COURSE INFORMATION

This course examines negotiation and conflict management strategies for policy makers in the public, non-profit, and for-profit sectors. The main goal is to teach negotiation skills and concepts to enable students to analyze situations and achieve success in negotiation and dispute resolution. Another goal is to examine decision-making biases so that policy makers can effectively communicate messages, persuade others, and be aware of their own and others’ cognitive biases. Students will engage in a series of two-party and multi-party negotiation exercises. These bargaining and social influence skills will ultimately become useful when negotiating professional and personal matters.

COURSE OBJECTIVES

- Develop an understanding of negotiation theoretical frameworks, including skills necessary to prepare, implement, and subsequently evaluate the negotiation process and outcomes.

- Develop an understanding of social influence strategies, including aspects of timing and situations in which they can be harnessed effectively.

- Develop confidence in the general ability to implement bargaining and social influence strategies and achieve successful negotiation outcomes.
**COURSE FORMAT**

- **Negotiation Simulations**: This course relies on negotiation exercises and role simulations as the basis of experiential learning in the classroom. These simulations also provide exposure to different types of negotiations (bi-lateral vs. multi-party) and contested issues (single vs. multi-issue).

- **Preparation for Negotiations**: Your classmates and I fully expect you to be prepared for each negotiation exercise. Prior to each negotiation you are required to submit a planning document. Some exercises require students to prepare outside of class as a team -- either by phone, email, or in person.

- **Post Analysis of Negotiations**: After every negotiation exercise, you will post your outcomes so that you can analyze your outcomes in comparison to those of your classmates. You will be accountable for explaining why your agreements may have been different or similar to those of your classmates. After each negotiation, I will guide and prompt students to identify, synthesize, and describe the dynamics of different group processes and optimal strategies, and you will be expected to participate in these class discussions.

- **Subjective Nature of Learning**: You are in the position to learn about and evaluate your own negotiation style. As you engage negotiation exercises, think critically about your own motivations, the motivations of your counterparts, and the unique attributes of the negotiation itself. Also, take full advantage of the opportunity to experiment with different types of negotiation frameworks and strategies in this “safe” classroom environment. Think critically about your own performance and experience in these exercises, including your strengths and weaknesses, so that you can ensure that the trajectory of your learning curve meets your own high standards of achievement.
COURSE MATERIALS

- **Textbooks:**

- **Course Pack:** Information on how to obtain the reading materials will be posted on coursetools. Readings are selected from an array of books and journals.

- **Role Simulations:** The *Dispute Resolution Research Center* at Kellogg collects a fee for each student’s use of their role simulations. Please make your check payable to the “University of Michigan.” Details will be explained in class.

- **Copyrights:** Materials used in class, including but not limited to, handouts, exercises, cases, discussion questions, charts, and graphs, are copyrighted and may not be used for purposes other than the educational experience of the class without the written consent of the instructor.

ADDITIONAL RECOMMENDED BOOKS


COURSE REQUIREMENTS AND GRADING

Written Assignments: All written assignments must be double spaced, one-inch margins, and 12-point font.

Grades: Assignments will be graded as: √++, √+, √, √-, or √-- and will indicate where you stand relative to your classmates.

Attendance, Planning Documents, and Participation (30%)

(1) Attendance Policy: Your attendance at every class is mandatory, especially considering the interactive nature of the negotiation exercises.

(2) Planning Documents: You must submit a planning document for your negotiation role at the beginning of each class. Preparing for a negotiation is an indispensable component of the bargaining process. I will grade at least one of these planning documents at random.

You will find examples of planning documents at the end of this syllabus. While you are welcome to use one of these as a template, you are encouraged to develop your own personal planning document and tailor it according the specific exercise at hand.

(3) Class Participation: Everyone is expected to participate in the negotiation exercises and class discussions. You will be responsible for providing an account of your negotiation exercise and interjecting insightful comments during larger discussions. The quality, not quantity, of observations, comments, and critiques is what matters.

Goal Statement (15%)

Your first written assignment is a goal statement in which you discuss your current negotiation strengths and weaknesses according to the ideas discussed in Getting to Yes. In addition, you should develop your personal goals for the course. The maximum length is 2 pages.

Post Diagnoses (15%)

You will complete a post diagnosis report following the Cartoon, Viking, and Harborco negotiations. These reports should reflect discovery, insights, comments, and critiques about your own behavior and that of your counterpart and describe key events such as initial offers, counter-offers, and time constraints. Also, consider what you and/or your counterpart might have done differently, and why. The post diagnosis is not simply a mundane account of the details. The post diagnosis should also reference concepts, themes, and issues discussed in the
readings, lectures, and class discussions. The length should be approximately 1-2 pages.

**Final Paper: Real-World Case Analysis (40%)**

During the course, you must engage and write about a real negotiation.

1. **Topic**: The topic itself is yours to decide but it must be a real life negotiation that has integrative potential (more than one issue). This negotiation should not have taken place before the third week of class; it obviously cannot be a negotiation that has already taken place in the past, before the course. The topic is due on class 8.

2. **Format**: The paper should be no more than 5 pages and should leverage concepts raised in class and the readings. These concepts should be italicized throughout the paper which should contain the following structure:
   
   a. Context (introduction, background information, issues)
   b. Preparation phase (details of planning document, collecting information)
   c. Negotiation (a description of the negotiation process itself)
   d. Post-analysis (key events, insights, comments, counterfactuals)
   e. Take-aways (what you learned in this negotiation and in class, juxtapose your know-how to initial goal statement, set your future agenda)

3. **Grading**: The grading of the case analysis will be based on your ability to synthesize, integrate, and incorporate lessons, concepts, and themes from the negotiation exercises, readings, lectures, and class discussions.

**HONOR CODE**

- All negotiation exercise materials are confidential and cannot be shared with your classmates, even if they have the same role.

- During a negotiation, you may convey information that is in your confidential instructions, but you must do so verbally. You cannot physically show your confidential instructions to anyone, not even a teammate, until class has ended.
• The information that you need is in your case materials. Although you can make reasonable inferences, you cannot make up facts to bolster a bargaining position. If you are asked for information which you do not have, your response should be “I don’t know.”

• After you complete an exercise, do not reveal or share your information with anyone else before returning to the classroom. Only once class has ended can you share your information, if you so choose.

• Do not share any information with students who have not taken this class.
PLANNING DOCUMENT

Negotiation: ___________________  Role: ___________________

What issues are most important to you? (list in order of importance)

1.
2.
3.
4.
5.

What is your BATNA? Reservation Price? Target?

What are your sources of power?

What issues are most important to your opponent? (list in order of importance)

1.
2.
3.
4.
5.

What is your opponent’s BATNA? Reservation Price? Target?

What are your opponent’s sources of power?

What is your opening move/first strategy? Other important information?

(from Shirli Kopelman.com 2003)
# PLANNING DOCUMENT

**Negotiation:** ___________________  **Role:** ___________________

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**Interests**

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**Positions**

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**Priorities**

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**BATNA**

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**Reservation Price**

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**Target/Goals**

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**Sources of Power**

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**Opening Move/Other Information**

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