

GSM 686: NEGOTIATION

Course objectives:

This course reviews the theory and practice of negotiation. Focused on developing skills relevant to a broad spectrum of substantive negotiations, the objective of the course is for you to learn: 1) the analytical tools to identify the best possible agreements; and 2) the behavioral tools to negotiate them. The analytical tools include the theories of games, bargaining, and coalitions to, for example, diagnose the type of conflict. The behavioral tools include techniques for preparing to negotiate; framing questions to identify and assess the positions, interests and resources of the negotiating parties; selecting tactics tailored to the nature of conflict and the ability to identify the risks of using any given tactic; and crafting terms necessary to sustain agreements. The emphasis is on developing your intuitions and your understanding of conceptual frameworks so that you can learn from every negotiation to which you are a party.

Negotiating is the art and science of securing an agreement to cooperate between two or more interdependent people. Interdependence means that the ability of one person to achieve his or her goals depends on decisions taken by another person. When people have complementary interests, cooperative behavior results; when people have conflicting interests, competitive behavior results. Typically, people face a mixture of these interests and no clear-cut behavior results. People can, however, learn to negotiate cooperation.

Learning about negotiating involves art, science, and interdependence, as well. The skills you develop will come not only from reading about negotiation but also from doing it. In addition to attending lectures, you will take roles with a partner (or partners) in simulated situations. You will invent, practice and experiment with negotiating techniques, then analyze and discuss what happened. That means **collaborating** with members of the class:

- To learn to structure and analyze problems of competition and cooperation from a quantitative and behavioral perspective;
- To practice and develop negotiating skills, including planning, evaluating the costs and benefits of alternative actions, and establishing a negotiation process;
- To gain confidence in negotiating as an effective means for resolving conflict.

Course requirements:

Classes consist of discussions, negotiating exercises, and lectures. Readings introduce methodological or theoretical issues. At least half of the class sessions will be devoted to discussing the simulations in which you will apply the theory. When you conduct negotiating exercises out of class, you will be responsible for arranging times to meet with your partners.

The **required** reading for the course includes *The Mind and Heart of the Negotiator, 4th Edition*, by Leigh Thompson. You can purchase it at the bookstore. A packet of exercises will be available through University Readers. It may appear to be costly relative to the amount of material it contains. However, the packet is priced to include the cost of the confidential information that I will distribute to each student separately. The exercises require that you have the confidential information. I will be able to give you your confidential information after Holly confirms that you have picked up the packet. Additional readings may be distributed in class. On line support for the course will be provided through WISE (wise.willamette.edu).

Conducting the negotiating exercises

You can learn a great deal from participating in the negotiating exercises if you conscientiously prepare for, carry out, and share your insights from them. If you are frivolous about what we do in the class, you will learn less and provide fewer opportunities for others to learn. Every exercise involves at least two negotiations: one over the issues in the exercise and another over whether to negotiate seriously, which includes preparing appropriately. If the other student does not negotiate seriously, and you go along with that, then you are giving in—capitulating. In any negotiation capitulating typically leads to less than optimal results.

Each year in the course evaluations students express their frustrations with class colleagues who appear to be unprepared for a negotiation or to treat the exercise frivolously. You are the best person to judge whether your negotiating partner prepared poorly, prepared sufficiently, or prepared well. A student who prepared sufficiently will be 1) familiar with the facts of the case, both public and confidential; 2) will evidence thoughtful tactics and strategy; and 3) will be professional and appear to maximize his or her expected outcome. If you prepared and the person with whom you are negotiating is insufficiently prepared, yet you continue to negotiate, then that person in effect has “won” and you have “lost” a distributive negotiation, leaving on the table the learning to be gained from jointly negotiating the exercise.

In your interactions with your peers and with me, you should be professional. Enjoy the negotiating exercises but remember that reputations emerge and matter. How you behave will tell you a lot about yourself; it will also tell the other people in the class about you.

