

Conf. 741: 001; Negotiation: Theory and Practice
School for Conflict Analysis and Resolution
Spring 2014; Wednesdays, 4:30-7:10 p.m.; Arlington Founders Hall 308
Dr. Johannes (Jannie) Botes; jbotes@gmu.edu;
Office Hours: By appointment

Description: The aim of this course is to develop a theoretical, practical, and self-reflective understanding of negotiation. 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 recreation. 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 conflict.

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 on negotiation
- 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, 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 significant logistical problems. Moreover, more than 50 percent of the writing assignments in this course is based on in-class experiences; missing a class means that you cannot write that part of the paper.
- I understand that you may on occasion need to be absent. Please let me know as far in advance as possible if that happens.

- Also, please be aware that, as described below, being absent from class will lower your preparation and participation grade and can result in failure of the course. Again, 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 don't do the reading, you will be less able to understand, to participate constructively in class discussion, to write productive Reflection and Analysis Papers ("RAPs") and to benefit from exercises. ***In addition, I may give quizzes on the readings if it appears that doing so is necessary to ensure that students read the assigned material.***
- 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 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 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 point from your overall RAP grade for each RAP that is submitted late and an additional point for each week a RAP is late.**

- Form for 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. All papers must have a separate cover page that includes the title of the paper, your name, the course name or number, and the date.

All writing should include appropriate internal and reference list citation, using APA form 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. Similarly, do not retell the 'story' of the negotiation case. Start immediately with the analysis and only use the needed information to explain the points you are making or the topic you are discussing.

- 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.

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) also includes practice exercises that can help you work on grammar and usage in your writing.

Please speak with me if you are concerned about your skills as a writer. Good writing is an essential skill in graduate school and in life. I will be glad to discuss options for improving your writing.

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, contact 703-993-3642 or malle2@gmu.edu.

- 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's unclear) or correct (if it's wrong). I am also glad to discuss any other concerns along the way. E-mail is usually the best way to contact me for routine matters. Some issues are inappropriate for e-mail communication; in these cases, I will be glad to talk to you by phone or to meet in person. **Leave a phone number in e-mails please.**

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. 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. The 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.

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 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.* 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.

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

- (2) Reflection and Analysis Papers -- “RAPs” (55%)**

You must write a number of 3-4 page RAPs over the semester and a longer (9-10 pages) summary RAP on the last day of class--see the week-to-week class outline for the length of each RAP. **The final RAP count as two RAPS towards the RAP portion of the course grade.** 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.*

Guidance on preparing both the regular and the summary RAPs is in Supplement 1 below.

- (3) The Commons Dilemma (optional substitution of first RAP grade)**

We begin this scored “exercise” with various rounds around week no 4 . **I will enhance each students first RAP grade by a full letter grade if the Commons Dilemma score is the higher of the two.**

(4) **Final/Analytical Paper (25%)**

You will write a 10-12 page analytical paper. Guidelines for writing this paper are provided in Supplement 3 below. ***The due date for this paper is normally a week after the final class; a final date will be announced in class. See Supplement 3.***

(5) **Attendance (deduction from grade)**

Students start with full attendance credit. **Each class a student misses after his or her second absence, no matter what the reason, will cause a decrease of three percentage points in the student's semester grade (a minus grade point off your total course grade).** This is not done as punishment, but because experiential learning must be experienced. You cannot replace the educational benefits you miss when you are not in class; moreover, the RAPS are based on these in class experiences and by not being in class you have nothing to write about.

Required Texts (the syllabus is designed on the specific book editions):

- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes* (revised edition). New York:
- Hacker, D. (2009). *A pocket style manual* (5th ed.). New York: Bedford/St. Martin's.
- Lewicki, R. J., Barry, B., & Saunders, D. M. (2010). *Essentials of negotiation* (5th ed.). New York: McGraw-Hill/Irwin. [***Essentials***"]
- Lewicki, R. J., Barry,, & Saunders, D. M. (2009). *Negotiation: readings, exercises, and cases* (6th ed.). New York: McGraw-Hill/Irwin. [***Readings***"]
- Stuart Diamond (2010), *Getting More: How to Negotiate to Achieve Your Goals in the Real World*

***The password for readings on electronic reserve:
"bargain" (all lower case).***

Initial Class Schedule and Assignments (subject to change):

Week 1

Jan. 23:

Introduction and Orientation

Course ethics

[Ignore the few notes in hard brackets such as these in the weekly outline-- they are the instructor's own reminders.]

Negotiation Exercise from **Readings**: p. 513, Salary Negotiations, Exercise 14, and role info.

Discussion of RAPS and take-home negotiation for RAP 1, due week 3.

Negotiation partners for in-class and on-the-phone negotiations allocated.

Week 2

Jan. 30:

Strategies, Framing, and Planning

Read:

Essentials: Chs. 1 and 4; **ERes:** Tipler; and **ERes:** Stamato articles from Ivey Business Journal: specifically Stamato; and Gasink & Weiss; **Eres:** Marsick, Victoria & Alfonso Sauquet ('Learning through reflection')

Prepare:

Readings: Exercise 8, Planning for Negotiations, pp. 495-497.

1. Bring an example of a negotiation you will face in the near future for use in the exercise and be ready to discuss the negotiation based on the planning questions in Exercise 8; fill out/answer the questions in the Planning Guide.

