

Fulbright School of Public Policy and Management

MPP19

Fall Semester 2018

NEGOTIATION AND COMMUNICATION

(2 CREDITS)

Teaching team

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Class hours

Mon and Wed, 13:30 – 15:00 (from Oct. 1st to Nov 12, 2018)

Office hours

	Mon	Tue	Wed	Thurs	Fri
Nguyễn Văn Phú		9:00-10:30		9:00-10:30	
Christopher Balding		9:00-10:30		9:00-10:30	
T. Thị Hương Giang					

Members of the teaching team are also available at other times by appointment.

Course Objectives

This course is designed to help students (1) Have a basic understanding of the main media and social media platforms; (2) Use this knowledge to support effective public governance, especially dealing with media/communication crises. (3) Gain a better understanding of the theory and strategy of negotiations. (4) Gain practical experience in negotiations across a range of typical real world negotiation the student will encounter in their professional career. (5) Improve analytical skills in subjects that enable the skilled negotiator to build consensus including psychology, organizational behavior, and game theory.

Course Description

Communications are organized into four themes. (1) Overview of the Vietnamese press; (2) social media in Vietnam; (3) Basic skills related to journalism and (4) Leveraging social media for work. In each topic, case studies will be of focus. The idea of the course is that students already hold some beliefs about the press and social media from real life, thus through presentations, questions and answers, case studies discussion, any myths/misperceptions will be corrected, and correct perception of the press is consolidated.

Therefore, lecture only takes about 45 minutes in a 90-minute session. The rest is used for discussion and answering the suggested questions.

There will be group presentations on the topic assigned in class (class divided into 5 or 6 groups). Each group presents in 10 to 15 minutes with another 10-15 minutes for Q&A. In a sense, communication is like a microphone that helps individuals in an organization amplify their voice or message. Newspapers are professional microphones, difficult to use but highly effective; Social media is personal mic that has a great connection and is wide spread. The first half of the course focuses on helping participants understand these two types of microphones and how to use them effectively at work, in dealing with the media crisis.

In the Negotiations section, the first 45-90 minutes will consist of a general lecture about the theme of the class session and covering any basic information. During the first part of class, I will answer any basic questions about the reading assignment, broad themes, and language questions.

Next we will have a student presentation of approximately 10-20 minutes about theme for the week with approximately 10-15 minutes of questions and discussion on the readings. The presentation should work to help make themselves and other students better negotiators by preparing and educating on how to better handle specific weaknesses or strengths. The presenters should not simply restate the readings and assume that everyone is familiar with the reading.

We will then have a negotiation simulation and then conclude the class with approximately 20-30 minutes of case study discussion to be led by the professor analyzing the common elements of the case studies and answering any final questions.

Expected learning outcomes

At the end of the course, participants are expected to:

- Understand the Vietnamese press – its strengths and weaknesses and be able to work with the press effectively.
- Understand the current trend of journalism and the role of social media in communication.
- Write a press release and communicate effectively with various stakeholders.
- Know how to leverage the media, social networks for your organization.
- Know the steps to deal with a media crisis.

Requirements and grading

Participants must read the required readings. Before each class, the instructor will send out suggested questions for the session. Students should study the questions, try to come up with answers, and then compare their answers with the class discussion. Personal comments are encouraged on the basis that there is no right or wrong, but only convincing ones. Participants must actively participate in class discussions, and team work to complete group assignment.\

Grading is as follows:

- Communications: **50%**
 - Class participation: 30%
 - Group presentation: 70%
- Negotiations: **50%**
 - Class participation: 40%

Presentations: 20%
Writing assignments: 40%

Readings and References

Published articles on the Saigon Times, Tuoi Tre News) by the instructor about the press, social media and related topics.

