COURSE OBJECTIVES & FORMAT
Negotiation is how two or more people with different objectives can come together to craft an agreement in which both parties benefit. We do this all the time with our associates, friends, and family in business and in personal life. This course will teach you how to be a better negotiator by
● Learning to see opportunities for negotiation
● Understanding how to analyze a negotiation situation
● Learning the skills for creating and claiming value
● Challenging conventional wisdom about what a good negotiator is and does

TURNING IN ASSIGNMENTS
Any papers or assignments requiring submission should be handed in via email 24 hrs before the START of the next class. Name the file “[class date][your last name].doc”. So for example, if Bill Jones is going to turn in his assignment from class on 9.23, he would email me “9.23 Jones.doc”. If you need some kind of accommodation, the most important thing is that you talk to me BEFOREHAND.

REQUIRED MATERIALS
All reading material will be distributed by me. This includes. Negotiation, Matthew A. Cronin, Kevin W. Rockmann, Claus Langfred – this is free (you’re welcome)
Two cases from the DRRC (these cost $3.50 each, make the check out to me. You MUST pay by check).

EVALUATION
There are three overarching domains in which your performance is being assessed – these map onto the two highest levels of the university’s desired student learning outcomes associated with our quality enhancement plan (QEP). The QEP is geared toward increasing the scholarliness of GMU students, and there are three levels of mastery: 1) discovery of what scholarship is, 2) using scholarly inquiry to guide learning, and 3) creating one’s own scholarly knowledge. Since this is an upper level course, I focus primarily on the upper two learning outcomes, and translate these into three objectives:
Objective 1: To understand the concepts, relationships, and theories that ground the study of negotiation.
Objective 2: To situate the above concepts, relationships, and theories in the broader context of management and interdependent action.
Objective 3: To understand how to construct responses and analytical tools that will facilitate one’s own development as a negotiator

Objectives 1 and 2 are about understanding course material; objective 3 is about developing your thinking skill. The more you have 1 and 2, the easier it will be to work on 3. The more you have 3, the better you will be using 1 and 2 in your life.

Graded activities are all aimed toward these objectives. Grades on these activities will be a function of performance (which is relative to other students) + professionalism (which is not).

Class participation [20%]. Most learning happens during class as we try to apply the course concepts to various problems. Class is when we fill the gap in knowledge between what you get from reading alone and what you need to know to use the concepts with precision. It is also where I will push you to justify your logic and thoughts. As such, you should be prepared to make a lot of mistakes and often be wrong as you were answering questions about the material. People don’t seem to be used to this, so they are timid about suggesting answers that will be criticized. But you cannot learn if you do not push yourself to the point of failure. From your mistakes you learn to adapt and fix your weaknesses. I cannot stress this enough, it is primary determinant of how much you will get out of this class. Raise your hand even when you are not 100% sure; try to figure out the answer even if you only can think of half of it.

- For objective 1: Class participation enriches your knowledge beyond what you get from reading alone. You can read what a BATNA is, but you won’t really understand this concept with any precision unless we can discuss it in class. This means you must know the material in the book at a basic level (what the terms are, what they mean) when you come to class. The more you know the material, the better your learning will be when we refine that understanding through class discussion. Spending time in class telling you what you could have read takes time away from exploring the complexity and nuance of those concepts (which is not something you easily get from reading the book).

- For objective 2: Class participation allows you to practice using the concepts in a variety of situations. Even if you can define BATNA with exquisite precision, you need to know how understand how to adapt and apply the concept to a variety of complex situations. This means that even when you know the material, you won’t know how to use the material unless you practice it in class. Negotiations are complex and dynamic, so nothing ever works the same way all the time. If you just listen in class and do not participate, your learning will be far less adaptable than you think, and when the time comes to apply what you have learned, you will not know how.

