

CONF 399; Section 002  
Fall 2012 Syllabus  
Thursdays 4:30pm-7:10pm; Robinson B122  
**Essentials of Negotiation: Theory & Practice**

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**INTRODUCTION**

Negotiation is a “life skill” and is a part of our personal relationships, professional roles, and business interactions. The purpose of this course is to teach students about processes of negotiation and their role in conflict prevention, management, and resolution. This course will provide students a hands-on experience of basic negotiation skills and learning about the theory of negotiation in various settings. Therefore, the course includes interactive negotiation experiences, as well as brief lectures, reflective writing experiences on the negotiation exercises, and various other practical learning opportunities provided by the textbooks.

**LEARNING OBJECTIVES**

At the end of this course students will:

- Understand the role and value of negotiation as the most common approach to managing and resolving conflict
- Understand the terminology, theory, and notions of practice regarding negotiation skills
- Have improved and expanded on their negotiation skills via a reflective practice learning model.

**EXPECTATIONS**

- Prepare for and participate thoughtfully in all activities. Because of the experiential nature of learning in this course, participation is critical and is reflected in the grading system of the course. If you are prepared and involved, you promote your own learning, that of your negotiation partners, and that of the class as a whole.
- Regular class attendance is required. There is no way to make up for the exercises and other educational opportunities you miss when you are absent. **IN ADDITION, YOUR ABSENCE WILL AFFECT THE CLASSMATES WHO WOULD BE PAIRED WITH YOU IN EXERCISES AND WILL CAUSE SIGNIFICANT LOGISTICAL PROBLEMS.** I understand that an occasional absence may be unavoidable; please let me know as far in advance as possible if that needs to happen. As the analytical writing in this class is based on class experiences, not attending any specific class may also make it very difficult or impossible to be able to write such diagnostic work.

- Do the reading. We will talk about major concepts in class, but class lectures and discussions will not fully cover the readings. In fact, the readings will often be a starting point and our discussion will assume that you already know the material there. **If you do not do the reading, you will not be able to participate constructively in class discussions, unable to write the Reflection and Analysis Papers (“RAPs”), and be totally unprepared for the in-class negotiation exercises.**
- Help each other. We all come into this course with negotiation experience, but with different backgrounds, experiences, strengths, and shortcomings. Because of this, we each have something to contribute to each other’s education. **When you have negotiated with other students, please contribute to their learning by giving them CONSTRUCTIVE feedback.** You may sometimes be asked to do this formally, but you don’t need to wait for those times. Take any chance you have to teach others, just as you take an active role in learning.
- Hand in assignments on time. The RAPs—as explained later in the syllabus—are writing assignments that are designed to let you reflect and develop your thinking throughout the semester as you learn and try new things. As far as possible, I have scheduled their submission in a manner that will allow you to get them back with comments before writing your next submission. **I will deduct one grade level from each RAP that is submitted late and do not accept written work that is more than one week late.**
- Form for written assignments. Your assignments must be typed, double-spaced, using a standard font, such as 12-point Times New Roman, one inch margins, and numbered pages. All written work must have a separate title/cover page that includes the title of the paper/assignment, your name, the course name or number, and the date. **Print one-sided.**

**All writing should include appropriate citation and a separate reference list of works cited, using the APA citation style as shown in Diana Hacker’s *A Pocket Style Manual*. Papers that do not contain appropriate citations in the correct format will receive lower grades.**

No paper should begin with introductory sentences stressing the regularity or constant presence of negotiation or conflict in our lives or our history. Papers with introductory sentences of this nature will be returned for revision. **In sum: do not do storytelling in your papers/assignments; assume that the instructor has read the case study and does not need an introductory summary.**

- Other aspects of writing. Pay attention to grammar and spelling. Use the spell and grammar check functions on your computer, but then proofread for the spelling, grammar, and substantive errors that those functions will miss. Organize your writing and express yourself clearly. **All poorly edited work will be penalized. It is always better to edit your work in hard copy and then to make final corrections on the computer.**

Hacker's *A Pocket Style Manual* is an excellent guide for grammar and usage, as well as citation. It contains explanations of many basic writing issues and can help you improve your writing, especially when my comments suggest a consistent problem in a particular area. The website for the Hacker volume ([dianahacker.com/pocket](http://dianahacker.com/pocket)) also includes practice exercises that can help you work on grammar and usage in your writing.

