

**CONF 741, Section 1: Negotiation: Theory and Practice**  
**School for Conflict Analysis and Resolution**  
**Fall 2015; Thursdays 7:20-10:00pm; Arlington Founders Hall 324**  
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**Office Hours: By appointment**

**Description:** The aim of this course is to develop a theoretical, practical, and self-reflective understanding of negotiations. In order to do this, we will read about and use various negotiation techniques and strategies (through exercises and role-plays), relate those experiences to aspects of negotiation theory, and reflect on our developing skills as well as on the connection between theory and practice.

Even if you don't think of yourself as a negotiator, negotiation is already part of your life and you have more experience than you might realize at first. We all negotiate at home, at work, and in our free time. It is the primary way in which most people deal with conflicts, disputes, and differences in interests. As the foundation upon which many other techniques are built, it is the bedrock of how we prevent and manage conflicts.

**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.
- Understand, among other topics, the role of communication, framing, perception, power, ethics, culture, and gender in negotiation.
- Have improved and expanded upon their negotiation skills via a reflective practice learning model.

**Expectations:**

- Prepare for and participate thoroughly in all activities. Because of the experiential nature of learning in this course, participation is critical, which is why it is a relatively large portion of your grade. 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 experiences you miss when you are absent. In addition, your absence will affect other students who would be paired with you in exercises and will cause logistical problems. Moreover, more than 50 percent of the writing assignments in this course are based on in-class experiences; missing a class means that you cannot write about them.

- I understand that you may, on occasion, need to be absent. Please let me know as far in advance as possible if you expect that to happen. Also, if you contract the plague, please do not bring it to class—and do email me before class if you veritably have the plague!
- Do the reading. We will talk about major concepts in class, but class lectures and discussions will not fully cover the readings. Readings will often be a starting point and our discussion will assume that you already know the material. If you do not do the reading, you will be less able to understand, participate constructively in class discussion, and write productive Reflection and Analysis Papers (“RAPs”) and to benefit from exercises.
- Help other students. 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 do not 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 are designed to let you reflect and develop your thinking throughout the semester as you learn and try new things. There should be enough time for you to get each RAP back with my comments before you write your next submission. I will deduct one grade point from your overall RAP grade for each RAP that is submitted late and an additional point for each week a RAP is late.
- Format written assignments. Your assignments must be typed, double-spaced, using 12-point Times New Roman font (or an equivalent), one inch margins, and numbered pages. RAPs must include your name and the date of submission at the top of the first page. A couple other tips:
  - Always remember to put your bottom line up front. Your first sentence should provide your overarching analytic point of your reflection paper. You do not have to restate the facts of the case in the beginning of the paper except as needed to explain your point.
  - Organize your writing logically so that each paragraph following your lead paragraph supports your overarching point. The same reasoning should apply to each sentence in the paragraphs that follow: the first sentence should convey your main sub-point for that paragraph, followed by supporting sentences.

- Please pay attention to grammar and spelling. Use the spell and grammar check functions on your computer AND then proofread. There is no shame in asking someone to give it a read for you, too.
- All writing should include appropriate citations using APA format as shown in Hacker and Sommers' *A Pocket Style Manual*. Papers that do not contain appropriate citations in the correct format will receive lower grades.
- The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact them at [wcenter@gmu.edu](mailto:wcenter@gmu.edu) or call: 703-993-4491.
- Talk to me. If any of the assignments or the material presented in the readings or in class are unclear or confusing, please let me know so that I can explain (if it is unclear) or correct (if it is wrong). I am also glad to discuss any other concerns along the way, especially about the writing aspect of the course. E-mail is the best way to contact me for routine matters, but send me your phone number if you prefer to talk by phone or in person.

Be sure your work is your own.

*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.*

## **Course Requirements:**

- 1. Preparation and participation (20%).** 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 the negotiation exercises and role plays, you will be graded on your effort and attention to the development of your skills and understanding over time, not on the outcome. To develop your skills, you must try to obtain the “best” negotiated outcome you can. (This does not mean always “winning!”) 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.