2. Exercise 1; pp. 483-485; complete SVI twice for each negotiation (the one done in person and the one done on the phone) and bring both to class

Week 3

Feb. 6:

Distributive Bargaining

Read:

Essentials: Ch. 2; **Readings:** 1.1 (Ury, Brett, & Goldberg, p. 1); 1.2 (Lewicki, Hiam & Olander, p.14); 1.4 (Simons & Tripp, p. 34); 3.7 (Mnookin, Peppet, Tulumello

ERes: Murray; and Stamato articles from Ivey Bus. Journal, specifically Lax & Sebenius.

Prepare:

Readings: Exercise 26, New House Negotiation, pp. 542-543 and role info. (Don't forget to read this – it includes information available to all parties!)

Submit:

RAP No. 1 -- at least three full pages not including the title and reference pages.

RAP. 1's content pertains to the salary negotiation and the two modes of negotiation--in person and on the phone--and the relating literature/readings

See Supplement 1 and 2 below

Week 4

Feb. 13: Distributive Bargaining (cont'd)

Read: *Readings:* 1.3 (Hackley); 1.7 (Robinson, p. 72); *ERes:* Brams; and Dawson.

Prepare: Pakistani Prunes Role-play information

[Instructor's note: Commons Dilemma--starting]

Week 5

Feb. 20: Integrative Negotiations

Read: *Essentials:* Ch. 3; *Getting to Yes:* pp. 1-94; *ERes:* Thompson & Leonardelli (from Stamato articles from Ivey Bus. Journal)

Prepare: Identifying interests exercise; no advance preparation needed [Nego. on the run]

Instructor's note: Hacker-Starr Video

Week 6

Feb. 27: Integrative Negotiations, Negotiator's Dilemma

Read: *Getting to Yes:* pp. 99-end; *ERes:* Anderson; Rubin (2003).

Submit: [Instructor's note: **Negotiation partners for the online negotiation allocated**]

Week 7

Mar. 6: Perception, Cognition and Communication

Read: *Essentials:* Chs. 5 and 6; *Readings:* 2.1 (Neale & Bazerman, p. 115); 2.5 (Weeks, p. 147); *ERes:* Rubin (2007).

Prepare: *Readings:* Exercise 19, Bestbooks/Paige Turner, p. 528 and role info handed out.

RAP (No. 2); no less than 4 pages, not including the title/reference pages
Make sure that you cover all the relevant in-class negotiations and the accompanying literature, including the Commons Dilemma

Week 8 **NO CLASS --Negotiation Occurs Online**

Mar. 13: 'Electronic' Negotiation

Read: **ERES:** Thompson and Nadler (2002); Volkema, Fleck and Hofmeister (2011); Ebner, Bhappu, et al. (2009); Friedman and Currall (2003); Hames, 2012

Suggested Reading:

ERES: Ebner (2007); Sheehy and Palavonics (2006)

Prepare: Exercise 17, Live8, p.520 and role info.

Week 9

Mar. 20: Negotiation Leverage

Read: *Essentials*: Ch. 7; *Readings*: 2.7 (Pfeffer, p. 159); 2.8 (Cialdini, p. 168); *ERes*: Kolb & Williams; and Keys & Case

Prepare: Exercise 7, Toyonda, p.494 and role info.

Week 11

Mar. 27: Negotiation Ethics

Read: *Essentials*: Ch. 8; *Readings*: 2.10 (Adler, p.183); 2.11 (Craver, p.193); 2.12 (Shell, p. 198); *ERes*: Friedman & Shapiro.

Prepare: *Readings*: Questionnaire 2 (SINS II Scale, pp. 680-681) -- fill out before class

Submit: **RAP 3 -- this no less than three page RAP is on the e-negotiation exercise only (and the literature on the subject).**

NOTE: Include a copy of the whole online negotiation history/trail after the references.

Week 12

Apr. 3: Relationships in Negotiation; Individual Differences

Read: *Essentials*: Ch. 9; *ERes*: Rubin & Sander, 4.1 (Babcock and Laschever); 4.2 (Benoliel and Cashdan); 4.3 (Friedman and Barry);

Prepare: Exercise 25, Bakery-Florist-Grocery, p. 541 and role info

Week 13

Apr. 10: Multiple Parties, Teams and Coalitions

Read: *Essentials*: Ch. 10; *Readings*: 3.12 (Bracken, p.294); 3.13 (p.298); *ERes*: Vanover

Prepare: *Readings*: Exercise 23, Coalition Bargaining, pp. 535-537, review before class

Submit: **Theory/Analytical Paper due in class**

Week 14

Apr. 17: International and Cross-Cultural Negotiation

Read: *Essentials*: Ch. 11; *Readings*: 5.1 (Brett, p.321); 5.2 (Salacuse, p. 339); 5.3 (Koh, p. 358)

Prepare: *Readings*: Exercise 33, Alpha-Beta, pp. 560-561 and role info.

Submit: RAP (No.4) -- at least seven full pages (and not more than ten) not including the title and reference pages.

This RAP covers all the negotiations done in class (and the accompanying reading) since week 6 (not including the e-negotiation exercise).

NOTE: RAP 4 counts as two RAPS.

Week 15

Apr. 24

Best Practices

Read:

Essentials: Ch. 12; *Readings*: 7.2 (Ertel); 7.4 (Sebenius)

Submit:

Rap 5. Negotiation self-analysis -- see Supplement 1B