### **S-CAR HONOR CODE**

In addition to the above please make sure your syllabus will include the following S-CAR honor code:

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [academicintegrity.gmu.edu](http://academicintegrity.gmu.edu). All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

### **ACADEMIC INTEGRITY**

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

## GMU E-MAIL ACCOUNTS

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

## OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

## OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES “Ask a Librarian”  
<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;  
<http://caps.gmu.edu>

## UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

## COURSE REQUIREMENTS

- 1) **Reflection and Analysis Papers -- “RAPs” (40%).** You must submit four (3-4 page) RAPs over the semester—see the outline of classes for deadlines and the description of the process of RAP-writing at the end of the syllabus. If you must miss class but have a RAP ready, please send your assignment with a fellow student. ***Please do not e-mail assignments under any circumstances as it makes the logistics of grading unreasonably difficult.***
  
- 2) **Planning, Preparing, and Participation (15%).** Your participation grade includes both preparation for class (including completion of assigned reading and preparation for negotiation exercises) and active involvement in class activities. ***With regard to negotiation exercises and role plays, you will be graded on your effort and the development of your skills and understanding over time, not on the outcome.*** However, to develop your skills, you must try to obtain the best negotiated outcome you can. It is also important to try techniques and strategies different from those you have

previously used if you think they might work under the circumstances. You will not be graded down for trying new things, even if they prove unsuccessful. Ultimately, you will be rewarded for actively participating and for recognizing your mistakes and learning from them in theory and practice, as shown in your written and spoken analyses.

In debriefings and other class discussions, the quality of your contributions is more important than their quantity. Quality contributions include one or more of the following:

- Offer a different but relevant perspective based on analysis and theory
  - Contribute toward moving the discussion forward
  - Build on other comments made in class
  - Offer some evidence or logic to support the point made (not just your impressions or feelings)
  - Link relevant concepts to experiences or events
- 3) **Self-Analyses (10%)**. At the beginning and end of the semester you will be asked to write a self-analysis of your negotiation skills and abilities. Each analysis will count 5% towards your grade and a further description of these projects will be provided in class.
- 4) **In-class Quizzes (15%)**. Among other very worthwhile learning tools, the Boles and Moeller textbook provides more than a hundred quiz questions. Based on these questions three quizzes will be administered over the course of the semester—see the class outline for dates. The content of each quiz will follow the chapter outlines of the syllabus.
- 5) **Paper (20%)**. The final paper in the course will be a comparison of various negotiation lessons, skills, and theoretical aspects of negotiation, as provided in the two textbooks. An in depth description of this paper will be provided and discussed during the semester.

### **REQUIRED COURSE MATERIALS**

The following are **required materials** for the course:

- Boles and Moeller, *The Road to Success: Learning How to Become an Effective Negotiator* (Kendall Hunt, 2012), ISBN #978-0-7575-8756-6
- Lewicki, R. J., Barry, B., & Saunders, D. M. (2010). *Essentials of negotiation* (5th ed.); New York: McGraw-Hill/Irwin.

The following is a **suggested material** for this course:

- Diana Hacker, *A Pocket Style Manual*, (6th ed.), ISBN # 978-0312542542

## SCHEDULE OF CLASSES AND READING ASSIGNMENTS

<b>Week #1</b> <b>August 30, 2012</b>	In Class:	Introduction and Course Overview Recognizing Negotiation Situations A Definition of “Negotiation” Traits of Effective Negotiators Negotiate the Snow Blower Negotiation Exercise
	Assigning:	Out of class negotiation exercise for next week
<b>Week #2</b> <b>September 6, 2012</b>	Read:	Preface and Chapter 1 – <i>Recognizing You are on the Road</i> Chapter 2 – <i>What Type of Driver are You?</i> Chapter 1 – <u>Essentials</u>
	In Class:	Conflict Handling/Negotiating Styles Social Motivational Orientation The Role of Assumptions in Negotiation Out of class negotiation exercise discussion
	Assignment Due:	Prepare to discuss your out of class negotiation
<b>Week #3</b> <b>September 13, 2012</b>	Read:	Chapter 3 – <i>What Kind of Trip Are You Taking? The Short versus the Long Haul</i> Chapter 2 – <u>Essentials</u>
	In Class:	Characteristics of Distributive Bargaining Contentious and Hardball Tactics Reference Points in Negotiation Information Gathering Making First Offers Norms and Their Relationship to Concessions Negotiate the Used Car Negotiation Exercise
	Assignment Due:	Negotiation self-analysis due
<b>Week #4</b> <b>September 20, 2012</b>	Read:	Chapter 4 – <i>The Challenges of Cross-Country Driving</i> Chapter 3 – <u>Essentials</u>
	In Class:	Comparing Distributive Bargaining with Integrative Negotiation

