COURSE OBJECTIVES & FORMAT

Focuses on theory, processes, and practice of negotiation within and across organizations, including attention to ethical issues. Explores systematic ways to increase quality of negotiated agreements, including methods of preparation and use of rational assumption, bidding and decision criteria. Format includes negotiation exercises, lecture, and discussion.

Prerequisite(s): C or higher in MGMT 301 and degree status. Prerequisite enforced by registration system.

Negotiation is a means of meeting your interests (e.g., getting what you want) when doing so depends on others. Negotiation is effective when you get more or lose less than you would have if you did not negotiate, and getting more of what you want is always the objective when negotiating. Any situation which involves multiple parties, apparent conflict, and interdependence has negotiation potential.

This course will teach you how to become a better negotiator by:

- Learning to identify opportunities for negotiation
- Understanding and learning how to analyze a situation for negotiation potential
- Understanding and learning how to plan for behavior as appropriate during the negotiation

Your ability to do the above skills will depend on some general skills that you will learn as follows:

- Analytical techniques
- Creative thinking
- Behavior (effectiveness)
• Tactics
• Traits
• Values
• Preparation
• Understanding the situation
• Values
• etc.

Many examples from different situations and conditions will be presented and discussed during the course. The situations and conditions will help students better understand actual negotiation atmospheres to apply appropriate and necessary behaviors/steps in negotiation.

**REQUIRED MATERIALS**


Different demonstrations will be arranged for better understanding of the situations discussed in examples.

**Class exercises:** We will do role plays where you have to act as though you are a particular party in a negotiation. You will do your negotiations in front of class, and use that time to show you know how to apply the knowledge that you have gained. Meanwhile the class will watch and analyze what you are doing well and poorly.
HOW TO SUCCESSFULLY STUDY AND LEARN IN THIS CLASS

There are three basic processes:

1) **READings:** You need to read the book, but this class requires far more than memorizing. It is also important that you can understand and explain the material in your own words. Do whatever you need to ensure you understand the material including highlighting, tabbing, writing down any questions you have to discuss in class etc.

2) **PRACTICE:** Use what you have learned – Go beyond the book. Look for cases on line. Try things you have learned in class on your friends/family/coworkers. Take advantage of the opportunities inside the classroom as well to practice your skills.

3) **PARTICIPATE:** Make sure to understand what you read.
   
   A. It is imperative you attend every class ready to participate. This means you walk into class:
      a) having done the reading that is due,
      b) having read and prepared for any exercises,
      c) having completed any assignments.

   While you are in class you
   a) are paying attention to what is going on, even if you are not center stage,
   b) are trying to give feedback that moves class discussion forward, rather than simply trying to talk, and
   c) are not looking at your cell phone.

   B. **IMPORTANT,**
      a: I will give everyone public feedback because if one person is making a mistake, I am 100% certain others are as well. You must think about what you can learn from others when they are on the hot seat.
      b: as a professional I am expecting you to come prepared to discuss the topic for the day with the team.
      c: be active, learn through being active.

   The importance of failure.
   You should be prepared to make a lot of mistakes and often be wrong as you are answering questions. This is expected and it is okay to be wrong. People don’t seem to be used to this, so they are timid about suggesting answers that will be criticized. But both of these are by design. 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.

   The importance of professionalism.
   As a student your workplace is the classroom, a learning environment to improve your learning and prepare you for challenges you will face outside. Growth in the workplace is about learning with and from others. We learn to collaborate, influence, motivate and encourage, and negotiate through our interaction with our peers. This is most effective when communication is open, direct, and respectful. Don’t try to guess what others want or think, ask what they want and think.
As a member of a team (in this case, class) we are part of the same team and our mission is to learn and know how to become better negotiators, creating better and creative thinkers and students.

As professionals I expect every student to create an environment conducive to learning. This means:

• You are respectful to the entire class.
• You are prepared for class, paying attention and participating.
• You encourage learning inside and outside the classroom from yourself and your peers.
• You participate in an active atmosphere for learning more and becoming better.

I will meet with you one on one to discuss your performance. It is important that I discuss your individual performance and provide you with specific feedback. This could happen only once, or could be several times. Dates and times will be posted on Blackboard.

EVALUATION
Here are the big picture things I value:

1) **Sophistication and professionalism** – Acting like a serious student who puts time and attention into all aspects of the class, and tries to contribute in a positive way to the classroom experience. Treating assignments and tasks with attention and care.

2) **Competence** – This is simply a measure of “do you know your stuff,” but it pertains to both your ability to apply knowledge correctly, and (as is often overlooked) your ability to know which kind of knowledge is most appropriate in strange, ambiguous, unclear situations. Negotiations are always ambiguous situations.

3) **Creative Thinking** – The ability to come up with novel and useful ideas that can be applied to what you are doing. Creativity is one thing American Education still has a huge competitive advantage in. You need to learn to develop those skills, improve your creative thinking to make creative agreements in a negotiation (or to get around roadblocks), you need to be able to think flexibly and insightfully.

What follows are the specific activities you will be engaged in where you can demonstrate sophistication, professionalism, and creativity. These will include written documents and oral demonstrations.

Reading chapters of the book and making sure you know how to use the technical language that we will use to study negotiations. Classes will have the following activities where you will sharpen your learning.
• Sophistication and professionalism is about a good presentation.
• Competence is about doing what the assignment asks for.
• Creativity is about taking an interesting approach to the problem.

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 and what you teach the class. You must also provide evidence for why you used it and how you learned that.
3) I want you to tell me what you learned about the particular method/technique(s) you used.

Required activities:
- Test 1: Concentrating on subjects learned and discussed in the first portion of the book.
- Test 2: Concentrating on subjects learned and discussed in the second portion of the book.
- Group Presentation/paper: Group presentation/negotiation of a topic of interest to each group. A group paper should be developed from that presentation.
- Individual Paper: Will discuss/comment on a particular situation and negotiation method applied to that situation.
- Participation (class activities). Participation is the culmination of your performance across all the things we do in class (e.g. role plays, etc.).
**Negotiation Group Paper:**
(planning, analysis, process, and analytical reflection)

The paper tells me about how you secured a contract or agreement, and focuses on the strategic and tactical choices you made in getting that contract, as well as what you would do better next time.

The focus of the negotiation group paper must be on the negotiation material you have learned.

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. At the same time, negotiation is about being smart in your choices about whom to ask.

The paper should include a plan (about 2 pgs.), 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).

- 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.
- You can attach a copy of the contract to your paper as attachment, not as part of the 5 pages.

**Negotiation Individual Paper:**
The concentration of the negotiation individual paper should be on applying one of the techniques/behaviors of negotiation on a negotiation situation (maximum 3 pages, double-spaced, font 12, with one inch margin all around).

Many examples will be discussed in class during the course that will be helpful in developing negotiation group and individual papers.
**GRADES**

Generally speaking, I give three grades: A (you really impressed me, went above and beyond), B (you did what I asked competently), or C (you messed things up or put in little effort). I give + grades if you are in between. D is reserved for those who really didn’t get it, and F for those who totally blow off an assignment, but these are uncommon. The overall breakdown in terms of importance to class is:

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<td>Individual paper</td>
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Participation is all across the semester.

You will get feedback on how you are doing/participating at around mid-semester.
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. 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 are 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).

The above is a general calendar for when class wide assignments are due. Specific assignments (e.g., specific concept applications clip analyses, etc.) will be posted. I reserve the right to adjust the syllabus and assignments as I see fit in response to any developments that occur throughout the semester.