transactional Leadership

- ➔ Leadership as good management
- ➔ The “twentieth-century school of leadership” (Rost)
- ➔ Economic model of leadership and self-interest
- ➔ Leadership for the 21st century: transformational and follower-centered (Rost)

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### 5.2.4. Transformational Leadership

Distinction between managers and leaders

Definition:  
Engaging with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (Burns)

“Both leader and followers – as well as the social system in which they function – are transformed.” (Sashkin and Rosenbach)

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### 5.3. Transformational Leadership Measures

- 5.3.1. MLQ
- 5.3.2. LPI
- 5.3.3. TLP
- 5.3.4. LQ

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#### 5.3.1. MLQ

MLQ: Multi-Factor Leadership Questionnaire (Bass & Avolio)

##### Transactional leadership

- ➔ Contingent-reward
- ➔ Management by exception
  - ▼ passive
  - ▼ active

##### Transformational leadership

- ➔ Charisma
- ➔ Individual consideration
- ➔ Intellectual stimulation
- ➔ Inspiration

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### 5.3.2. LPI

LPI: Leadership Practices Inventory (Kouzes & Posner)

Challenging the process

- Search for opportunities
- Experiment and take risks

Inspiring a shared vision

- Envision the future
- Enlist others

Enabling others to act

- Foster collaboration
- Strengthen others

Modeling the way

- Set the example
- Plan small wins

Encouraging the heart

- Recognize contributions
- Celebrate accomplishments

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### 5.3.3. TLP

TLP: The Leadership Profile (Sashkin & Rosenbach)

Transactional leadership

- Capable management
- Reward equity

Transformational leadership behaviors

- Communication leadership
- Credible leadership
- Caring leadership
- Creative leadership

Transformational leadership characteristics

- Confident leadership
- Follower-centered leadership
- Visionary leadership
- Principled leadership

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### 5.3.4. LQ (Tenbergen)

Leadership = morality x power

LQ = stage of the moral development according to Kohlberg  
1: Kienbaum's soft skills test

The possibility of negative leadership

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### 5.4. Other Aspects of Leadership Theory

5.4.1. Paradoxes of Leadership

5.4.2. Culture

5.4.3. Vision

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### 5.4.1. Paradoxes of Leadership

1. Making them think they can do it is more important than I can do it
2. Power need can lead to positive and negative leadership
3. Follower vision is more important than leader vision

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### 5.4.2. Culture

✚ Task of the leader: Shaping the organization's culture

✚ Culture building

- Adaptation
- Goal achievement
- Coordination
- Shared values and beliefs

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### 5.4.3. Vision

Definition of having a vision

Not only "to come up with an image of an ideal future condition and then explain it to others and convince them to do what's necessary to attain the vision", but also to help followers expand and improve their own vision.

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### 5.5. Conclusion

Transactional and transformational leadership

Independent dimensions, not ends of a continuum

You can exercise one, the other, both or neither

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## 5.6. Appendix: Leadership Competencies (Heifetz)

### 5.6.1. Abilities: Temperament and Skills

### 5.6.2. Knowledge

### 5.6.3. Values

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## 5.6.1. Abilities: Temperament and Skills

### 5.6.1. 1 Reflection and Analysis

### 5.6.1. 2 Distinguishing Self from Role

### 5.6.1. 3 Listening

### 5.6.1. 4 Speaking

### 5.6.1. 5 Managing Boundaries

### 5.6.1. 6 Using Authority

### 5.6.1. 7 Forming and Using Partnerships

### 5.6.1. 8 Orchestrating Conflict and Diversity

### 5.6.1. 9 Inspiration

### 5.6.1.10 Creativity and Curiosity

### 5.6.1.11 Courage and Stamina: The Ability to Generate and Take the Heat

### 5.6.1.12 Compassion and Empathy

### 5.6.1.13 Managing One's Hungers: Grandiosity, Sexuality, and Other Vulnerabilities

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## 5.6.1.1. Reflection and Analysis

- ➔ To step back, observe the fray, and interpret political and organizational dynamics in real time
- ➔ Process and strategic thinking
- ➔ Thinking in time; gathering an organizational and issue history
- ➔ Reasoning up and down levels of abstraction