The Necessary Tools for Success in  
 Integrative Negotiation  
 Quantifying Issues and Outcomes: Reaching  
 the Pareto Frontier  
 Negotiate the Salary Negotiation Exercise

Assignment Due: Hand in RAP 1

**Week #5**  
**September 27, 2012**

Read: Chapter 5 – *Preparing to Drive the  
 Negotiation Streets and Highways*  
 Chapter 4 – Essentials

In Class: First Quiz  
 The Stages of a Successful Negotiation  
 Preparing to Negotiate: Creating Your  
 Road Map  
 In class exercise on negotiation preparation

**Week #6**  
**October 4, 2012**

Read: Chapter 6 – *Reading the Road Map,  
 Watching for Billboard Signs, and  
 Learning When to Take the Back Roads*  
 Chapter 5 – Essentials

In Class: Uncovering the Other Negotiator's Interests  
 and Asking Questions  
 The Role of Concessions in Negotiations  
 Generating Multiple Possible Options  
 Closing and Commitment Strategies  
 The Post-Settlement Settlement  
 Negotiation Exercise - TBA

**Week #7**  
**October 11, 2012**

Read: Chapter 7 – *What if You are Driving a  
 Scooter and They Are in a Semi-Truck?*  
*Power, Leverage, and Influence in  
 Negotiation*  
 Chapter 7 – Essentials

In Class: Types of Power in Negotiation  
 Power Versus Leverage  
 Interests, Rights, and Power  
 Understanding Influence Techniques  
 Negotiation Exercise – TBA

Assigning: RAP 2

**Week #8**  
**October 18, 2012**

Read: Chapter 8 – *What if They Don't Obey the Rules of the Road? Trust, Ethics, and Reputation in Negotiation*  
Chapter 8 – Essentials

In Class: The Role of Trust in Negotiations  
Ethical Theories and Negotiations Ethics  
How to Avoid Being “Taken” by Unethical Tactics and Ethical Traps  
Personal Ethical Standards and Reputation in Negotiation  
Negotiate the Commercial Lease Exercise

Assignment Due: Hand in RAP 2

**Week #9**  
**October 25, 2012**

Read: Chapter 10 – Essentials

In Class: Second Quiz  
Looking back, looking forward on our experiences thus far (especially take stock of Essentials by Lewicki, et al.).  
Multiple parties and teams  
Negotiation Exercise – TBA

**Week #10**  
**November 1, 2012**

Read: Chapter 9 – *Objects in the Mirror May Be Closer Than They Appear: Perceptions, Biases, and Communication in Negotiation*  
Chapter 6 – Essentials

In Class: Perceptions in Negotiations  
Heuristics and Biases That Affect Negotiation Process and Outcomes  
Communication Issues in Negotiations  
Negotiate the Student Organization Fund Case

Assigning: RAP 3

**Week #11**  
**November 8, 2012**

Read: Chapter 10 – *Understanding What it is Like to Drive on the Other Side of the Road: Gender and Cultural Differences in Negotiation*  
Chapter 9 – Essentials



In Class: Gender Differences in Negotiation  
 Culture and Negotiation  
 Hofstede's Cultural Dimensions  
 Different Approaches to Understanding Culture  
 Ethical and Legal Issues in International Negotiations  
 Negotiate the Turkish Rug/Midwestern Quilt Negotiation Exercise

Assignment Due: RAP 3

**Week #12**  
**November 15, 2012**

Read: Chapter 11 – *Driving Defensively: Negotiating Your Way Through Conflict, Emotional Situations, and Difficult Negotiators*

In Class: Third Quiz  
 Sources of Conflict in Negotiations  
 The Role of Emotion in Negotiations  
 Building Rapport with Someone who is Emotional  
 The Use of Apologies  
 Handling a Difficult Negotiator

**Week #13**  
**Thanksgiving Break – No Class**  
**November 22, 2012**

**Week #14**  
**November 29, 2012**

Read: Chapter 12 – *Who Do You Call When You Are in Unfamiliar Territory, When You Are Stuck in a Traffic Jam, or When Your Car Breaks Down?*

In Class: The Use of Agents in Negotiation  
 Finding Ways to Bypass Negotiation Roadblocks  
 Using a Third Party to Help Break Negotiation Impasses – Mediation and Arbitration Obsolete  
 Negotiate the /Experienced Technician Case

Assigning: RAP 4

**Week #15**  
December 6, 2012

Read: Chapter 13 – *The End of the Road* –  
*Where We've Been and Future Journeys*  
Chapters 11 and 12 – Essentials