What should you try to do in these exercises: to maximize or to optimize? In general your aim is not to try to do “better” than the player with whom you are negotiating; “better” is often meaningless in situations that are not strictly competitive and where you and your partner start in asymmetric conditions. Your aim is not to maximize your probability of winning—even if winning makes sense in a given exercise. You should be concerned with both the *size* of your possible payoffs, taking into account the *cost* of achieving them, *and* the *probabilities* of achieving them. Your best bet is neither to avoid taking all risks nor to take any risks you can. The best practical advice is: try to *maximize your expected payoff*.

In any exercise, one side may have the worst of the argument. Do the best you can under the circumstances, whatever they are—that’s what good negotiating is all about. On the other hand, don’t get careless if your position is strong.

You may use any strategy you wish, short of physical violence. (Students can become involved and genuinely angry in these exercises.) You may be in a position to help the person you are negotiating with (not against) considerably and at the same time help yourself just a bit. That is a good thing to do. How about if you can help the other person without helping or hurting yourself? That may depend on how you feel about the person. During the play of the game, the other player might have helped you or behaved reasonably and you might wish to "reward" him or her. Of course, the situation could be the exact opposite and your altruism could change to aggressive malevolence. But on the whole, you will do better and be happier with yourself if you empathize. Sometimes, because your choice involves an ethical issue, you might purposely choose an action that you believe will hurt you and help the other person. Will this be reciprocated? Maybe yes, but if not, is expecting reciprocation the sole reason to help others?

A word of caution: **don't expect your peers to think like you.** In the first place, people with disparate national, ethnic, and religious backgrounds can bring disparate expectations to the negotiation. In the second place, some of your colleagues might believe that competitive economic and political systems work especially well when each actor works in his or her own exclusive interest—within legal constraints, of course. This does not mean that you should act in ways that you think are inappropriate just because others seem to be doing it. To summarize, your aim is to *maximize your own expected payoffs—but tempered by your concern to do what is right.*

Some of your experiences in these exercises might be frustrating and uncomfortable. You need to learn to negotiate under frustrating and uncomfortable conditions. The techniques you develop in the low-risk classroom environment will serve you well in your professional life.

Three rules. First, **prepare the exercises individually.** Two exceptions: Prior to negotiating, you may talk with another student who has the same role to prepare for the negotiation by comparing your analyses of the situation, strategy and tactics. If you are assigned to negotiate as a member of a team, you may plan for the negotiation with your team but remain in your role and do not disclose your confidential information to other member of your team. Do not talk with students outside your group about your experiences in an exercise until class time. If you have questions about the instructions, ask me to resolve ambiguities. None of the instructions are intended to mislead you.

Second, you will receive confidential instruction sheets in class to supplement the general information provided to everyone: *this information is for your eyes only.* You may choose to reveal some of your confidential information verbally, but **do not show your confidential instruction sheet(s) to your negotiating partner(s).** The reason for this restriction is that by showing your sheet of confidential information you are able to verify the truth of statements you make. In real situations, you will not be able to do that so easily.

A corollary of this rule is not to make up facts that materially change the power distribution of the exercise. When it's the truth, "I do not have that information" is an appropriate response to a question posed to you by your negotiating partner. In class, don't take the easy way out; develop techniques for establishing the credibility of your arguments.

This rule applies to exercises where your confidential information awards you points for securing particular terms in an agreement, or even for reaching no agreement. **Under no circumstances should you identify to the other party your points.** Having the points is helpful in establishing your priorities over the issues and in recognizing the value of quantifying the value of alternative outcomes. However, when one student starts to barter over points rather than over the issues associated with the points, student participants and observers invariably have told me that no one learned much. This is unprofessional under Atkinson's Code of Expectations where we are to learn from each other. If your negotiating partner starts to negotiate explicitly on the points, call a halt to the negotiation and request that he or she desist; start again. If the behavior continues, do the best you can and report it to me. If you hear other negotiators bargaining over points, again, intervene on my behalf and, if the behavior continues, report it to me. I will do my best to monitor the negotiations for this behavior. Because violating this rule undermines everyone's learning in the course, the consequence will be a significant reduction in the offending student's grade.