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## 5.6.1.2. Distinguishing Self from Role

- ➔ Insight into one's own patterns of response to social forces: the tuning of one's own harp-strings
- ➔ Diagnosing the responses of the social environment as a function of one's role

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### 5.6.1.3. Listening

- ➔ Using one's own cognitive and affective responses as evidence
- ➔ Allowing silence and distinguishing the different implications of silence
- ➔ Listening musically as well as analytically
- ➔ Identifying the problem that underlies current symptoms of distress: the underside of issues (hearing the song beneath the words)

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### 5.6.1.4. Speaking

- ➔ Stay with one's audience
- ➔ Make each word count
- ➔ Allow for silence

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### 5.6.1.5. Managing Boundaries

- ➔ Personal
- ➔ Functional
- ➔ Authority

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### 5.6.1.6. Using Authority

- ➔ The ability to gain authority
- ➔ The ability to receive and take authority
- ➔ The ability to relate with those in authority
- ➔ Decision making

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### 5.6.1.7. Forming and Using Partnerships

- ➔ To get perspective, i. e., to “get on the balcony”
- ➔ For emotional support
- ➔ As sources of information
- ➔ In coalitions
- ➔ To draw fire
- ➔ Distinguishing confidants and allies

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### 5.6.1.8. Orchestrating Conflict and Diversity

- ➔ Identifying the relevant community of interests
- ➔ Holding steady
- ➔ Managing the holding environment

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### 5.6.1.9. Inspiration

- ➔ Identifying where people find meaning in their lives
- ➔ Finding the connection between people's specific tasks and overall purposes
- ➔ Speaking musically
- ➔ Being moved, yet contained

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### 5.6.1.10. Creativity and Curiosity

- ➔ Radical naivety: investigating the assumed
- ➔ Critical thinking: a questioning attitude
- ➔ Improvisation: the capacity for mid-course correction

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### 5.6.1.11. Courage and Stamina: The Ability to Generate and Take the Heat

- Ability to engage people's attention
- Willingness to lose: to be attacked, isolated, and even to die
- Ability to speak up beyond one's authorization
- Capacity for ambiguity, confusion, frustration, and conflict

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### 5.6.1.12. Compassion and Empathy

- Respect for the coping mechanisms of people and social system
- Respect for the diversity of voices
- The capacity to stay with one's audience

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### 5.6.1.13. Managing One's Hungers: Grandiosity, Sexuality, and Other Vulnerabilities

- Being able to control one's desire for martyrdom or idealization
- Being able to accept repeated failure
- Being able to let people become independent
- Giving up the idea of the heroic lone warrior
- Containing the sexual dynamics associated with power

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### 5.6.2. Knowledge

- 5.6.2.1. Self and Context Analysis
- 5.6.2.2. An Interpretive Framework for Social System Processes
- 5.6.2.3. Substantive Knowledge of the Issues and Processes of One's Particular Social
- 5.6.2.4. A Framework for Intervention

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### 5.6.2.1. Self and Context Analysis

- Analyzing the conflicts and the confluence of individuals in context

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### 5.6.2.2. An Interpretive Framework for Social System Processes

- Dynamics of authority and power
- Responses to disequilibrium
- Patterns of work avoidance
- Dynamics of adaptation: problem-defining and problem-solving
- Indicators of timing and pacing: punctuations of process

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### 5.6.2.3. Substantive Knowledge of the Issues and Processes of One's Particular Social System

- The history of its problems, prior adaptations, values, and structure of authority
- Current trends, external stresses, internal capacity, values, system of authorizations

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### 5.6.2.4. A Framework for Intervention

- Disciplined attention
- Orchestrating multi-party conflict
- Regulating disequilibrium
- Placing and developing responsibility
- Protecting voices of leadership without authority

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## 5.6.3. Values

### 5.6.3.1. Increasing the Adaptive Capacity of the Social System

### 5.6.3.2. A Passion for Wisdom

### 5.6.3.3. A Self-examined Set of Values

### 5.6.3.4. Reasoning for the Moral Dilemmas of Leadership

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## 5.6.3.1. Increasing the Adaptive Capacity of the Social System

