

## **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 course supplies: 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 conducting research and framing questions to identify and assess the positions, interests and resources of the negotiating parties; 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](http://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. **After each negotiation, go to Tests and Quizzes on the WISE site where you'll find a question that allows you to report quickly whether your negotiating partner(s) treated the negotiation seriously.** Consistent reports of a student preparing poorly or well will influence the student's final grade. Failing to report your assessment of your partners' preparation after each exercise may reduce your grade.

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.

### Blogging (60%)

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. 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; no option to make it private. Of course, you may comment on each other's comments. When you post a comment, be sure to click "Save."

Second, for the remainder of your weekly post (see below), you have a couple of options but one is to click on "View member's blog" and then click on your name and enter a post. Whenever you click on your name, you'll see all of your posts. Third, if you want or are assigned 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 on. KEY: WHEN YOU CREATE A POST, ALWAYS SET THE DEFAULTS TO THE RIGHT OF THE "Abstract" BOX. I recommend Access: choose "Site" from the dropdown menu; check "Read only," and check "Allow Comments." 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. When you create a new post, be sure to click on "Add to document," and after that operation finishes, click on "Save."

### Weekly posts (40%)

Submit your posting between the end of each Tuesday's class and 8 AM of the following Tuesday with one exception; in weeks when we have a Saturday workshop, even if you post before Saturday, post after Saturday, as well, to cover lessons you learned during the workshop. I will read the posts, provide constructive comments, and assign scores.

Write your own blog soon after class, while your learning is still fresh, even though you may be tired. Waiting until just before the posts are due is risky. Plan time for it and do it regularly.

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.

Because there are no examinations in this course, 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 your comment on the weekly question 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, 2) explain what you learned in a way that others reading your blog would learn from what you write, and 3) reference assigned readings. 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.

#### Contributions to blogs members of your group (20%)

I will assign you to a group with two or three other students. Each member of your group should post on his or her own blog and comment on the postings made by one or more other members of your group. If you write your own blog soon after class or the workshop, you can comment on your group members' blogs a day or two later. You may, of course, comment on any student's blog in the class, as well. You will learn from reading their blogs. Group names will be in the syllabus schedule, assigned to specific dates. On the three dates that your group's name appears, be sure to comment on the blogs of other members of your group. You can comment more often, but do so at least for the four times that your group's name appears in the syllabus.

Here's an example of my assessment scheme:

- 0: You did an awesome job. Or, I like what you did. (No explanation, no rationale, no reference to readings. Only a pat on the back but nothing that tells your colleague what he or she did that was commendable or could be improved and why there's a lesson to be drawn from it.)
- 1: You did an awesome job of setting an agenda. (Identifies a specific tactic)

- 2: You did an awesome job of setting an agenda to require packaging that created gains (Identifies the benefit of a tactic).
- 3: You did an awesome job of setting an agenda that created gains, just as the text describes on page 163.
- 4: Although Joe commented on your blog that you did an awesome some of setting an agenda 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 the agenda, and, so encouraging their adherence to it, like other tactics in Chapter 4.

If you ask a question in your blog, and no one else answers it, I will. If you have a question about a comment I make, ask. If others besides me provide helpful answers, that will increase their class contributions score.

**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 on April 2.

**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 1:30-3:30 PM on Wednesdays 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.** 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, the last regular class meeting will be on the Tuesday before Spring Break.
- 6) Students desiring information regarding Disability Services may go to [www.willamette.edu/dept/disability](http://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](mailto: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 19     Distributive Bargaining**

Reading: Thompson, Chapter 1 and 3  
Exercise: Coffee Contract (Information distributed in class)  
Assignment: Read Chapters before class.  
Post 1 issue: Due 8 AM January 26 Describe a mistake you made during this negotiation, something you would like to have handled differently to improve the outcome and explain why, or explain a tactic you employed from the text.  
Groups Lions: Comment on group members' posts  
Tigers

### **January 26     Integrative Negotiating**

Reading: Thompson, Chapter 4  
Exercise: DEC-Riverside (public information in packet, confidential distributed 1/19; negotiate before class and submit result sheet by 9 AM, 1/26 to Holly Carson)  
Post 2 issue: Due 8 AM February 2. Describe a mistake you made during this negotiation, something you would like to have handled differently to improve the outcome and explain why, or explain a tactic you employed from the text.  
Groups Bears: Comment on group members' posts  
Panthers

### **February 2     Preparation and Planning**

Reading: Thompson, Ch. 2; ListngIntvwg.doc and Open-EndQuestions.doc on WISE  
Exercise: Role reversal exercise (during class)  
Assignments: 1) 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 10-15 minutes  
  
2) To prepare for the rest of this class, read the information on PowerScreen (public information in the packet, confidential distributed 1/26. Attempt to complete the "Perceived Choice Tool" (in packet) so we can discuss your work during class on 2/2.