- Objective 3: Class participation is where you learn to think quickly and efficiently through the dialectic process. In a negotiation, you will have to be able to synthesize and connect multiple concepts to a situation, all the while attending to what your negotiation partner is doing and thinking about what you need to do next. To do this effectively and in real time you must be able to think very efficiently and speak very concisely about specific ideas. The more information processing “throughput” you have, the more advantage you will have as a negotiator. This is mostly practiced through questioning the logic of your answers to questions. Things that seem reasonable are often underspecified when you look at them closely. As you learn to see and fix these holes, your thinking will become sharper and less error prone. Ideally, you will discover new insights. Insights go beyond what is obvious to reveal deeper truths about negotiation.
Grading. I have designed a system to help shy people speak and loquacious people let others talk. You will be expected to bring 3 different colored notecards (red, yellow, and green) to class. You must keep these throughout the semester. In class, when you answer a question I’ll take one of these cards from you and record it in your class participation grade. The more cards you are holding, the more you need to speak. The fewer cards you are holding the more you should ONLY speak if you have something really good to say.

- Green cards are taken if your answer shows “thought effort” (e.g., you don’t just read back from the book, you try to answer me in your own words). They are worth 1 point
- Yellow cards are taken when your answer is correct on non-trivial questions (e.g., I ask you to analyze why a negotiator has done something). They are also taken for all “volunteer” activities done in class (e.g., stuff that requires no preparation). They are worth 2 points
- Red cards are taken if you say something very insightful (something that makes me stop and think). They are also taken for all “volunteer” activities that require preparation (provided you seem like you did the preparation, no preparation – you get a green card). They are worth 3 points

At the end of the semester people are awarded grades based on their standing relative to others (i.e., the grade is curved). One exception, you cannot get an “A” without at least one red card.

Class concept application [10%]. At some point during the semester (determined randomly by me), you will be asked to apply something we have learned in class to your real life (for example, I will ask you to negotiate for something unusual, or to try to change someone’s mind about something). Typically you will do this activity outside of class, but you will then report back to class. Here again, success matters much less than effort and understanding. Thus people should be creative in the way they do these assignments, but when you present to the class it must be focused on what you learned in relation to class concepts.

- For objective 1: If you understand the concepts, you should be able to use the right ones at the right time. These exercises are a chance for you to do that. Applying specific concepts to real things and real life also will focus your understanding of those concepts, as well as how they fit together.
- For objective 2: If you do these exercises well, you will apply the negotiation concepts outside of the “standard” negotiation situations. This is because you are practicing a very specific thing, and you want to be able to use that thing across a lot of situations.
- For objective 3. I want you become bolder in your ability to try to influence others, and so the level of initiative and creativity in the execution of these assignments counts a lot. However, if you cannot abstract any useful lessons from the experience, then it was a waste, thus you must be able to demonstrate that you learned something from the experience.

Grading. You will report to the class 1) what you did, 2) how it answered the question/fulfilled the task requirements, and 3) what you learned. You will give a short (four minute – hard deadline) Power Point presentation to the class to communicate this. I will give you immediate public feedback as to what I thought. I will be less lenient as the semester goes on. I evaluate this on a 0-6 scale on the following dimensions:

1) Basic requirements – Was the assignment on time, in PowerPoint, and did you answer the question I asked. Is your completion of the assignment done with attention to detail (e.g., without typographical mistakes, formatted correctly, etc)
2) Mastery - Can I tell that you gave this assignment time and attention in terms of what you produced? This includes attention to what the class should learn from your work as well. Did you apply class concept(s) correctly, completely, and appropriately.
3) Creativity – does the approach you took for the assignment show some novel and appropriate thought, or did you just do what was obvious/copy others?
At the end of the semester people are awarded grades based on their standing relative to others (i.e., the grade is curved).

**Common mistakes to avoid:**

1) *Not answering the question* – if I ask you to “change someone’s mind” and you tell me a great story about negotiating for a car, you are not answering the question. If I tell you to negotiate for something odd and you negotiate for something obvious, you are not answering the question.

2) *Only telling a story of what happened* – no matter how entertaining the story, what I am grading you on is what you learned.

3) *Not teaching anything* – the most important thing is what you learned. But we can’t understand what you learned unless you also provide evidence for why and how you learned that.