➔ Resiliency

➔ Value-generating capacity

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## 5.6.3.2. A Passion for Wisdom

➔ Curiosity, a willingness to discover error, to say “I don’t know”, to raise questions against organizational or political resistance

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## 5.6.3.3. A Self-examined Set of Values

➔ The capacity to distinguish and integrate personal aspiration and personal ambition: the meshing of individual desires with caring for people

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### 5.6.3.4. Reasoning for the Moral Dilemmas of Leadership

- ➔ Why lead? Why take the risk?
- ➔ Who's responsible? – Guardianship versus civic engagement
- ➔ The normative implications of the idea “adaptive work”
- ➔ The case for and against integrating diverse voices
- ➔ The case for and against regulating disequilibrium by scape-goating, deception, and squashing dissent
- ➔ Strategy versus manipulation

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## 6. Negotiation

- 6. 1. Introduction: The Basic Concepts
- 6. 2. Does Principled Negotiation Ignore the Distributive Aspects of Negotiation?
- 6. 3. Principled Negotiation and the Negotiator's Dilemma
- 6. 4. In Defense of Principled Negotiation
- 6. 5. Conclusion
- 6. 6. Appendix 1: Contents of a More Detailed Learning Process
- 6. 7. Appendix 2: Common Mistakes in Negotiation (Sebenius)

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## 6.1. Introduction: The Basic Concepts

- 6.1.1. Definition of Negotiation
- 6.1.2. Relevance of Negotiation
- 6.1.3. The Harvard Negotiation Concept
- 6.1.4. Negotiation Styles
- 6.1.5. Hard and Soft Negotiation
- 6.1.6. Creating and Claiming Value
- 6.1.7. ZOPA and BATNA
- 6.1.8. Trading on Differences
- 6.1.9. Win-Win

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### 6.1.1. Definition of Negotiation

What is negotiation?

- Joint decision-making

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## 6.1.2. Relevance of Negotiation

Why are negotiations so important?

- Everybody negotiates every day

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## 6.1.3. The Harvard Negotiation Concept

How should one negotiate?

- Oriented on Principles (Harvard Negotiation Project)

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## 6.1.4. Negotiation Styles

Soft versus hard:

- ➔ Soft negotiation: focus on integrative aspect
- ➔ Hard negotiation: focus on distributive aspect

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## 6.1.5. Hard and Soft Negotiation

Soft Bargaining?	Hard Bargaining?
Participants are friends.	Participants are adversaries.
The goal is agreement.	The goal is victory.
Make concessions to cultivate the relationship.	Demand concessions as a condition of the relationship.
Be soft on the people and the problem.	Be hard on the problem and the people.
Trust others.	Distrust Others.
Change your position easily.	Dig into your position.
Make Offers.	Make threats.
Disclose your bottom line.	Mislead as to your bottom line.
Accept one-sided losses to reach agreement.	Demand one-sided gains as the price of agreement.
Search for the single answer: the one they will accept.	Search for the single answer: the one you will accept.
Insist on agreement.	Insist on your position.
Try to avoid a contest of wills.	Try to win a contest of wills.
Yield to pressure.	Apply pressure.

Source: Fisher and Ury (1991), p. 9

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### 6.1.6. Creating and Claiming Value

- ➔ Claiming value: divide the pie
- ➔ Creating value: expand the pie

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### 6.1.7. ZOPA and BATNA

- ➔ ZOPA: zone of possible agreement
- ➔ BATNA: best alternative to negotiated agreement

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### 6.1.8. Trading on Differences

- ➔ The orange example: skin or fruit?
- ➔ The why-question (Fisher and Ury)
- ➔ Trading on differences (Lax and Sebenius)

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### 6.1.9. Win-Win

"Behind opposed positions lie shared and compatible interests, as well as conflicting ones. We tend to assume that because the other side's positions are opposed to ours, their interests must also be opposed. If we have an interest in defending ourselves, then they must want to attack us.

....