In debriefings and other class discussions, the quality of your contributions is more important than their quantity; that said, please do not hesitate to speak up just because you think your point is too obvious. Your simple observation could be someone else’s epiphany. Examples of quality contributions include:

- Offering a different but relevant perspective from analysis or theory;
  - Contributing toward moving the discussion forward;
  - Building on some other comments made in class;
  - Offering some evidence or logic to support the point made; and
  - Linking concepts to experiences or events
- 2. Reflection and Analysis Papers (“RAPs”) (50%).** You must write 5 three-page RAPs over the semester (each worth 10 points). See the week-to-week class outline for the topic of each RAP. Most of the RAPs are short papers, so 3-4 paragraphs following your first/intro paragraph will likely suffice. (See writing tips above.) Consider these questions in your reflection papers on specific exercises—each RAP need not include answers to all of these questions, simply use these as a guide for possible points of discussion:
    - Briefly, what happened in the simulation?
    - What did you learn about yourself from the experience?
    - What did you learn about the behavior of others from this experience?
    - How does this experience compare to others that you have had in similar or comparable circumstances?
    - What did you learn about conflict and/or negotiation, in general, from this situation?
    - How might the concepts from readings and classroom discussions or other exercises apply to this situation?
    - What would you do the same or do differently in the future, or how would you like to behave in order to perform more effectively?

3. **Final/Analytical Paper (30%).** You will write a 10 to 12-page analytical paper on a historical or ongoing negotiation of your choice—it could be interpersonal, intragroup, intergroup, international, or something else. Please consult with me on your topic ideas—I am happy to talk through the possibilities—and let me know by Week 12, November 19, what your topic will be. Do not wait until the end of the semester to begin to prepare for this paper, especially if you need to do additional research on the case to feel comfortable writing about it. Alternatively, if you are ambitious, you can create your own role-play simulation. Also, let me know if you plan to take this route—you could contribute to SCAR’s library of case/simulation resources if you have a good idea!

### **Required Texts:**

- Fisher, R., Ury, W. & Patton, B. (2011). *Getting to Yes: Negotiating and Agreement Without Giving In* (revised edition). New York: Penguin Books.
- Hacker, D. & Sommers, N. (2015). *A Pocket Style Manual* (7<sup>th</sup> ed.). New York: Bedford/St. Martin’s.
- Lewicki, R.J., Barry, B. & Saunders, D.M. (2015). *Essentials of Negotiation* (6<sup>th</sup> ed.). New York: McGraw-Hill/Irwin. (“**Essentials**”)
- Lewicki, R.J., Barry, B. & Saunders, D.M. (2014). *Negotiation: Readings, Exercises, and Cases*. New York: McGraw-Hill/Irwin. (“**Negotiation**”)
- Shell, G.R. (2006). *Bargaining for Advantage: Negotiation Strategies for Reasonable People* (2<sup>nd</sup> ed.). New York: Penguin Books.
- Additional readings will be posted on Blackboard.

### **Initial Class Schedule and Assignments:**

#### **Week 1**

#### **Sept. 3: Introduction: Negotiating Approaches, Strategies, Styles**

Readings: *Essentials*, chapter 1; *Negotiation*, 1.1 and 1.2; Shell, chapter 1; Cobb.

In Class: *Negotiation*, Exercise 1, Pemberton’s Dilemma (no prep needed).

After Class: *Negotiation*, Questionnaire 2; Write first RAP on your negotiating style your perceived strengths/areas to improve at the start of the course. (Draw from your Personal Bargaining Inventory to assess your style.)

## **Week 2**

### **Sept. 10: Distributive Bargaining: Claiming Value**

Readings: *Essentials*, chapter 2; *Negotiation*, 1.5, 1.6, 2.6, 3.4; Lax & Sebenius.

In Class: *Negotiation*, Exercise 5, Used Car (no prep needed).

After Class: *Negotiation*, Exercise 7, Knight Engines (read roles).

## **Week 3**

### **Sept. 17: Integrative Negotiations: Interests and Creating Value**

Readings: *Essentials*, chapter 3; *Negotiation*, 1.8; Shell, chapter 5; Fisher, 1-95.

In Class: *Negotiation*, Exercise 7, Knight Engines (prep required). RAP 1 due.

After Class: *Negotiation*, Questionnaire 1, Subjective Value Inventory (SVI); write second RAP on SVI results.

## **Week 4**

### **Sept. 24: Integrative Negotiations: Relationships and Multiple Issues**

Readings: *Essentials*, chapter 9; *Negotiation*, 1.9; Shell, chapter 4; Gasink & Weiss.

In Class: *Negotiation*, Exercise 12, Sea Tech (no prep needed).

After Class: *Negotiation*, Exercise 4; think of an upcoming negotiation you will need to conduct in your personal, student, or professional life and answer the planning questions. Be prepared to discuss your answers with your classmates in small groups next week (Oct. 1).

## **Week 5**

### **Oct. 1: Negotiation Planning and Preparation**

Readings: *Essentials*, chapter 4; *Negotiation*, 1.4 and 6.8; Shell, chapters 2-3.