**Reprieve** – if you do really poorly on your assignment (6 points or lower), you can try again. However, this is not without cost. You must

   a) Make a formal written request to me (via e-mail) for why I should allow you to try again
   b) Pay a yellow card (e.g., I will deduct 2 participation points).

**Negotiation clip [10%].** Frequently we will watch video clips in order to broaden our understanding of negotiation concepts. The best negotiators understand that you can use “rights” to influence people outside a formal negotiation, and that BATNA may be useful in many situations. You must find a clip of something (from a TV show, movie, newscast, anything) that demonstrates a concept or concepts we learn in a setting that is not specifically negotiation. Further, you will perform the analysis of this clip in a way that shows you understand what is and is not being demonstrated. **You should not look for a clip until after the concepts test.**

Thus the best clips clearly demonstrate relevant negotiation material, and in a precise way. Full credit is only given if the clip is in a form that I can keep. So, for example, a great clip is short but pithy, you analyze it correctly and specifically (e.g., “See how Bob is using rights, specifically company rules, to persuade, while Jill is using power, specifically her authority as CEO.”), and it is something I can archive for future classes. Little credit is given for “Hey, I got you a copy of ‘The negotiator’ – it shows negotiation.” No credit is given for “I went into Google and typed ‘negotiation,’ here is a link to a clip on distributive bargaining from MIT.”

- **For objective 1:** If you understand the concepts, you should be able to find examples of them even when they are not in the negotiation context. This again relates to the adaptability of your understanding.
- **For objective 2:** Situating the negotiation concepts in non-negotiation contexts requires that you analyze the situation for correspondence between these two things. It also requires precision in your analysis to argue that the concept you are discussing applies and would be useful to understand the clip you turn in.
- **For objective 3.** Much like with the class concept assignment above, I want you to practice being bold in your ability to try to apply negotiation concepts to novel contexts, and so the level of insight and creativity in the analysis of the clip matters. However, one must not sacrifice too much precision for boldness.

**Grading.** Your clip is due by 11/16. You will e-mail me your analysis of the clip and either drop off the clip in my mailbox (in the kitchen across from the departmental administrative assistant on floor 2 of Enterprise Hall) or e-mail it to me as well. The report would explain what you could teach to the class about negotiation using this clip. It should be 1 page maximum. I evaluate this on a 0-6 scale on the following dimensions:

1) **Basic requirements** – Was the assignment on time, in a format I could play, in a format I could keep, and with an accompanying explanation [no more than a half page]
2) Mastery - Can I tell that you gave this assignment time and attention in terms of what you picked and how you analyzed it? This includes picking the concepts that are best illustrated by the clip, and not missing any critical pieces. Does your analysis apply class concept(s) correctly, completely, and appropriately.

3) Creativity – does the approach you took for the assignment show some novel and appropriate thought, or did you just do what was obvious/copy others? Is the clip different from what we typically think of as negotiation but illustrative of the concept/principle nonetheless?

At the end of the semester people are awarded grades based on their standing relative to others (i.e., the grade is curved).

Common mistakes to avoid:
1) **Giving me a negotiations clip** – Re-read the first paragraph in this section
2) **Missing the point** – Clips can sometimes demonstrate lots of things, tell me something insightful that the clip illustrates, not something obvious or trivial.
3) **Blathering on and on** – I would much rather you do a good job analyzing one concept in a few sentences than have you fill a page with “They did X and they did Y and they did Z….”

**Reprieve** – this assignment is also available for reprieve (until 12/1). The rules are the same as for the Class Concept Application

**Concepts test [10%].** You will have three weeks to read the book. After that we will have a test to make sure you understand the language and concepts we use when talking about and analyzing negotiation.