Third, **report the results of your negotiations.** That substantiates your participation; failure to participate will count against you. Your report also provides information that will be aggregated, analyzed, and presented in class. I may choose whom to call on based upon it. Everyone will benefit if we all cooperate. Follow the instructions in good faith for each exercise.

After each exercise, we will discuss what happened and why it happened. These exercises will probably be new to everyone. Thus, you might make mistakes and use inappropriate strategies. We'll discuss strategies that worked and strategies that didn't. This class provides you with opportunities to make mistakes, to learn ways to approach situations differently, and to be evaluated in terms of what you learned from your mistakes.

These opportunities are lost if you do not share the results. I or another student might ask you about your strategy and expect you to be open and willing to discuss it in class. By exploring the thinking that led you to an inappropriate strategy, we can correct everyone's thinking. For example, I will video selected negotiations; we will review them, and we will discuss them in class. To learn in this course, be prepared to collaborate.

Everyone will take some lumps. It is critical to the success of the course and to your education that you handle your lumps and those taken by others with maturity. If you approach the course in the proper frame of mind and maintain a balanced perspective, you will find the course to be—well—fun. You will remember your experiences with a mixture of humor, some embarrassment perhaps, and awakened savvy.

Assessment

Involvement and contributions to class (20%)

Collaborative learning means that your learning experience and that of the other students depends on your preparing for and participating in the exercises and contributing to discussions in class. Your negotiating partner's assessments of your preparation and commitment to playing your roles over the course of the semester will influence your grade.

What are the criteria for assessing in-class contributions? The quality of the contributions is more important than the quantity. I consider the following:

- Are you prepared for the exercises and negotiate in good faith?
- Do you present ideas clearly, concisely and persuasively?
- Do you assist your peers with constructive criticisms?
- Do you integrate material from the text into your comments?
- Do your comments transcend the "I feel" syndrome, showing evidence of analysis, integrating concepts and discussion?
- Do you display a willingness to test new ideas or are your comments safe (i.e., describing tactics without analysis or conclusions)?
- Are comments relevant to the discussion and linked to the discussion of others—are you a good listener?
- Do you advance our understanding of the situation by asking a key question, summarizing and recapitulating, citing relevant personal examples, or stating concepts more clearly—especially if discussion becomes muddled?

*Attending **all** classes on time, including Saturday workshops, is a prerequisite for passing the course.* You cannot contribute if you are not in class. Moreover, experiential learning in the class is sequential. If you must be absent or tardy, notify me in advance, preferably at least twenty-four hours, so I can plan around your absence. If I have scheduled you to negotiate in class with another student and you do not appear, we waste valuable class time reconstructing negotiating partnerships. If you miss a class, I can try to work with you to make up the learning expected in that class. That could mean reading a book or several articles, for example. However, missing more than two classes (one workshop) for any reason is grounds for failure.

Assessments to class contributions score roughly as:

- 0, not present and unexcused
- 1, present but no contribution
- 2, makes a material contribution to the discussion, helping everyone understand a topic or the readings
- 3, makes a significant contribution, posing new questions or answering another student's question
- 4, constructively challenges or critiques another student, the instructor, or the text in a way that helps us understand the material and generates new insights.

In general, a contribution score of about 1, averaged over the course, would not be acceptable graduate level work, earning a C in terms of a letter grade. Roughly speaking, an average of about 1.5 would earn a B-, and average of about 2 would earn a B, an average of about 2.3 would earn a B+, an average of about 2.67 would earn an A-, and an average of 3 or higher would earn an A.

Blogs Posts (45%)

Another form of contributing to class will be your weekly contributions to a course blog on WISE in a common format that covers the lessons you have learned from the readings, class discussions and exercises. A typical blog post will be one to three paragraphs; see samples in WISE: Resources. If you identify a post as “tutor” access, only you and I can read it; if you identify it as “site,” it is public: everyone in class may read it. You can also make “private” posts for your own record that no one may read except you.

