COURSE OBJECTIVES & FORMAT

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 be a better negotiator by
- Learning to identify opportunities for negotiation
- Understanding how to analyze a situation for negotiation potential
- Understanding how to plan for behavior during the negotiation

Your ability to do the above skills will depend greatly on some more general skills which we will also practice, specifically:
- Knowing how to analyze
- Knowing how to think efficiently
- Knowing how to think critically
- Knowing how to adapt and deal with ambiguity

REQUIRED MATERIALS
Negotiation, Matthew A. Cronin, Kevin W. Rockmann, Claus W. Langfred

HOW TO SUCCESSFULLY STUDY AND LEARN IN THIS CLASS

There are three basic processes:
1) **PREPARE:** Read and reproduce the material – 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:** Most of what you will read you will think you understand. Then when I ask you direct questions, you will see you are fuzzier than you thought. I do this in class. In fact 90% of your evaluation feedback happens in class. Some subset of students will usually be up front on the “hot seat.” Odds are that they will do the same things you would, so you should be watching and learning from them – that may be even more important than when you are on the hot seat (and your learning is clouded by emotion, anxiety, etc.).

   a. **IMPORTANT,** I will give everyone public feedback because if one person is making a mistake, I am 100% certain others are as well.

**The importance of failure.**
You should be prepared to make a lot of mistakes and often be wrong as you are answering questions about the material. 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, and they get freaked out by my open criticism. But criticism is part of learning. 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. Alternately, if you give me an answer and I say “Yes, that is correct.” What have you learned? What has anyone listening learned?

**The importance of professionalism.**
I consider being a student your job. You need to think of me as your boss. Our workplace is the classroom, a learning environment. Growth in the workplace is about learning with and from others. We learn to collaborate, influence, motivate and negotiate through our interaction with our peers. This is most effective when communication is open, direct, and respectful. So tell me what you think, I will tell you what I think. Don’t try to guess what I want, ask what I want. Although we will joke around in class, I am still your professor, so when you communicate with me via e-mail or writing, do so formally. **Do not tiptoe around me.** When class starts we are all part of the same team and our mission is to learn how to become better negotiators, creating better thinkers and students.

**EVALUATION**
Here are the big picture things I value from least to most importance:

1) **Competence** – this 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 ambiguous situations. Negotiations are always ambiguous situations. **Note that competence is not how good a negotiator you are, but how well you know what I teach you.** But people come in with varying levels of innate talent at negotiation, I do not grade you on that. I grade you on what I teach.

2) **Creativity** – 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, for to make creative agreements in a negotiation (or to get around roadblocks), you need to be able to think flexibly and insightfully. Creativity is also how you will build on the foundation of knowledge that you learn in this class.

3) **Effort** – I care most that you take the class seriously and try to improve. A serious student puts time and attention into all aspects of the class, tries to develop, and tries to contribute in a positive way to the classroom experience. You should be better when you leave the class than when you started. Note that my standards for “trying” are high.

Generally speaking, the class has three phases. All phases involve knowing (where you show me you understand the abstract knowledge), seeing (where you show me you can identify the abstract knowledge in context), and doing (where you show me you can put the lessons learned to use) activity. All phases will also tend to have **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 lessons. Meanwhile the class will watch and analyze what you are doing well and poorly.

**PHASE 1: Learning the concepts and how to think effectively**

In this phase, we focus on understanding and applying the concepts from the book, more or less in isolation. The point is to make sure you understand the technical concepts that we use to analyze negotiations with sufficient sophistication and nuance. Classes will have the following activities where you will sharpen your learning.

**Cold calls** - I call on you to see whether or not you know what a concept means. You tell me what the concept means in your own words. I tell you how good your answer was.

**Chapter Questions** - Everyone will complete the chapter questions and come prepared to discuss them. In class I will pick people at random to come up and give their answers.

**Concept application** – Each chapter has concept application questions at the end. Individuals will sign up on blackboard for these on a first come first serve basis. You will execute this assignment in your real life. You will do this activity outside of class, but you will then report back to class on what you learned about the concept. You will report to the class

1) What you did
2) How it used the concept
3) What you learned

You will give a short (four (4) minute – hard deadline) presentation to the class to communicate this. I will ask questions during the presentation if I don’t understand things.

- Competence is about doing what the assignment asks for.
- Creativity is about taking an interesting approach to the problem.
- Effort is about an engaging presentation.

**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 and how* you learned that.

3) **Mindlessly throwing out concepts** – I don’t want to hear “my BATNA was..., I used and aspiration frame..., I used a highball....” I only want you to tell me what you learned about the particular concept you used. Go deep, not wide.

**PHASE 2: Learning to analyze negotiation situations**

In this phase, you take the concepts you have learned in phase 1 but learn how to integrate them in more complex situations. You will also improve your ability to make intelligent inferences about ambiguous situations, and to think efficiently. You will also further learn to ANALYZE and SUMMARIZE a situation.

**Clip analysis** - I show you video clips that illustrate concepts and you tell me what concepts are being illustrated. You also provide evidence that your inferences are reasonable. I tell you how good your answer was.

**Student selected clips** – In teams of 3-5 (you may choose these yourself), you will find a negotiation clip for class that demonstrates some lesson about negotiation. Once the course is underway and you pick your teams, I will assign due dates (but these will be in the second 3rd of the class). The clip should demonstrate the synthesis of concepts that you have learned *in a setting that is not specifically negotiation*. In essence, this is like the clip analyses we did in phase 1 except you are finding the clip, and you are teaching the class what *insightful* lesson we can take from it. Each team should give a short (about ten minutes, give or take) lesson to the class using their clip to communicate what the lesson is. I will ask questions during the presentation if I don’t understand things.