- **For objective 1:** This test makes sure you have the basic understanding of the language used to understand and analyze negotiation scientifically. If you can’t speak the language, you won’t understand what is being said.
- **For objective 2:** The test makes sure you can understand at a basic level what parts of a negotiation the concepts apply to, and how these fit with each other into a negotiation framework. Negotiation is more than just a list of concepts – these concepts fit together. They also perform multiple functions with respect to analyzing and deciding what to do in a negotiation.
- **For objective 3.** The main kind of thinking being tested is precision and attention. You need to know how to understand the concepts even when there can be ambiguity in their meaning.

**Grading** – This test is closed book and multiple choice. Bring a scantron sheet and pencil. The focus is on understanding at the most basic level. This test will be curved.

**Analysis Test [10%]:** To understand how negotiations work, you must be able to do more than know negotiation concepts, you must be able to analyze what is happening during a negotiation using them. **Analyze means a) to examine critically, so as to bring out the essential elements or give the essence of, and b) to examine carefully and in detail so as to identify causes, key factors, possible results, etc.** The former is how you make sense of a situation, the latter is how one can learn to control it.

- **For objective 1:** This test will see if you can abstract the negotiation concepts embedded in a real story. You understand the concepts if you do this correctly, but also thoroughly. You want to be able to see all that is there (and not see what is not there), as well as know what is and is not important.
- **For objective 2:** The analysis test has multiple things going on in it and more realistically reflects the complexity of a typical management situation. Thus it challenges you to think about how what we learn is evidenced in a “noisier” environment. To do this you will have to have adaptability and flexibility in your understanding of negotiation knowledge.
For objective 3. While you will need to be adaptable and flexible in order to make sense of the case, you also need to be **precise** and **specific** in your analysis and recommendations. You need to be able to identify what should happen in this situation with the details you have.

**Grading** - In week 7 you will be given a case to analyze in class. This test is open book and short answer. Bring a blue/green book. The focus is on your ability to efficiently and effectively grasp what is of core importance in the case you are given (in light of what we know about negotiation). You will demonstrate this by making sure your answers tell me **how** and **why** things are the way they are with reference to specific case details and course knowledge. This test will be curved.

**Process Test [10%]**: To negotiate well, you must be able to analyze what is happening during a negotiation *in real time*. The process test examines how well you perform this skill after having practiced it in various forms throughout the semester.

- **The first two objectives for this test are the same as for the analysis test.**
- **For objective 3.** It is also the same as the analysis test, but here we also see how **quickly** and **efficiently** you will be able to think and analyze what is going on. This is where developing your “throughput,” a la objective 3 of class participation, will help immensely.

**Grading** - In week 13 you will watch a real negotiation and analyze what is going on with respect to the process. Because you are analyzing it in real time, it is closed book/ notes and short answer. Bring a blue/green book. Like the analysis test, the focus is on your ability to efficiently and effectively grasp what is of core importance in the negotiation that you watch (in light of what we know about negotiation). You will demonstrate this by making sure your answers tell me **how** and **why** things are the way they are with reference to the specific negotiation details and course knowledge.

**Negotiation Plan test [10%]**. Once one knows about how to approach negotiation, we can apply all our knowledge to planning how to negotiate. You will be given a negotiation case for you to plan for, this should test how efficiently and effectively you can synthesize course knowledge.

- **For objective 1:** Instead of abstracting negotiation concepts from a situation, you need to pick which ones will be helpful to you here. Thus you must evidence **focused attention** in your response to the case, **precision** in how you will use the knowledge I have taught you, and **thoroughness** in your assessment of the situation. Again, you want to focus on what is applicable, and what is important, but not waste time on what is not there and what is not important.
- **For objective 2:** A plan is a tool **synthesized** from your negotiation knowledge and **adapted** to that particular situation and your particular aims. You are not simply answering questions about the situation, you are constructing a strategy and tactics that will work together.
- **For objective 3.** To use your plan, it must also be very **efficient** and **flexible**. Otherwise it will be unusable in your negotiation.

**Grading** – This is given on test day. The test is open notes (in real life you will always be able to plan using supplemental material). Bring a blue/green book. Like the analysis and the process test, the focus is on your ability to efficiently and effectively grasp what is of core importance in the negotiation that you watch (in light of what we know about negotiation). But now you must choose a smart plan of action given this knowledge, and you must have this plan of action be through enough to cover the important details, but flexible enough to work as the negotiation evolves.