Here’s the process. First, each week I will post the question or issue from the syllabus, authorizing you to add a “comment.” Click on the title of the post and then click on “Add Comment.” When you enter your comment, your comment will always be public; you have no option to make it private. You also may comment on each other’s comments. When you post a comment, be sure to click “Save.” Write your own blog while your learning is still fresh. Waiting until just before the posts are due is risky. Plan time for it and do it regularly.

Second, you may click on “View member’s blog” and then click on your name and create a post. Whenever you click on your name, you’ll see all of your posts. Third, if you want to comment on another student’s blog, you can always click on that person’s name, go to the relevant blog posting, and add a post or comment. KEY: WHEN YOU CREATE A POST, BE SURE THE DEFAULTS ARE SET AS Access: “Site;” “Read only;” and “Allow Comments.” This is how WITS sets the defaults automatically. However, if the content of your post is something you prefer to share only with me, rather than with the entire class, that’s fine; for Access: choose “Tutor” from the dropdown menu. When you define Access to be Tutor, only you and I can read it. If it’s for your eyes only, select “Private;” then, I can’t see it, either.

If you are commenting on a blog post—a question—that I create, just click on the title, then click on Comment, and type away in the text box. Cutting and pasting your entry from a Word document requires a slightly different sequence. Above both the “Text” box are two rows of icons. One is a clipboard with a blue “W.” To paste an entry cut from a Word document, click on this icon. Otherwise, your post will be buried in line after line of code.

If you create a new post, the top text box is only an abstract. If your post is short, you can use that. Otherwise, if you use the main text box, be sure to click on “Add to document,” and after that operation finishes, click on “Save.” You can type your entry directly into the space allocated on the WISE blog webpage. Remember to use the special icon if you cut and paste from a Word document.

Submit your posting by 2 PM on Tuesdays; in weeks when we have a Saturday workshop, post after Saturday to cover lessons you learned during the workshop. I will read the posts, provide constructive comments, and assign scores.

The best posts give evidence of thought and creativity. They blend your experiences and observations in the exercises; material from the readings; and personal insights relevant to negotiation. The better you handle and integrate these three areas, the higher I will assess your contribution. The blog should be a record of your learning in the course. It serves not only as a vehicle for you to give me feedback, and vice versa, but also as a reference for you, documenting for the future the lessons you learned.

For example, you might discuss:

- what you would do differently if you could and **explain** why;
- what surprised, satisfied, or disappointed you about your behavior or the behavior of others and **explain** why you would or would not like to repeat it in your next negotiation;
- what "critical event" influenced the course of the negotiation and **explain** why; **or**,
- what difficulties did you encounter and **explain** how you will overcome them when you confront them again.

Always explain. By "**explain**," I mean: tell us **why** you did what you did in the negotiation, not just what happened. For the purpose of my evaluating your learning by reading your posts, the word "**because**" is the most important word in the English language. I do **not** want to read: "She made offer A; I responded with offer B." I **want to read**: "She made offer A and I responded with offer B **because**..... This interaction illustrates a tactic "z" that tends to work in these situations **because**... It worked better (or worse) than when I tried it in an earlier exercise **because**...." Your post should be reflective rather than newsy.

I look to your posts for evidence that you have completed and comprehend the readings. **You must reference assigned readings at least once for every blog posting that is due, whether that's in a comment or in your personal blog or both.** Example: a tactic you tried illustrates Thompson, chapter X, Y, or Z; or, something Thompson explained in chapter A, B, or C helped you understand and react to the other party's tactics. If no readings are assigned with an exercise, think about the relevance of readings from prior classes.

Do not make the common mistake of focusing on description to the detriment of analysis. Your posts need be neither numerous nor lengthy; they should be rich and analytical.

I will assess your contributions to the blog based on 1) the extent to which you demonstrate that you learned something: lessons or takeaways; 2) explain what you learned in a way that others reading your blog would learn from what you write, meaning what you learned is generalizable to others and other situations; 3) reference assigned readings, and 4) demonstrate that you are planning and thinking strategically—putting yourself in the other party's shoes and anticipating what they are likely to do. I understand that you might learn the same thing(s) as a classmate; explain it in your own words or comment on your classmate's post in a way that expands upon it—but always reference relevant assigned readings.