In Class: Course Wrap-up and Review

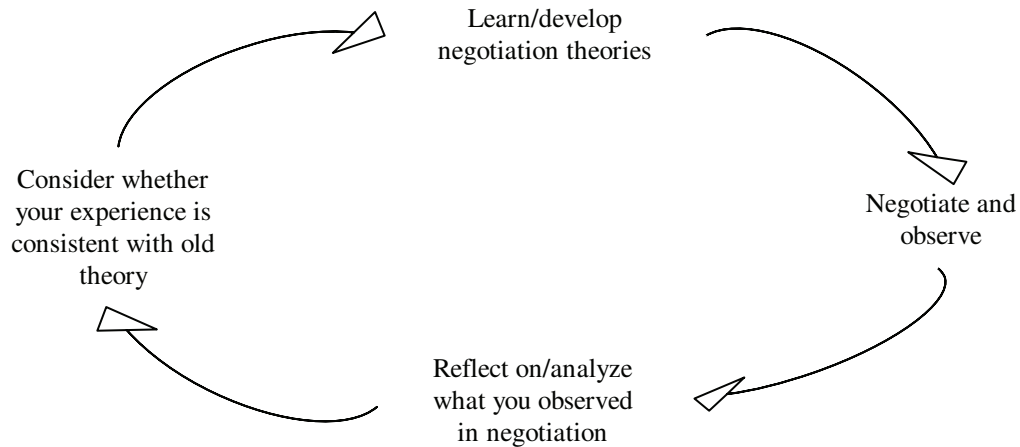
Assignment Due: Hand in RAP 4

**Exam Week**  
**December 13, 2012**

**Assignment Due: Final Paper Due (see writing instructions)**

## GUIDANCE ON REFLECTIVE AND ANALYTICAL PAPERS (“RAPS”):

The purpose of RAPs is to be reflective and analytical. The educational process I envision in this course is the following:



The role of the RAPs is at the bottom of the circle. They allow you to reflect on and analyze the readings, negotiations in which you’ve been involved, and your own reaction to new information and experiences. You will then use the new information and reflections to develop and improve your own theories of negotiation. Those theories, in turn, inform and improve your next negotiation, etc. It is particularly helpful to examine how the reading or lecture material covered that week and your reaction to it relates to your past, present, or anticipated future experience as a negotiator. This process of reflection and analysis is part of becoming a “reflective practitioner.” It is a process you can and should use far beyond this semester.

RAP assignments require you to look and think critically. There are many things that you may want to explore in reaction to the readings and/or your negotiation experiences inside or outside of class. Remember that when you write RAPs about negotiations, it is insufficient to simply provide a description of what happened. Again, the key words are reflection and analysis and the core task is to do that with the theory/literature regarding aspects of negotiation provided in this course.

To help you operationalize these concepts, initially at least, I offer the following possibilities for writing about negotiations you have experienced, *including those that took place during class*:

- What was interesting or unusual about the situation?
- How did you prepare for the negotiation? What strategies did you consider?
- What theory or hypothesis formed the basis for the strategy you adopted?
- Did your strategy work? Why or why not? If it didn’t, what did you learn about the theory on which the strategy was based?

- Who controlled the negotiation? How?
- What critical factors affected the negotiation situation and outcomes? What can you say about these factors in general?
- How did the negotiation context differ from previous exercises or experiences? What new factors did this context highlight?
- What skills were required in this negotiation? How did you do with them?
- Did you try anything new? How did it work? How did you feel about it?
- What was your view of the opposing negotiator? How did that view affect your actions? Do you now think your reaction was justified?
- What happened that disappointed you? That encouraged you? That surprised you? Why?
- What did you learn about yourself from the experience? About your attitude toward negotiation?
- What did you learn about the behavior of others?
- What did you learn about negotiation and conflict from this situation? Was it consistent or inconsistent with what you have read? How?
- What would you do in the same way or differently in the future? What would make you more effective?
- How do the concepts presented in class and the readings enrich your understanding of this negotiation's process or outcome? Of your own style?
- How do the concepts presented in class and in the readings seem inconsistent with what you experienced? How would you modify those concepts, based on the experience you have had?

**These suggestions are intended to give you starting points in understanding the concepts of analysis and reflection or ideas if you are temporarily out of them. In sum: in reflective practice exercises/writing you are expected to refer to, quote, and cite from the course literature in order to reflect on, discuss, and analyze the negotiation experience. This can be done deductively (by using the course theory/literature to discuss your practical experience; or inductively, by using your negotiation experience/actions to reflect/comment on theory (or to discuss if your experience matched the theory, or not). Be sure to read all the basic materials on writing RAPs in the syllabus. Each RAP must be no less than three pages**

**double-spaced, using APA citation; also be sure to read the generic writing requirements on the syllabus.**

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