**Negotiation Paper [20%]:** You will plan for and execute a negotiation where you get someone or some organization to donate money to a charitable cause. It does not matter who the money or items come from, or who it goes to. The paper tells me about how you secured a donation, and focuses on the strategic and tactical choices you made in getting that donation, as well as what you
would do better next time. The focus of the paper must be on the negotiation material you have learned.

- This is a capstone exercise, so not only does it touch on all the objectives and ways we will try to meet them, but it also challenges you to synthesize and execute the broader skills from the course (planning, analysis, process adaptation, analytical reflection).

As a negotiation class, the paper needs to be about how the negotiation went. As a capstone activity, I am looking for evidence that you understood and could put into use what I have taught you. If you tell me a brilliant and complex story of a negotiation that has no connection to what you learned from class, you will not do well. You do not have to cover everything we have learned, only what is most relevant for this experience. Outcome matters, but only inasmuch as it demonstrates how you have learned from the course. Raising $10,000 is a lot harder than raising $500, unless the $10,000 came from your rich uncle and the $500 came from donations by inner city welfare recipients. At the same time, negotiation is about being smart in your choices about whom to ask. Thus the person who chooses to try to raise money from the welfare recipients may not have made such a good strategic decision.

**Grading.** The paper should include a plan (about 1 pg.) an analysis of the negotiation process (about 2 pgs.) and an analysis of what you learned from it that you will use in your next negotiation (about 1 pg). Note that this severely limits your ability to get multiple donors. You may be able to raise a lot of money by asking your customers at work to contribute to some charity, but this leaves very little to plan, no process to analyze, and little to think about with respect to what you could have done better. The paper should be no more than 5 pages of double-spaced text in 12-point font, with one-inch margins all around. No fancy binders or folders, please; just staple the pages together. I stop reading at the end of page 5. **As a final note, I need a receipt of the donation (or at the very least a contract for the future event/donation).**

**Professionalism [+ or - up to 1 letter grade].** Professionalism is a characteristic all Mason graduates should have, and is judged based on how you relate to me, your classmates, and this class. Professionalism is not about negotiation per se (although it relates to how you are perceived), but is rather about your character and how seriously you take this course. Things that increase my respect for you will tend to increase your professionalism, and vice versa. Most people get no change to their grade, but in rare cases of people being especially good or bad, I will adjust their grade up or down accordingly.

---

**HONOR SYSTEM AND CODE**

The Honor System and Code adopted by George Mason University will be enforced for this class. For a full description of this code please refer to [http://www.gmu.edu/catalog/acadpol.html](http://www.gmu.edu/catalog/acadpol.html). In adherence with III. Responsibility of the Faculty, a delineation of Honor Code Violations for this class is provided below.

III.A. Group participation is permissible during in-class small group exercises and while studying for Exams. Homework assignments in preparation for the following class period may also be discussed among classmates. Discussion with classmates in other groups with regard to the group project should be limited to format and structure and not include content. No discussion will be permitted while taking Exams.

III.B. Study aids, memoranda, books, data, and other information is not permissible to use while taking the Exams.

III.C. When using material from the textbook or other sources (including the internet), non-original thoughts, concepts, etc. should be cited in accordance with standard academic guidelines (e.g., APA or MLA).

<table>
<thead>
<tr>
<th>Cl</th>
<th>Date</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30-Aug</td>
<td>Opening class</td>
</tr>
<tr>
<td>2</td>
<td>6-Sep</td>
<td>What negotiation is</td>
</tr>
<tr>
<td>3</td>
<td>13-Sep</td>
<td>The centrality of influence</td>
</tr>
<tr>
<td>4</td>
<td>20-Sep</td>
<td>Concepts test - Do you know the language?</td>
</tr>
<tr>
<td></td>
<td>Structure</td>
<td></td>
</tr>
</tbody>
</table>