1. Pen, paper and the stock market in a chasing game
2. Who makes the name of a newspaper?
3. Some thoughts on the June 21st
4. Where are the Vietnamese press heading to?
5. Newspapers will no longer exist but articles
6. A Journalist's diary on the Journalist's Day
7. A discussion on press freedom
8. Press Law, journalists and the people
9. Who let me write with dignity?
10. Does Vietnam have private news?
11. The multi-facets of social media
12. Escaping Facebook's fillet
13. Facebook makes everyone illusory
14. Not to the main gate
15. Litigation around the birth of Facebook
16. A soccer match without ball
17. How much does it take to buy one's reputation?
18. Be aware of reciprocal...
19. When Facebook goes absent-minded
20. Half-truths are additives to fake news

Getting to Yes: Negotiating and Agreement Without Giving In by Roger Fisher, William Ury, and Bruce Patton

Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life by Avinash Dixit and Barry Nalebuff

DETAILED SCHEDULE

Session I: Overview of the Vietnamese press (Monday, October 1)

Characteristics of the Vietnamese press. Relations between the press and state agencies. The change of the press. The difference between paper news and online news. Organization of a news agency. How newspapers collect information. The future of the Vietnamese press.

Readings:

1. Pen, paper and the stock market in a chasing game
2. Who makes the name of a newspaper?
3. Some thoughts on the June 21st
4. Where are the Vietnamese press heading to?
5. Newspapers will no longer exist but articles
6. A Journalist's diary on the Journalist's Day
7. A discussion on press freedom
8. Press Law, journalists and the people
9. Who let me write with dignity?
10. Does Vietnam have private news?

Discussion Questions:

1. Is there any contradiction between the freedom of the press and a state-owned media?
2. Assuming your agency has a corruption problem, do you use the media as a channel to speak up?
3. Do you think ministries should have their own news or not? What is the role of these mouthpieces?
4. How do you feel about journalism in general and journalists in particular?
5. In your opinion, have think the state agencies made use of the press as a communication channel? If not, how should it be?
5. Assume your organization holds an important workshop. What will you do to coordinate with the media to do the communication for the event?
6. How did the internet impact the press?
7. Do you believe in mainstream media? Do you have the habit of verifying information before sharing an article?
8. Do you enjoy reading online news or paper news? In your opinion, what are the strengths and weaknesses of each category?
9. For the same thing you read in mainstream newspapers and on social networks, which source you believe in?

Session 2: Working with the media (Wednesday, October 3)

How to respond to the press (what to do when the press is wrong about you); The use of the press (writing press releases, holding press conferences); build relationships with the press. Ahead of the press. Journalistic writing. Communication strategy for public agency. Policy Communication. Communication with the public through the media. Communication crisis management.

Discussion questions

1. Select any article, comment whether the article is of satisfaction. Why?
2. Suppose you have an activity that you want to communicate to the public. Try writing an article about that activity.

Writing exercise from a press release

Session 3: Presentation (Monday, 8/10)

The class will be divided into 5 or 6 groups. Each group selects one of the topics below, works on it and has one or two members present it in class for 15 minutes plus another 15 minutes for Q&A.

1. Assuming your agency has a problem: A female employee uses social networks to accuse her direct boss of repeated harassment. Present your plan to solve this crisis, including internal communications, how to handle social media, how to anticipate the press response, and how to plan for appropriate response.
2. Report the "grade 1 spelling" media crisis with your comments. Assuming you were the Minister of Education and Training, how would you use the media to solve this?
3. Report the "grading cheat" media crisis with your comments. Assuming you were the Minister of Education and Training, how would you use the media to solve this?
4. Assuming you are a representative of the State Bank, present the communication plan for the decision to allow the use of RMB for trade payment in the northern border provinces.
5. Which of the following do you believe in, the traditional press, or the opinion of friends and other reputable people on the social media?

Session 4: Social media – the Good and the Bad (Wednesday, 10/10)

Press (cont.): Fake news. Half-truth. Post-truth. Social media. good and bad. The case of Facebook. Social media and newspapers.

Readings:

1. The multi-facets of social media
2. Escaping Facebook's fillet
3. Facebook makes everyone illusory
4. Not to the main gate
5. Litigation around the birth of Facebook
6. A soccer match without ball
7. How much does it take to buy one's reputation?
8. Be aware of reciprocal...
9. When Facebook goes absent-minded
10. Half-truths are additives to fake news

Discussion Questions:

1. Do you use social media? Which site? How do you use it? Do you find it useful or harmful?
2. Do you receive daily news from the press or social media?
3. Do you follow and participate in debates on social media?
4. What do you think about the relationship between social media and the press?
5. Do you think social media is the place where public agencies can take advantage to reach out to people?
6. Do you have experience with fake news? How to detect and deal with fake news?
7. Suppose you get scammed on social media, what do you do?
8. Do you think social media makes people more equal in accessing information?
9. Similarly, do you think social media empowers people to speak and listen equally?
10. How do you think social media will be?