In Class: *Negotiation*, Exercise 4, Planning (prep required). RAP 2 due.

After Class: Write third RAP reflecting on your upcoming negotiation and how you will apply what you have learned so far in your planning and in class.

## **Week 6**

### **Oct. 8: Power, Leverage, and Persuasion**

Readings: *Essentials*, chapter 8; *Negotiation*, 2.8, 2.9; Shell, chapter 6; Fisher, 99-130.

In Class: *Negotiation*, Exercise 8, Toyonda (no prep required).

After class: *Negotiation*, Questionnaire 2, SINS II Scale; be prepared to bring your answers to the next class (Oct. 15).

## **Week 7**

### **Oct. 15: Ethics and Deceptive Tactics**

Readings: *Essentials*, chapter 5; *Negotiation*, 1.11-1.13; Shell, chapter 11; Fisher, 131-145.

In Class: *Negotiation*, Questionnaire 2, SINS II Scale (prep required) and Exercise 11, Best Books/Paige Turner (no prep required); RAP 3 due.

After class: *Negotiation*, Questionnaire 8, The PMD Scale; please email your results of the questionnaire to the instructor by Oct. 20; Read Exercise 40.

## **Week 8**

### **Oct. 22: Perception and Cognition; Framing and Reframing**

Readings: *Essentials*, chapter 6; *Negotiation*, 2.1-2.5, 3.1, 3.5; Brams; Cobb; Putnam.

In Class: *Negotiation*, Questionnaire 8, The PMD Scale (prep required); Exercise 40, Strategic Moves and Turns (prep required).

After Class: *Negotiation*, Questionnaire 6, Communication Competence Scale; Be prepared to discuss your answers in class next week (Oct. 29). Roles passed out for Exercise 17, New House, for next week.

## **Week 9**

### **October 29: Communication; Principal-Agent Dynamics**

Readings: *Essentials*, chapter 7; *Negotiation*, 2.7, 3.6-3.7; Thompson & Nadler; Volkema, Fleck, and Hofmeister; Ebner; Ebner, et al.; Friedman and Currall.

In Class: Discussion of *Negotiation*, Questionnaire 6 (prep required); Exercise 17, New House (prep required).

After Class: ***Negotiation***, Exercise 16, Live 8 (E-mail Negotiation); you will write your fourth RAP on this experience. Also Read Exercise 26.

### **Week 10**

#### **Nov. 5: Multiple Parties, Groups, Teams**

Readings: ***Essentials***, chapter 10; ***Negotiation***, 3.11-3.12.

In Class: ***Negotiation***, Exercise 26, Coalition Bargaining.

After Class: ***Negotiation*** Exercise 32, Third Party Conflict Resolution (read the case to prepare for next week's class, Nov. 12).

### **Week 11**

#### **Nov. 12: Third Parties and Dispute Resolution**

Readings: ***Negotiation***, 6.7; TBD. (Additional readings will be assigned.)

In Class: ***Negotiation***, Exercise 32, Third Party Conflict Resolution; RAP 4 due—please include the online negotiation history/email trail following your references in your RAP.

After Class: ***Negotiation***, Exercise 42, Collecting No's—try to get to at least five "no's"; results due in class next week (Nov. 19); also read Exercise 36.

### **Week 12**

#### **Nov. 19: Gender, Culture, and International Negotiations**

Readings: ***Essentials***, chapter 11; ***Negotiation***, 4.1; 5.1, 5.2; 5.3; Avruch; BBC.

In Class: ***Negotiation***, Exercise 36, Alpha Beta; Results of "Collecting No's" due in class; also provide the instructor with your final paper topic.

After Class: Write your fifth and final RAP assessing how your negotiating skills have evolved since the first class taking all material and exercises into consideration. What top three skills or tools will you takeaway, which experiences helped you better understand them, and how will they help you in the future? You may also identify areas that you would still like to work on.

### **Week 13**

#### **Nov. 26: Thanksgiving: NO CLASS**



**Week 14**

**Dec. 3: Best Practices in Negotiations/Review and Wrap-Up**

Readings: *Essentials*, chapter 12; *Negotiation*, 4.2-4.3; 7.2-7.4; Stamato; Thompson.

In-class: Discussion of key concepts and final paper. RAP 5 (last RAP) is due. In-class survey on most and least favorite parts of the course.

After Class: **FINAL PAPER DUE VIA E-MAIL BY 5PM, DECEMBER 11.**