In many negotiations, however, a close examination of the underlying interests will reveal the existence of many more interests that are shared or compatible than ones that are opposed."

Fisher and Ury

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## 6.2. Does Principled Negotiation Ignore the Distributive Aspects of Negotiation?

### 6.2.1. Principled Negotiating

### 6.2.2. Too “soft”?

### 6.2.3. Hard against Soft

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## 6.2.1. Principled Negotiating

Soft Bargaining?	Hard Bargaining?	Principled Negotiation
Participants are friends.	Participants are adversaries.	Participants are problem solvers.
The goal is agreement.	The goal is victory.	The goal is wise outcome reached efficiently and amicably.
Make concessions to cultivate the relationship.	Demand concessions as a condition of the relationship.	SEPERATE PEOPLE FROM THE PROBLEM.
Be soft on the people and the problem.	Be hard on the problem and the people.	Be soft on the people, hard on the problem.
Trust others.	Distrust Others.	Proceed independent of trust.
Change your position easily.	Dig into your position.	FOCUS ON INTERESTS NOT POSITION.
Make Offers.	Make threats.	Explore interests.
Disclose your bottom line.	Mislead as to your bottom line.	Avoid having a bottom line.
Accept one-sided losses to reach agreement.	Demand one-sided gains as the price of agreement.	INVENT OPTIONS FOR MUTUAL GAIN.
Search for the single answer: the one they will accept.	Search for the single answer: the one you will accept.	Develop mutual options to choose from; decide later.
Insist on agreement.	Insist on your position.	INSIST ON OBJECTIVE CRITERIA.
Try to avoid a contest of wills.	Try to win a contest of wills.	Try to reach a result based on standards independent of will.
Yield to pressure.	Apply pressure.	Reason and be open to reasons; yield to principle not pressure.

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Source: Fisher and Ury (1991), p. 13

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## 6.2.2. Too “soft”?

“...the book’s emphasis upon mutually profitable adjustment, on the ‘problem solving’ aspect of bargaining, is also the book’s weakness. It is a weakness because emphasis of this aspect of bargaining is done to almost total exclusion of the other aspect of bargaining, ‘distributional bargaining’, where one for me is minus one for you...”

White

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## 6.2.3. Hard against Soft

- ➔ Hard beats soft because soft accepts all demands to reach an agreement.
- ➔ Hard and hard cannot reach agreement because they do not want to give in.
- ➔ Soft and soft reach a mutual acceptable agreement.

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## 6.3. Principled Negotiation and the Negotiator's Dilemma

- 6.3.1. The Negotiator's Dilemma
- 6.3.2. Prisoner's Dilemma
- 6.3.3. Applied Prisoner's Dilemma
- 6.3.4. The Winner
- 6.3.5. The Successful Negotiator
- 6.3.6. The Challenger: Pavlov
- 6.3.7. Defense

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### 6.3.1. The Negotiator's Dilemma

- Best case: I claim the value the other party creates
- Second best case: We both create value
- Third best case: We both claim value
- Worst case: The other side claims the value I create

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### 6.3.2. Prisoner's Dilemma

	<u>Row player 1:</u> cooperate (soft, creating value) 😊	<u>Row player 2:</u> defect (hard, claiming value) 😡
<u>Column player 1:</u> cooperate (soft, creating value) 😊	$R = 3, R = 3$ Reward for mutual cooperation	$S = 0, T = 5$ Sucker's payoff and temptation to defect
<u>Column player 2:</u> defect (hard, claiming value) 😡	$T = 5, S = 0$ Temptation to defect and sucker's payoff	$P = 1, P = 1$ Punishment for mutual defection

$R$ : reward       $S$ : sucker  
 $T$ : temptation     $P$ : punishment

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### 6.3.3. Applied Prisoner's Dilemma

- ➔ Axelrod's computer tournaments
- ➔ The evolution of cooperation
- ➔ The easiest system won

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### 6.3.4. The Winner

Tit-for-Tat:

- ➔ Start with cooperation
- ➔ Mirror counterpart's move from previous round

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### 6.3.5. The Successful Negotiator

