How to identify negotiation opportunities

How to analyze a situation for negotiation potential

How to plan for behavior during the negotiation

Professor: Dr. Einav Hart, professor of organizational behavior in the mgmt. dept.
Email: ehart8@gmu.edu (expect a response within 24-48 hours)
Website: http://EinavH.art

Student hours: By appointment (e-mail)
Ask me about: How people make decisions, communicate, and negotiate. Also anything related to courses, grad school, data science, and how to apply research to the real-world.

Course Materials
Negotiation: Moving from Conflict to Agreement, Kevin W. Rockmann, Claus W. Langfred, & Matthew A. Cronin
What is Negotiation?

A means of meeting your interests (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. Understanding what you want and getting more of it is always the objective.

Any situation which involves multiple parties, apparent conflict, and interdependence has negotiation potential.

What will we talk about?

How to think about negotiation

Negotiation fundamentals

How to plan for negotiation

Reciprocity

Intangible interests

Relationships

Uncertainty

Power and status

Alternatives

Persistence and goals

Individual & cultural differences
What I Expect from You

Before Class

Go to **Blackboard ➔ Week-Folder**, and follow the instructions in the folder

- **Reading**
  - (1) Read the **chapter** and **make notes**

- **Thinking**
  - (2) Complete the linked HW and self-test

- **Cases & Exercises**
  - (3) Starting the third class, you prepare notes on how you will execute the case/exercise (if there is one) which include how to use the concepts covered that week in that case. **You will turn these in**
  - (4) You complete an **ask** assignment and record what happened via the "ask" assignment link on the "assessments" section of Blackboard

During Class

Bring your notes on the chapter, the case, and your negotiation plan

- (5) I will cold call about the concepts and HW
- (6) We will analyze videos and cases using the concepts you have learned
- (7) I will cold call some people to negotiate immediately, we will also examine their case plan

I expect you to provide feedback to your peers, and participate in class!
What you should expect from me

There is a global pandemic... None of us are really “ok” or “normal”. If you tell me you’re having trouble, I won’t judge you or think less of you. I hope you’ll extend me the same grace.

• **Development:** I want you to develop in whatever way helps you become a better person (as defined by you).

• **Reciprocity:** The more engaged you are in the class, the more positively inclined I will be toward you.

• **Flexibility:** If you need extra help, need to miss class, or have more time with something, ask me. I’ll work with you.
  - **Note:** You *never* owe me personal information about your situation. But I do expect you to be courteous and give as much notice as you can.

• You are more than welcome to talk to me about things, related or unrelated to class. If I can’t help you, I usually know someone who can.
Grading and Feedback

Effort
Did you do the tasks?
Did you put heart into the tasks?
Did you try to push yourself?
Did you try to contribute in a positive way to the classroom experience?
* Note that I cannot grade the effort you say you put in. I can only grade what I see.

Competence
This is not how good a negotiator you are, but how well you demonstrate that you learned what I taught. People come in with varying levels of comfort with negotiation, I do not grade you on that. I grade you on your demonstration that you understood the lessons.

Creativity
There are always better ways to think about negotiation, and the best negotiators are flexible and adaptive. There is no formula for how to be creative, but when you are, the results are better than what we might imagine.

10: Reading
10: Case plans
10: Assignments
20: Class participation & negotiation
50: Final paper
What does this grading actually mean?
These are questions I consider, and you should ask yourself:

• **Readings**: Do you know and can you apply the concepts from the text? Can you speak fluently in the language we are teaching?

• **Cases/exercises**: Did you study and think through the given assignments? Are you prepared with a *specific* and *tailored* plan to negotiate? Are you *able to apply* what I have taught when you negotiate in class?

• **Class participation**: Are you asking good questions when we discuss concepts and videos? Are you building on what others are saying?

• **Assignment completion**: Did you do a good job with assigned homework/papers?
<table>
<thead>
<tr>
<th>Evaluation method</th>
<th>Effort</th>
<th>Competence</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
<td>You try to answer the question using notes you made from the readings</td>
<td>You accurately answer the question, or argue well for your position</td>
<td>You provide examples or answers that are not simply restatements</td>
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<tr>
<td><strong>Cases</strong></td>
<td>You put thought into how you will address the specific details of this particular case</td>
<td>You have applied the right concepts from the readings to your plan</td>
<td>You take an insightful or unique approach to the case</td>
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<tr>
<td><strong>Class participation</strong></td>
<td>You speak up, discuss, and ask questions (only if you actually have things to add)</td>
<td>Your questions are relevant to the discussion, use negotiation concepts, and build on what others say</td>
<td>You ask questions that make us think about the situation differently</td>
</tr>
<tr>
<td><strong>Class performance</strong></td>
<td>You clearly understand the case and are playing the part accurately</td>
<td>You apply the appropriate concepts to the role you are playing</td>
<td>You make clever moves during the negotiation that yield advantage</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>You submit assignments. Demonstrate that you took the assignment seriously and tried to capture the spirit of it</td>
<td>You were effective in applying the concepts or lessons</td>
<td>You took a novel approach to completing the assignment</td>
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<tr>
<td><strong>Final paper</strong></td>
<td>You submit on time and according to guidelines. You take the assignment – and writing about it – seriously</td>
<td>You synthesize and execute the broader skills from the course (planning, analysis, process adaptation, analytical reflection)</td>
<td>You took a novel approach to who and how you ask, how you complete both the negotiation and writing assignment</td>
</tr>
<tr>
<td><strong>Clip analysis</strong></td>
<td>The clip seems rare or interesting, not something generic</td>
<td>You correctly identify the main lesson</td>
<td>The lesson is not obvious and shows your own insight about negotiation</td>
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I will give more feedback than grades

Grades measure your general performance against class expectation.

Feedback tells you specifically what you are and are not doing in negotiation, and its effectiveness.

Feedback tells you how you can improve regardless of an A, B, or C grade.

- If you got an “A” you may mistakenly think that there is no room for improvement. I can assure you that there always is. If you got a “C” it does not mean you didn’t do anything right: Development is key.
- This is also why you need to pay attention in class. You will learn as much from watching and giving feedback to others as you will learn in doing it yourself.

It’s ok to be wrong!

You should be prepared to make a lot of mistakes and often be wrong as you answer questions in class.

I am going to correct your answers: I need you to show that you tried to get it.

- If you mess up the use of your terms, that is ok, and that is how you will learn. If, however, you mess up because you are winging it, that will count against you.
If you need **academic accommodations for a disability**, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at [https://ds.gmu.edu/](https://ds.gmu.edu/)

**Counseling Center**: George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at [https://caps.gmu.edu/](https://caps.gmu.edu/)

If any part of you feels even slightly tempted to engage in academic dishonesty for the sake of a better grade, come talk to me and I’ll work with you and give you tips and tricks to earn that grade you’re hoping for. You can also talk to an academic advisor.

If you cheat, you could be putting your entire degree in jeopardy. You are also guaranteed to lose all of my trust and good will. Basically, **do not cheat**.

**Now all that’s left is to enjoy and learn!**

If you read all of the syllabus and got here, please email me a meme for a negotiation