### **February 6     Workshop on Principled Negotiating**

Reading: Thompson, Ch. 6.  
Exercise: PowerScreen exercise (public information and support materials in packet; confidential distributed 2/2; negotiate during the workshop; NOTE: no attorneys

- will be present, you are either Hacker or Star.)
- Assignment: Complete the "Perceived choice" form. PLAN and be prepared to share your plan at the beginning of the workshop with another student playing the same role. Page 39 of Thompson identifies important elements of pre-negotiation preparation. 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.
- Schedule: 8:30 AM-3:30 PM for Negotiating, Peer Consulting, and Debriefing.
- Post 3: Due 8 AM on February 9. Did planning help? If so, how? What would you have done differently?
- Groups Foxes Cougars, Pandas, Rams Comment on group members’ posts

## **February 9 Negotiating Style: Fishbowl Negotiation #1**

- Reading: Thompson, Ch. 5, Appendix 1.
- Exercises: Student Project exercise (support materials in packet; confidential information distributed on 2/6; to be recorded). Complete the Motivational Style Assessment (p. 100) and the Emotional Style Questionnaire (p. 121). Negotiators should prepare a plan; feel free to collaborate with others in the same role in preparing your plan. Some students will conduct the negotiation while others observe and critique.
- Plan Due: Distribute your negotiation plan to the observers at the beginning of class.
- Post 4 question: Due 8 AM February 16 For negotiators: 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. For observers: What did you like about the plans you read; what would you improve?
- Groups Lions Tigers Comment on group members’ posts

## **February 16 Negotiating Employment: Fishbowl Negotiation #2**

Reading: Thompson, Appendix 4; Rackham, “The Behavior of Successful Negotiators”  
Exercise: New Recruit exercise (support materials in packet; confidential information distributed 9/9; to be recorded). Negotiators should prepare a plan. Feel free to collaborate with others in the same role in preparing your plan. Some students will conduct the negotiation while others observe and critique.  
Plan Due: Distribute your negotiation plan in hard copy to the observers at the beginning of class.  
Post 5 question: Due 8 AM February 23 For negotiators: 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. What successful behaviors did you observe? Work on them during the remainder of the semester. For observers: What did you like about the plans you read; what would you improve?  
Groups Bears, Panthers Comment on group members’ posts

### **February 23 Negotiating on a Team**

Reading: Thompson, Chapter 9, Appendix 2  
Exercise: Windy City exercise (General Information in Packet; confidential information distributed 2/16; negotiate during class)

### **February 27 Workshop on Intercultural Negotiating (combined with Law class)**

Reading: Thompson, Ch. 10  
Exercise: Olin Life in China (Information distributed 2/23)  
Assignment: Plan. Workshop runs approximately 8:30 to 4:30 PM. Details will be announced.

Post 6 questions: Due by 8 AM on March 2. 1) 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? 2) 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.

Groups Foxes, Cougars, Pandas, Rams Comment on group members’ posts

### **March 2 Ethics in Negotiation**

Reading: Thompson, Ch 7  
Exercise: Carter Racing exercise and SINS (in packet)  
Post 7 due: 8 AM March 9 List the names of three of your colleagues in class whom you believe would be effective facilitators or mediators. Rank them from first to third. Feel free to include your name on the list. Tell me the criteria you applied. Submit your ranking and criteria to the blog on WISE.

Groups Lions, Tigers  
Comment on group members' posts

### **March 9 Negotiation by email/ Psychological Aspects of Negotiating**

Reading: Thompson, Ch. 8, 12.

Exercises: Student Intern (confidential information distributed 3/2). Conduct the entire 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 13 Workshop on Negotiations with Third Party Intervention**

Exercise: Negotiated Rulemaking

Reading: Thompson, Ch 11, Appendix 3, Review Ch. 9.

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

Post 8 question: 8 AM March 16 What role did the facilitator play? Was it productive? What would you have done the same or differently if you had been facilitating? Why? With respect to a negotiation like this, what does the following aphorism mean: "If you're not at the table, you're on the menu."

Groups Bears Panthers  
Comment on group members' posts

### **March 16 The Manager as Third Party**

Exercise: Amanda (confidential information distributed 3/13).

Reading: Thompson, Ch 6

Post 9 question: Score on this one will replace any lower score. Due 8 AM April 2. 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?
- 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 the original post?

Groups Foxes Comment on group members' posts  
Cougars, Pandas, Rams

**April 2 Negotiation Analysis Due 8 AM**