- ➔ Be nice
- ➔ Don't be envious
- ➔ Don't be too complex
- ➔ Be provocative AND able to forgive

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### 6.3.6. The Challenger: Pavlov

Win stay, lose shift

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### 6.3.7. Defense

- ➔ Is the "Harvard-Concept" naive?
- ➔ In defense of principled negotiation
- ➔ Escalation and the spiral theory

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## 6.4. In Defense of Principled Negotiation

### 6.4.1. Why People do not Cooperate

### 6.4.2. Creating or Claiming Value?

### 6.4.3. Misperception

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## 6.4.1. Why People do not Cooperate (Ury)

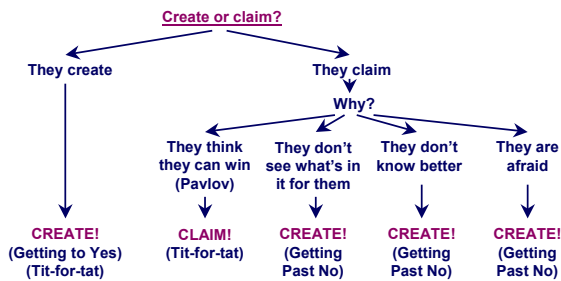
1. They are afraid
2. They don't know better
3. They don't see what's in it for them
4. They think they can win

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## 6.4.2. Creating or Claiming Value?



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## 6.4.3. Misperception (Dixit & Nalebuff)

Round:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Player 1:

C	C	C	C	D	C	D	D	D	D
---	---	---	---	---	---	---	---	---	---

Player 2:

C	C	C	D	C	D	D	D	D	D
---	---	---	---	---	---	---	---	---	---

C: cooperation

D: defection

Misper-  
ception

Misper-  
ception

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## 6.5. Conclusion / Recommendation

- ➔ Conditional openness (Lax and Sebenius)
- ➔ A "hardened" version of the "Harvard-Concept"
- ➔ "conditional principled negotiation" (Tenbergen)

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## 6.6. Appendix 1: Contents of a More Detailed Learning Process

- 6.6.1. Principled Negotiation
- 6.6.2. Concepts
- 6.6.3. The Harvard Approach
- 6.6.4. Structure

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### 6.6.1. Principled Negotiation

#### The Harvard Concept of Principled Negotiation

- ➔ Everyone is a negotiator, every day. The Harvard concept of principled negotiation offers a method to optimize negotiations (defined as collective decision-making).
- ➔ Participants learn the skills of principled negotiation to apply them successfully to their own negotiations.
- ➔ Participants learn to identify "win-win options" and to overcome obstacles to agreement.

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### 6.6.2. Concepts

#### Basic concepts of negotiation:

- ➔ Introduction to decision analysis
- ➔ The importance of the BATNA (Best Alternative to Negotiated-Agreement)
- ➔ The evolution of cooperation in a competitive environment
- ➔ Creating and claiming value

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### 6.6.3. The Harvard Approach

- Hard and soft negotiation styles
- Distinguishing between positions and interests
- Objective criteria in negotiations
- How to expand the pie
- Simulations of different negotiation situations

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### 6.6.4. Structure

- Basics and simulation of different case studies are based on material of the Harvard Project on Negotiation.
- Reflections on individual negotiations and preparation of individual case studies.
- Simulation and analysis of prepared case studies including feedback and individual coaching.
- Participants get a detailed documentation of the seminar material.

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## 6.7. Appendix 2: Common Mistakes in Negotiation (Sebenius)

- 6.7.1. The Effective Negotiator
- 6.7.2. How to Become One
- 6.7.3. Mistake 1
- 6.7.4. Mistake 2
- 6.7.5. Mistake 3
- 6.7.6. Mistake 4
- 6.7.7. Mistake 5
- 6.7.8. Mistake 6

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### 6.7.1. The Effective Negotiator

Could you be a more effective negotiator?

*"Like many executives, you know a lot about negotiating.  
But still you fall prey to a set of common errors.  
The best defence is staying focused on the right problem to solve."*

Sebenius: "Six Habits of Merely Effective Negotiators"

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## 6.7.2. How to Become One

How does one become a brilliant negotiator?