Here's an example of my assessment scheme:

No post or a post without explanation, rationale, or reference to readings; opinion at best; description only: Earns 0.

Identifies a specific tactic: Earns 1

Identifies a tactic and explains its benefits so the lesson learned is clear: Earns 2

Identifies the tactic, explains its benefits, the lesson learned and relates to a specific page or chapter in the text or other assigned reading: Earns 3

Extra credit option 1: To earn a 4, replacing whatever you earned on your post the previous week, add new material:

- ask a good question related to the theory in the textbook, one that I can answer in class, I can have the class discuss when we meet, or triggers a good discussion on the blog
- if a classmate asks a good question on a blog, post a thoughtful and timely reply;
- go to one of the links in the "Useful Links" folder on WISE: Resources (or any other link you find), read posts on one of the links or listen to a podcast, and post a blog applying what you've learned relevant to the course by going to this link
- analyze an actual negotiation being described in the news

Extra credit option 2: To earn a 5, replacing whatever you earned on your post the previous week, critique a classmate constructively. You may revisit the previous week's posts and comment upon one or more constructively. For example: "Although you said in your blog that you set an agenda designed to create gains, you might have improved the result by asking the other party whether they wanted to add to the agenda, getting their buy-in to it, thereby encouraging their adherence to it, like other tactics in Chapter 4."

The translation of these numbers into letter grades follows the same scheme as for Class Contributions.

If you ask a question in your weekly blog, and no one else answers it, I plan to do so. If you have a question about a comment I make, ask it. If others provide helpful answers, that can increase their class contributions scores.

Final Blog Post (15%): Reflect on what you learned, overall, in the course. For example:

- What lessons are most significant for you?
- What progress have you made in understanding and conducting negotiations?
- With respect to the recording of your negotiation, what did you want to improve with respect to your style, etc., and have you done so? How?
- Assess yourself and your style: how you have developed as a negotiator during the semester? What is the biggest mistake you made during a negotiation, whether for class or not, and how would you do things differently?
- How do others see you as a negotiator—what do you think your reputation is? Why?

- Which comments by others on your posts were most helpful? Why?
- Referring to your earlier posts, do any of your entries or portions of entries or particular comments surprise you now?
- Do you have a different perspective on the question addressed, the issue discussed, or the negotiation observed?
- Upon reflection, can you modify, elaborate, clarify, or better explain your ideas?
- Do you see issues, themes, or problems that you did not recognize or acknowledge at the time you wrote an earlier post?

Negotiation Analysis (20%): In at least five pages, double-spaced, identify and analyze a negotiation in which you are currently engaged or have recently concluded. If not one from work, school, or your personal affairs (that you are comfortable describing to me), analyze one that you follow in the news media. Discuss:

- the relevant lessons from the course;
- new lessons you've learned as a result of this negotiation;
- what you might have done differently in this negotiation and why.

For the purposes of this paper, telling me why you did something or why something worked or didn't work (explaining) is more important than telling me what you did or what happened (describing). Tell me the key elements of your plan for the negotiation (or, if you didn't have one, how you would have planned in retrospect); anticipate how others might react to your tactics and incorporate the reactions you anticipate into your choice of tactics (for example, think about what you will do if the actual reaction is completely different from what you are assuming at the outset). What were your strategy and tactics, whether and why your plan worked, etc. What difficulties did you encounter and how did you manage them or how would you manage them differently should you encounter them again? In short, analyze the negotiation in terms of the concepts from this course. This paper will be due by 9 AM on March 8.

Most importantly, I expect you in this paper to draw upon the assigned readings to illustrate and explain your points. Tell me if a tactic you tried illustrates Thompson, chapter X, Y, or Z; or whether something in the reading proved to be unhelpful and explain why. Because you do not have a final exam on the negotiation part of this course, integrating Thompson into your analysis is **required**.