- Competence is about seeing the main gist of the clip, and not an ancillary detail.
- Creativity is about finding a situation that is *very different* from a typical negotiation, and being creative in how you teach your insight to the class.
- Effort is about an engaging presentation.

So, for example, a great clip is short but pithy, you analyze it correctly and specifically, and you help the class understand the deeper lesson related to the synthesis of the ideas. The big picture lesson you teach is about how concepts work TOGETHER. I can’t stress that enough.

**Common mistakes to avoid:**

1) **Giving me a negotiations clip** – see the above requirements
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 about details when you should be justifying your claim** – Provide good evidence for your insight, don’t just name 15 concepts that you can see in the clip
4) **Putting little thought into the clip selection** - “Hey, I got you a copy of ‘The negotiator’ – it shows negotiation” is bad. “I went into Google and typed ‘negotiation,’ here is a link to a clip on distributive bargaining from MIT” is an F.
At the culmination of this phase is the Process Test. We will watch a complex multiparty negotiation and analyze what is happening in real time. This has a test format, is short answer, and will be closed book.

**PHASE 3: Putting your knowledge into action**

In this phase, you show me you can apply what you have learned to actual negotiations. These activities will require advance preparation, and will be done in front of class. It is imperative that you read and prepare for these activities BEFORE coming to class. As your boss I expect you to be prepared to present and play your role well.

**Class guests:** Several lessons involve inviting professionals to come in and having you negotiate with them. I will randomly assign students to participate in these activities as well as take volunteers. Again, the class will watch and analyze what you are doing well and poorly.

**Negotiation Paper:** You will plan for and execute a negotiation where you get someone or some organization to donate money to a charitable cause. 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, and analytical reflection).

- 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.**

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.

- The paper should include a plan (about 1-2 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).
- 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).

GRADES
I do things a little differently here. There are six gradable activities, all of which are pass/fail. I’ll say a bit more about each of these shortly. But in general, there is no “here are the exact points you get for each of these things...” The managerial world does not work that way and neither do I. At the end of the day, all grades are a function of my expert judgment, and the fact of the matter is that you can do any of these activities well (or poorly) in many different ways. A rough guide follows.

Note that you can opt out of some of these activities if you are only looking for a B or a C. If you want an A you must pass all six.

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<thead>
<tr>
<th>Activity</th>
<th>Required for</th>
<th>Pass</th>
<th>Fail</th>
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<tbody>
<tr>
<td>Final paper</td>
<td>A, B, C</td>
<td>Error-free, ambitious, demonstrating an understanding of course material, analytical, insightful</td>
<td>Lacking in two or more of these areas</td>
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<tr>
<td>Participation</td>
<td>A, B, C</td>
<td>An engaged student (see below)</td>
<td>A disengaged student</td>
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<tr>
<td>Concept application</td>
<td>A, B</td>
<td>I see competence, creativity, effort</td>
<td>Lacking one of those things</td>
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<tr>
<td>Class activities</td>
<td>A, B</td>
<td>You come prepared, you are engaged</td>
<td>Lacking one of those things</td>
</tr>
<tr>
<td>Clip analysis</td>
<td>A</td>
<td>I see competence, creativity, effort</td>
<td>Lacking one of those things</td>
</tr>
<tr>
<td>Process test</td>
<td>A</td>
<td>Above 75%</td>
<td>Below 75%</td>
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The only two activities that are required no matter what are participation and the paper. If you only want a B, you can skip the process test and clip analysis, if you only want a C you can also not worry about class activities and the concept application. If you are aiming for one grade but fail one of the required activities, you will get the in between “+” grade (e.g., if you are going for a B but you fail the concept application, you will get a C+). If you fail 2 you get a full grade lower.

The process of passing/failing
The only two “traditional” assignments are the final paper and the process test. These you will do on your own. The paper is a capstone activity due on the last day of class, and so it must prove to me that you learned something significant from the class. I am more interested in deep learning rather than broad but shallow concept use.

The process test will be difficult. That is why a 75% is passing.

For all the participation, concept application, class activities, and clip analyses, you are free to help each other out. What I want to see when you come in to class is that you, as an individual,
can apply what I have taught you. Whether you got this from solitary reading, a study group, or some other means is immaterial. **But a word of caution:** There is a strong tendency at this school to “split the workload” without ever coming back together to synthesize what people did. What that means is that learning will be fragmented. I am fine with specializing tasks, but you need to be sure that you do something to learn about the whole, not just your part.

A final word about what “engaged” means. At minimum it means taking exercises seriously when you are on the hot seat, and watching and commenting on what happens when you are not. But there are a lot of ways to be engaged – talking to me after class or at breaks, helping other students, offering ideas for class, there are all sorts of things. Simply raising your hand all the time is not engagement, it is habit/extroversion. Sitting there is not engagement either, even if you “just prefer to listen.” Trying to secretly check your text messages during class is not only “disengagement” it is unprofessional, and I will react unfavorably to this. Engagement is about quality, not quantity. And I know it when I see it.

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

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<th>Class</th>
<th>Date (sec 001)</th>
<th>Phase</th>
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<td>21-Jan</td>
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<td>2</td>
<td>28-Jan</td>
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<td>Read Preface &amp; Chapters 1-2</td>
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<td>3</td>
<td>4-Feb</td>
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<td>Read Chapters 3-4</td>
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<td>11-Feb</td>
<td>1</td>
<td>Read Chapters 5-6</td>
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<td>5</td>
<td>18-Feb</td>
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<td>Read Chapters 7-8</td>
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<td>14</td>
<td>29-Apr</td>
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<tr>
<td>15</td>
<td>6-May</td>
<td>3</td>
<td>Negotiation Paper Due</td>
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