Session 5: Playing with Social Media (Monday, October 15)

Playing with Social Media - modern media trends. Active or passive. Resolve communication crisis. Internal communications. When employees use Social Media. The post-truth age. Communication in a rapid changing media landscape.

Discussion questions

1. If you work at the HCMC Tax Administration, do you disclose information to the press about a fine of VND4.1 billion against a young person who earned an income of VND40 billion from Google without paying income tax?
2. How do you communicate about the industrial revolution 4.0?
3. How helpful Social Media is in improving communication efficiency? (Know the media audience, deliver the message at the right time, deliver message to the right target)

Use a press releases to write a Facebook status

Session 6: Presentation (Wednesday, October 17)

The class will be divided into 5 or 6 groups. Each group selects one of the topics below, works on it and has one or two members present it in class for 15 minutes plus another 15 minutes for Q&A.

1. Assuming your agency has a problem: A female employee uses social networks to accuse her direct boss of repeated harassment. Present your plan to solve this crisis, including internal communications, how to handle social media, how to anticipate the press response, and how to plan for appropriate response.
2. Report the "grade 1 spelling" media crisis with your comments. Assuming you were the Minister of Education and Training, how would you use the media to solve this?
3. Report the "grading cheat" media crisis with your comments. Assuming you were the Minister of Education and Training, how would you use the media to solve this?

4. Assuming you are a representative of the State Bank, present the communication plan for the decision to allow the use of RMB for trade payment in the northern border provinces.
5. Which of the following do you believe in, the traditional press, or the opinion of friends and other reputable people on the social media?

Session 7: ASSIGNMENT #1 GIVEN OUT IN CLASS (October 22)

Readings: *Thinking Strategically*: Chapter 1 “Ten Tales of Strategy” and Case Studies 1 & 2 from Chapter 13
Getting to Yes: Chapter 1 “Don’t Bargain Over Positions”

Simulation: 6, 9, or 10

Session 8: Hidden Barriers to Reaching Agreements Part I and II (October 24)

Readings: *Getting to Yes*: Chapter 2 “Separate People From the Problem”
Thinking Strategically: Chapter 4 “Resolving the Prisoner’s Dilemma”, Chapter 12 “Incentives”

Simulation: 3, 8, 9, 14, 16, 18

WRITING ASSIGNMENT #1 DUE AT THE BEGINNING OF CLASS

Session 9: Gender in Negotiations and What They Say and What They Mean (October 29)

Readings: *Getting to Yes*: Chapter 3 “Focus on Interests, Not Positions”
Thinking Strategically: Chapters 2 & 3 “Anticipating Your Rival’s Response” and “Seeing Through Your Rivals Response” and Case Studies 5 & 6 from Chapter 13
Harvard Law School Training Women to be Leaders and Negotiation Strategies and Women

Simulation: 3, 6, 10, 11, 18

Session 10: Cross Cultural Negotiations (October 31)

Cases: *Getting to Yes*: Chapter 4 “Invent Options for Mutual Gain”
Thinking Strategically: Chapter 7 “Unpredictability” and Case Studies 6 & 7 from Chapter 13

Simulation: 1, 2, 5, 9, 13, 16, 19

Session 11: Negotiating Conflict and Anger, Frustration, and Miscommunication (Nov 5)

Readings: *Getting to Yes*: Chapter 5 “Insist on Using Objective Criteria”
Thinking Strategically: Chapters 6 and 8 “Credible Commitments” and
“Brinkmanship” Case Studies 8 & 9 from Chapter 13

Simulations: 4, 10, 13, 14, 16, 18

Session 12: Negotiating with Different Power Levels and Multi-Level Negotiating (Nov 7)

Readings: *Getting to Yes*: Chapter 6 “What if They are More Powerful?”
Thinking Strategically: Chapter 5 “Strategic Moves”

Simulations: 1, 4, 7, 8, 11, 16, 17, 19

November 12: Negotiating Presentation