I have posted in WISE an example of a good analysis; see Resources. To read it with my comments, be sure to view it in "Page Layout" configuration in Word. It is thorough. It cites the text, albeit a different one than we are using. It talks in terms of the concepts from the readings. Notice especially my comments. The paper would have been stronger if the writer had attempted to think about and discuss the points where I made comments. Submit your paper in Word format on WISE: Assignments.

Most importantly, explain. By the time you finish writing your essay, you should have communicated to me your approach to negotiation and how it has changed as a result of the course. What behaviors, strategies, and techniques you employed and why? What you learned from your mistakes. Integrate into your paper your assessment of your strengths and weakness

from completing the style surveys in Chapter 5.

The grading criteria will be:

- 1) evidence of lessons learned from the experience (explained in ways that indicate you know when the lessons apply to other negotiations and when they do not);
- 2) evidence of planning for the negotiation, or how you would have planned, if you didn't;
- 3) evidence of strategic thinking (putting yourself in the other party's shoes);
- 4) evidence of completing the assigned readings by proper use of analytical concepts and references.
- 5) clarity of reasoning and writing

Administrative details:

- 1) Class sessions begin at the scheduled time and last three hours, typically with a short break near the middle.
- 2) **If you must miss a class, notify me in advance.** I understand that you have many other demands on your time, but unexcused absences will count against you. If you miss an exercise, then you upset the role assignments and undermine the learning of your negotiating partners. You are responsible for finding out from your classmates the materials covered and additional assignments made.
- 3) I will be in my office between Noon and-1:30 PM on Tuesdays and Thursdays so you can stop by without an appointment. I will be available at other times; email or call for an appointment (370-6237) so I can be in my office.
- 4) By enrolling in this course, you agree to allow your negotiating sessions to be videorecorded and subsequently reviewed, analyzed, and discussed with the class.
- 5) **Day-long workshops will be held on three Saturdays during the semester.** No Attendance is mandatory. The workshops are intensive learning experiences with at least three hours of negotiating and three hours of debriefing. They involve learning techniques that are difficult to administer during regularly scheduled class periods. The workload during the weeks in which workshops are scheduled will be especially heavy and you should anticipate that in scheduling other activities. The workshops constitute rescheduled class periods; consequently, class meetings will conclude by April 1.
- 6) Students desiring information regarding Disability Services may go to www.willamette.edu/dept/disability and follow the procedures listed. Students who have a documented disability requiring accommodation should contact the Office of Disability and Learning Services at 503-370-6471 or email JoAnne Hill at jmhill@willamette.edu

Expectation of Conduct for Students, Faculty and Staff, Atkinson Graduate School of Management

We are a community of learners. Our professional commitment is to create an environment that advances the science and practice of managing organizations. As individuals, we conduct ourselves with honor and integrity, treat everyone with respect, take responsibility for our actions, and fulfill our promises.

Examples of conduct consistent with this expectation include:

- Taking initiative
- Crafting solutions
- Completing assignments according to an agreed schedule
- Offering constructive criticism and accepting it appreciatively
- Taking responsibility for our own learning and that of others

We expect someone who observes or learns about behavior inconsistent with our expectations of conduct to initiate corrective action by clarifying the situation and encouraging the responsible party to act appropriately. In the case of a violation of School or University policies or the laws of relevant jurisdictions, notify the appropriate enforcement authorities.

Course Schedule

January 18 Distributive Bargaining

Reading: Syllabus, Thompson, Chapter 1 and 3
Exercise: Coffee Contract (negotiate in class)

January 20 Debrief Distributive Negotiation

Post 1: Due 2 PM January 25 Describe a tactic from Chapter 4 that you'll use during the Riverside and DEC negotiation. Since you complete the negotiation before 2 PM on January 25, briefly explain whether the tactic you chose worked or not.