First, you must learn to solve the right negotiation problem.

*"Understanding your counterpart's interests and shaping the decision so the other side agrees for its own reasons is the key to jointly creating and claiming sustainable value from a negotiation."*

To do this, ensure that you are aware of and do not make the following common mistakes of many negotiators.

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## 6.7.3. Mistake 1

Neglecting the other side's problem

In order to negotiate effectively, you must understand your own interests and no-deal options. However, understanding and addressing your counterpart's problem as a means to solving your own, is just as important. *"If you want to change someone's mind, you should first learn where that person's mind is."*

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## 6.7.4. Mistake 2

Letting price bulldoze other interests

Negotiators who only pay attention to price turn potentially positive deals into negative ones. It is important to acknowledge that economics are not everything in negotiations – there are a number of competing interests. Learn how such factors as: the importance of the relationship, the social contract, the process and the interests of the full set of players, play a part in your negotiations.

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## 6.7.5. Mistake 3

Letting positions drive out interests

*"Interests are underlying concerns that would be affected by a solution."*  
An effective negotiation process is the reconciliation of underlying interests. Through joint problem solving, you should be able to meet both parties' sets of interest, and thus, make a mutually beneficial deal.

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## 6.7.6. Mistake 4

### Searching too hard for common ground

When negotiating, people often become caught up in finding common ground, however, the most frequently overlooked sources of value arise from differences among the parties. Differences of interest or priority can open the door to finding different elements and giving each party what it values most, at the least cost to the other. *"While common ground helps, differences drive deals."*

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## 6.7.7. Mistake 5

### Neglecting BATNAs

A BATNA is the course of action a party would take if the proposed deal were not possible. BATNAs set the threshold that any acceptable agreement must exceed. A strong BATNA is a necessary negotiation tool, and can serve as leverage to improve the deal. However, it is crucial to assess both your BATNA and the other party's BATNA as well.

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## 6.7.8. Mistake 6

### ❖ Failing to correct for skewed vision

### ❖ Even if you avoid the above five problems, a negotiation can go horribly wrong if you make one of the following errors:

- ❖ Self-serving role bias – where one gets too committed to his / her own point of view.
- ❖ Partisan perceptions – the inability to see biased perceptions, both on your side and the other side.
- ❖ To prepare effectively for negotiation, one must undertake competitive research and reality-test their views with independent parties to ensure the elimination of biased vision.

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## 7. Conflict Management and Mediation

7. 1. Definition of Mediation
7. 2. Resolving Disputes Continuum
7. 3. Outline of the Mediation Process (Patton)
7. 4. Advantages of Mediation
7. 5. Goals of Mediation
7. 6. Principled Negotiation Process
7. 7. Goals of the Opening Statement
7. 8. Elements of the Opening Statement
7. 9. Goals of the Joint Session
- 7.10. Techniques
- 7.11. Purposes for Caucusing
- 7.12. Closure and Drafting

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## 7.1. Definition of Mediation

Mediation is a process in which a neutral third party assists two or more disputants to reach a voluntary, negotiated settlement of their differences.

Lewis and Singer

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## 7.2. Resolving Disputes Continuum

- ➔ Negotiation
- ➔ Mediation
- ➔ Adjudication
- ➔ Violence

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## 7.3. Outline of the Mediation Process (Patton)

- ➔ Advantages of mediation
- ➔ Goals of mediation
- ➔ Principled negotiation process
- ➔ Goals of the opening statement
- ➔ Elements of the opening statement
- ➔ Goals of the joint session
- ➔ Techniques
- ➔ Purposes for caucusing
- ➔ Closure and drafting

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## 7.4. Advantages of Mediation

- ➔ More time
- ➔ More participation
- ➔ More accommodation of emotional needs
- ➔ More flexibility of relief
- ➔ More ownership
- ➔ Better and sooner compliance

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## 7.5. Goals of Mediation

- ➔ To help the parties separate relationship from substance
- ➔ To elucidate their interests
- ➔ To focus their attention on options that take into account both sides' interests
- ➔ To develop independent objective standards for choosing among such options

