

Conf. 741: 002; Negotiation: Theory and Practice
School for Conflict Analysis and Resolution
Fall 2011; Thursdays, 4:30-7:10 p.m.; Arlington Founders 467
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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 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 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 you may sometimes 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, excessive absence will lower your preparation and participation grade and can result in failure of the course. 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 point from your overall RAP grade for each RAP that is submitted late and an additional point for each week a RAP is late.

The analytical paper is due on **November 17**. If you have a problem with this deadline, please "negotiate" with me in advance. If the paper is not finished on the day it is due, do not skip class. I will penalize the late paper more heavily if you are absent that evening.

- Form for written assignments. Your assignments must be typed, double-spaced, using 12-point Times New Roman font, one inch margins, and numbered pages. RAPs must include your name and the date of submission at the top of the first page. Your analytical paper should 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. Papers with introductory sentences of this nature will be returned for revision.

- 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.

- 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.

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.

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” (50%)**
You must submit five (3-4 page) RAPs over the semester and a longer (8-10 pages) summary RAP on the last day of class. 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 for 25% of RAP grade)**
We begin this long-term, scored “exercise” on **October 6**. I will substitute your score on this exercise for 25% of your overall RAP grade **if** the Commons Dilemma score is the higher of the two.
- (4) **Theory/Analytical Paper (30%)**
You will write a 12-15 page analytical paper. Guidelines for writing this papers are provided in Supplement to be provided in class. *This paper is due on November 17.*

(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.

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, B., & Saunders, D. M. (2009). *Negotiation: readings, exercises, and cases* (6th ed.). New York: McGraw-Hill/Irwin. [***Readings***]

The password for readings on electronic reserves is "bargain" (all lower case).

Initial Class Schedule and Assignments (subject to change):

Week 1

Sept.1: **Introduction and Orientation**

Course ethics

[Ignore the few notes in hard brackets such as these in the weekly outlines.]

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

Discussion of RAPS

Week 2

Sept. 8: **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.
Bring an example of a negotiation you will face in the near future for use in the exercise

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

Submit: RAP (No. 1) -- see Supplement 1 and 2 below.

Week 3

Sept. 15: **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!)

Week 4

Sept. 22: **Distributive Bargaining (cont'd)**

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

Prepare: Role info to be handed out in class [Pak-P]

Submit: **Submit:** RAP (No. 2)

Week 5

Sept. 29:

Integrative Negotiations/Begin the Commons Dilemma exercise

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]

Submit:

A two-paragraph description of your paper proposal

Week 6

Oct. 6:

Integrative Negotiations, Negotiator's Dilemma

Read:

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

Prepare:

Hacker/Star video, no advance preparation needed

Submit:

RAP (No.3)--self-reflection-- see Supplements 1 and 2 below.

Week 7

Oct. 13:

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.

Week 8

Oct. 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:

Excercise 7, Toyonda, p.494 and role info.

Submit:

RAP (No. 4)

Week 9

Oct. 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

Week 10

Nov. 3: 'Electronic' Negotiation

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

Suggested Reading:

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

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

Submit: **RAP 5 -- this RAP is on this e-negotiation exercise only and can be done/negotiated earlier in the semester; the RAP must also include copies of the whole online negotiation.**

Week 11

Nov. 10: 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 12

Nov. 17: 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 13

Nov. 24 NO CLASS

Week 14

Dec. 1: 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.

Week 15

Dec. 8 Best Practices

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

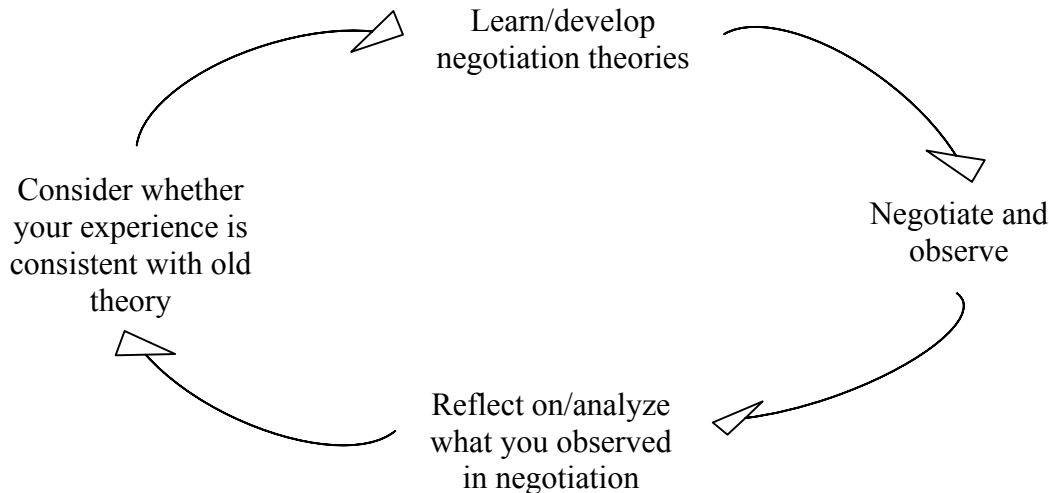
Exercise: Debrief the Commons Dilemma

Submit: **Summary RAP -- no. 6 - long version (Revisit Supplement 1-B)**

Supplement #1, Guidance on Reflective and Analytical Papers (“RAPs”):

A. Regular 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. They are not prescriptions for the precise format or exact content of each RAP.

B. Summary RAP

Your summary RAP (of 8-10 pages), due on the last day of class, must be divided into two parts:

(I) A RAP on negotiation experiences and related literature as per usual, but especially focusing on the work (theoretical topics/practical cases/experiences) since week 9 that has not been covered in previous RAPS (6-8 pages).

(II) A final reflective and analytical view of your skills/abilities/shortcomings as a negotiator as the semester ends. If you think of the semester's learning as a journey, the summary RAP asks you to seriously consider what destination you have reached and plan where you would like to travel next regarding your learning and development as a negotiator (2-3 pages).

The summary RAP should not be:

- A summary of what you wrote in your prior RAPs. You may refer to any events that are relevant to your understanding of your development, but should under no circumstances repeat the same descriptions or analyses you previously submitted.
- A commentary on or critique of the course. I am always interested in and welcome ways to make the course more effective, but this entry is not the appropriate place in which to express them. If you are inclined to praise rather than to criticize, please note that I consider it the highest praise when students show through their summary RAPs that they have gained understanding of themselves and the subject matter – including recognition of what they have not yet accomplished.