January 25 Integrative Negotiating

Reading: Thompson, Chapters 2 and 4
Exercise: Riverside and DEC (public information in packet, confidential distributed 1/20; negotiate before class and submit result sheet by Noon, 1/25 to Holly Carson—allow 90 minutes to negotiate)
Post 2: Due 2 PM February 1. Describe a mistake you made during the DEC-Riverside negotiation, something you would like to have handled differently to improve the outcome and explain why and what you would do.

January 27 Integrative Negotiating (continued)

February 1 Preparing

Reading: ListngIntvwg.doc; Open-EndQuestions.doc on WISE; Resources: Preparing and Planning
Exercise: Role reversal exercise (during class)
Assignments: Before coming to class, think about a real negotiating situation in which you are personally involved. Be prepared to share the details of the situation with one person of your choice. The situation should be unresolved, current, or upcoming, and one that you believe is difficult and challenging for you. The situation should involve only one other person directly. Make your selection from any context: work, family, friends, commercial, school, etc. This is not a writing assignment; deciding on a situation should take 5-10 minutes.

February 3 Planning

Reading: Thompson, Ch. 6; Public information for PowerScreen (public information in the packet, confidential distributed 2/1); Planning Guide for Negotiating on WISE
Assignments: Answer “Self-Assessment” questions in Exhibit 2-5. Attempt to complete the “Perceived Choice Tool” (in packet) to discuss it during class on 2/3.
Exercise: Plan for Saturday’s workshop

February 5 **Workshop on Principled Negotiating**

Reading: Thompson, Ch. 8

Assignment: Complete the "Perceived Choice Tool" and answer the rest of the questions in Table 5-2. Develop a PLAN and be prepared to share it at the beginning of the workshop with another student playing the same role. The plan should be no longer than two typed pages. You should take into consideration at least four elements:

- your **interests, priorities, and positions, including your BATNA; AND** those of the other party or parties.
- your **strategy**, including proposals designed to take into consideration the interests of all parties; sometimes called a "yesable" proposition, this is a proposal that you predict the other side will accept and you can explain why, whether in terms of the other side's interests, personality, or reputation.
- the **tactics** you propose to use and why, including your opening and your fallback if the assumptions on which you've built your strategy prove to be inaccurate or your initial approach otherwise does not succeed.
- your attention to **process**, such as whether you will propose an agenda, package items or treat them sequentially, etc., and why.

Exercise: Negotiate PowerScreen during the workshop. NOTE: no attorneys will be present, you are either Hacker or Star. 8:30 AM-4:30 PM for Negotiating, Peer Consulting, and Debriefing. Complete Exhibit 6-1 after Negotiating PowerScreen. What happened during the negotiation that influenced your scoring on process and what might you have done to improve the process?

Post 3: Due 2 PM on February 8. Without identifying individuals or specific negotiations, what behavior have you seen exhibited by your classmates in the negotiations that you would describe as questionable or unethical? Briefly explain why you would describe it as unethical. If you have no examples from class, use examples from outside of the course.

February 8 **No class**

Assignment: Go to WISE: Tests and Quizzes. Respond to the question about the reputation of your classmates.

February 10 **Ethics in Negotiation**

Reading: Thompson, Chs.7

Assignment: Complete the instrument at <http://www.selectsmart.com/PHILOSOPHY> and **Morality Play** at <http://www.philosophersnet.com/games>. Bring your results to class to discuss.

Exercise: Carter Racing exercise (in packet; negotiated in class)

Post 4: Complete Exhibits 5-4 and 5-12. If you are being videorecorded on 2/15, post just before your negotiation on the 15th your assessment of your motivational and emotional styles and explain which styles you which to apply during the videorecorded. If you are videorecorded on 2/17, do this on the 17th.