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## 7.6. Principled Negotiation Process

- ➔ Setting the rules
- ➔ Controlling the agenda
- ➔ Serving as an example

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## 7.7. Goals of the Opening Statement

- ➔ Establish your credibility
- ➔ Set the parties' expectations
- ➔ Put people at ease
- ➔ Assess ownership of and responsibility for the process and its success on the parties
- ➔ Set the ground rules

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## 7.8. Elements of the Opening Statement

- ➔ Introduction
- ➔ Explanation of the process (voluntary, your role, advantages, confidentiality)
- ➔ Ground rules (plaintiff first, no interruption, confidential notes, private meetings)
- ➔ Status of any agreement (if yes, binding, if no judge will start from scratch)
- ➔ Questions

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## 7.9. Goals of the Joint Session

- ➔ Get out the facts
- ➔ Discuss options
- ➔ Adjust the relationship between the parties
- ➔ Make proposals
- ➔ Reach agreement
- ➔ Put your role and ground rules into practice

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## 7.10. Techniques

- ➔ Use eye contact
- ➔ Make them know you are listening (repeat important aspects)
- ➔ Ask questions
- ➔ Ask the "why question"
- ➔ Do not let go until you get an answer to your question

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## 7.11. Purposes for Caucusing

- ➔ To generate options without commitment
- ➔ To get information that they will only tell you confidentially
- ➔ To ask tough questions without compromising your sense of impartiality
- ➔ To ask questions the answer to which you do not want the other party to hear
- ➔ To explore BATNA's and vulnerabilities
- ➔ To translate the concerns of one side to the other
- ➔ To educate a party
- ➔ To try out possible solutions

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## 7.12. Closure and Drafting

- ➔ Do not procrastinate: write it down and get it signed
- ➔ Avoid premature optimism
- ➔ Give the parties ownership
- ➔ Rather than writing out agreements, focus on immediate implementation
- ➔ Get as much implementation as you can at the time of the agreement
- ➔ Make the agreement as forward-looking as possible
- ➔ Be persistent

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## 8. Persuasion

### 8.1. Definition of Persuasion (Orren)

### 8.2. Selected Principles of Persuasion (Orren)

### 8.3. The Psychology of Persuasion (Cialdini)

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## 8.1. Definition of Persuasion (Orren)

An attempt to evoke a change in the attitude and / or behavior of someone

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## 8.2. Selected Principles of Persuasion (Orren)

Know the audience and it's predispositions, logos/ethos/pathos, contrast, conformity, reciprocation, authority, association, consistency, scarcity, specificity, clarity, similarity, storytelling, analogies, counter-intuitive sources and arguments, repetition, salience, active vs. passive audience, humor, three faces of an issue: position, performance, valence, turning negatives into positives/positives into negatives, four types of attitude change: conversion, reinforcement, activation and de-activation, personalizing, listening, feedback and empathy, know thyself

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## 8.3. The Psychology of Persuasion (Cialdini)

- ➔ Reciprocation
- ➔ Commitment and consistency
- ➔ Social proof
- ➔ Liking
- ➔ Authority
- ➔ Scarcity

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## 9. Political Consulting

9.1. Communication Theory: Sending a Message (Watzlawick)

9.2. Three Ways to Win an Election (Edwards)

9.3. Option Memorandum

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## 9.1. Communication Theory: Sending a Message (Watzlawick)



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## 9.2. Three Ways to Win an Election (Edwards)

1. Because people like what you do (you)
2. Because people dislike what your opponent does (him/her)
3. Because you do something people want you to do (they)

How to find out? Opinion Polls!

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## 9.3. Option Memorandum

### Basic Elements of an Option Memorandum

- Description of the problem
- Short summary of the solution
- Description of options
- Development of criteria to evaluate the options
- Pros and cons of the options according to these criteria
- Recommendation of one option

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## 10. Debriefing

- ➔ Summary of the theoretical concepts
- ➔ Final analysis of the course project
- ➔ Outlook
- ➔ Questions
- ➔ Feedback

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