February 15 Negotiating Style: Fishbowl Negotiation #1

- Reading: Thompson, Ch. 5, Appendix 1.
- Assignment: Prepare your plan for this negotiation. Feel free to collaborate with others in the same role in preparing your plan.
- Exercises: New Plant exercise (support materials in packet; confidential information distributed on 2/6; to be recorded). Some students will conduct the negotiation while others observe and critique your plan and negotiating. If any student reveals or refers to points, the observers should halt the negotiation remind them not to do so.
- Post 5: Due 2 PM February 22 As a negotiator: When observing your recording, take notes on your style (power, rights, vs. interests) and strategic use of emotion, your behaviors you liked and behavior you would improve (emotional or otherwise). Write about them on the class blog and work on them during the remainder of the semester. As an observer: What did you like about the plans you read and negotiating your observed; what would you improve?

February 17 Negotiating Style: Fishbowl Negotiation #2

- Assignment: Prepare your plan for this negotiation. Feel free to collaborate with others in the same role in preparing your plan.
- Exercise: Les Florets exercise (support materials in packet; confidential information distributed 9/9; to be recorded). Some students will conduct the negotiation while others observe and critique your plan and negotiating. If any student reveals or refers to points, the observers should halt the negotiation remind them not to do so.
- Post 5: Due 2 PM February 22 As a negotiator: When observing your recording, take notes on your style (power, rights, vs. interests) and strategic use of emotion, your behaviors you liked and behaviors you would improve (emotional or otherwise). Write about them on the class blog and work on them during the remainder of the semester. As an observer: What did you like about the plans you read and negotiating your observed; what would you improve?

February 22 Negotiating on a Team

- Reading: Thompson, Chapter 9, Appendix 2
- Exercise: Windy City exercise (public information in packet; confidential information distributed 2/17; negotiate during class)

February 24 Debrief Windy City

February 26 Workshop on Negotiating with Agents (combined with Law class)

- Assignment: Plan. Workshop runs 8:30 to 4:30 PM. Details will be announced.
- Exercise: TBA

Post 6: Due 2 PM March 1. How is negotiating on a team or with an agent different than negotiating directly with the other party? What did you do differently?

March 1 **No Class**

March 3 **The Tension in Negotiation**

Reading: Thompson, Ch. 11; Rackham, “The Behavior of Successful Negotiators”
Assignment: Identify three of your classmates whom you feel would be facilitators or mediate a negotiation effectively. Include yourself, if you wish. Explain your criteria for selecting these three: what attributes or characteristics do they have that would make them effective in these roles? Respond on the Blog by 2 PM on March 3.

Exercise: Give ‘N Take (negotiated during class)

March 8 **The Manager as Third Party**

Reading: Thompson, Appendix 3.

Exercise: Carver Hospital (confidential information distributed 3/4; prepare to negotiate during class).

Due: 9 AM Negotiation Analysis

March 10 Debrief Carver Hospital

March 12 **Workshop on Intercultural Negotiation**

Reading: Thompson, Ch. 10

Exercise: Jeneryn in India (Information distributed 2/23)

Assignment: Plan. Workshop runs approximately 8:30 to 4:30 PM. Details will be announced.

Post 7: Due 2 PM on March 15. What attributes do you identify as strengths or weaknesses of a particular culture, including similarities and differences you observe in terms of strategy and style?

March 15 **No class**

March 17 **Negotiating Electronically**

Reading: Thompson, Ch.12.

Exercise: Summer Intern (confidential information distributed 3/12). Conduct the negotiation by telecommunication (email, text, Twitter, Skype, etc.) before class. Do not communicate with your negotiating partner about this exercise in person. We’ll discuss whether negotiating by telecommunication was different from negotiating in person and, what, if anything, you would do differently in the telecommunication environment?

March 18-27 Spring Break

March 29 Psychological Factors in Negotiation

Assignment: Complete one assessment at each of these sites and be prepared to discuss it.
<https://implicit.harvard.edu/implicit/demo> and
<http://www.understandingprejudice.org/iat/index2.htm>

March 31 Negotiating a Job Offer

Reading: Thompson, Appendix 4

Assignment: Complete course evaluation in class, first 15 minutes.

Exercise: Salary Negotiation (Confidential information distributed 3/29; negotiate before
class: allow 30-40 minutes)

Final Post: Due 8 AM April 5. See instructions on page 8.