

NEGOTIATION IN PRACTICE

Department of Psychology

Course: Psychology 487
Tuesday/Thursday: 4:00-7:00pm
Classroom: 1372 EH

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COURSE INFORMATION

This course aims to provide students with the practical skills they need to become effective negotiators. Students will participate in in-class negotiation exercises, mini-lectures, and discussions on a weekly basis. By the end of the term, students will have learned the fundamentals of distributive and integrative bargaining as well as an array of social influence strategies in order to succeed as a negotiator.

OBJECTIVES

- Develop an understanding of negotiation frameworks, including skills necessary to prepare for, implement, and subsequently evaluate the negotiation process and outcomes.
- Develop confidence in the general ability to implement negotiation and social influence strategies to achieve successful outcomes and conflict resolution.
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FORMAT

- **Negotiation Simulations**
These simulations provide exposure to different types of negotiations (bi-lateral vs. multi-party) and issues (single vs. multi-issue).
- **Preparation for Negotiations**
Because students are pre-assigned to negotiation partners every class, students must be prepared to negotiate by the start of class.
- **Post Analysis of Negotiations:** After every negotiation exercise, students will post their outcomes so that we can identify, synthesize, and describe the dynamics of different group processes and optimal strategies.
- **Subjective Nature of Learning:** 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.

MATERIALS

- **Textbooks** – Order online or local bookstore
 - Fisher, R., Ury, W., & Patton, B. (1991 or recent edition). Getting to Yes. New York: Penguin.
 - Malhotra, D., & Bazerman, M.H. (2007 or any edition) Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond. New York: Bantam Dell.
 - Shell, R. Bargaining for Advantage. New York: Viking. (1999 or recent edition)
- **Course Pack:** Information on how to obtain the reading materials will be posted on c-tools. Readings are selected from an array of journals and books.
- **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" in the amount of \$28.00. Details will be explained in class.

OTHER RECOMMENDED BOOKS

Cialdini, R.B. (1993). *Influence : The psychology of persuasion*. New York : Quill/W. Morrow.

Fisher, R. & Shapiro, D. (2005). *Beyond Reason: Using Emotion as You Negotiate*. New York: Viking.

Raiffa, Howard. *The Art and Science of Negotiation*. Cambridge: Harvard University Press, 1982.

Thompson, L. 2001. *The Mind and Heart of the Negotiator*. New Jersey: Prentice Hall.

Ury, W. *Getting Past No: Negotiation with Difficult People*. Bantam Books. 1991.

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: $\sqrt{++}$, $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$, or $\sqrt{--}$ 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 and empirical discussions.
- (2) **Planning Documents**: You must submit a planning document for your negotiation role at the beginning of each class, as needed. 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.

- (3) **Class Participation**: Everyone is expected to participate in both the practical and theoretical aspects of this course. The quality, not quantity, of observations, comments, and critiques is what matters.

Goal Statement (15%)

Discuss your current negotiation strengths and weaknesses according to the ideas discussed in *Getting to Yes* and your goals for the course. 2 page limit.

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 but no more than 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) Introduction (background information, issues, preparation)
- (b) Negotiation (a narrative of the negotiation experience)
- (c) Post-Analysis (insights, retrospective learning points)
- (d) Take-aways (things learned in the negotiation)

(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.

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 ShirliKopelman.com 2003)

PLANNING DOCUMENT

Negotiation: _____ **Role:** _____

SELF

OTHER

Interests

Positions

Priorities

BATNA

Reservation Price

Target/Goals

Sources of Power

Opening Move/Other Information

(from ShirliKopelman.com 2003)

THE WEEKLY GLANCE

Negotiation in Practice

CLASS	DATE	TOPIC	DUE	READING	ACTIVITY
1	May 8	Integrative Approach		<u>Getting to Yes</u> (Fisher, Ury, & Patton)	Negotiate <i>Texoil</i> Debrief <i>Texoil</i>
2	May 13	Multi-Issue Negotiations	Goal Statement PDoc <i>Cartoon</i>	<i>Cartoon</i> <u>Bargaining for Advantage</u> (Shell) Distributive negotiation: Slicing the Pie (Thompson, chapter 3)	Negotiate <i>Cartoon</i> Debrief <i>Cartoon</i>
3	May 15	Agents and Negotiation	PDoc <i>Bullard</i> Post-Diag <i>Cartoon</i>	<i>Bullard</i> Pros and Cons of "Getting to Yes" (White) Weapons of influence (Cialdini, chapter 1) Reciprocation: The old give and take...and take (Cialdini, chapter 2) <u>Negotiation Genius</u> : Chapter 9	Negotiate <i>Bullard</i> Debrief <i>Bullard</i>
4	May 20	Interpersonal Disputes	PDoc <i>Viking</i> Real World Topic	<i>Viking</i> Don't react: Go to the balcony (Ury, chapter 1) Don't push: Build them a golden bridge (chapter 4) <u>Negotiation Genius</u> : Chapters 11, 12	Negotiate <i>Viking</i> Debrief <i>Viking</i>
5	May 22	Decision Making Biases	PostDiag <i>Viking</i>	Psychological traps (Rubin, Section 5.3) <u>Negotiation Genius</u> : Chapters 4, 5, and 6	Activity
6	Out of Class (May 23-28)	Alternative Dispute Resolution Advanced Negotiation Video		How Mediation Works. (Chapter 2, Moore) The whys and ways of mediation. (McCoy) Women and Negotiation Article	Alternative Dispute Resolution Video and discussion
7	May 29	Social Influence Strategies		Liking: The friendly thief (Cialdini, chapter 5) How to frame a message (Sussman, Section 5.2) <u>Negotiation Genius</u> : Chapter 7	Strategies for Effective Communication

THE WEEKLY GLANCE

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CLASS	DATE	TOPIC	DUE	READING	ACTIVITY
8	June 3	Cross-Cultural Negotiations	PDoc <i>MexVenture</i>	Cross-cultural negotiation (Chapter 10, Thompson) Negotiating with "Romans" (Section 11.4, Weiss) A critique of Western conflict resolution from a Non-Western perspective (Salem).	Negotiate <i>(MexVenture)</i> Debrief <i>(MexVenture)</i>
9	June 5	Multi-Party Negotiations	PDoc <i>Harbarco</i>	<i>Harbarco</i> Sequencing to build coalitions (Sebenius) Multiple parties, coalitions, and teams (Chapter 9, Thompson)	Negotiate <i>Harbarco</i> Debrief <i>Harbarco</i>
10	June 10	Internal and External Negotiations	Post-Diag <i>Harbarco</i> PDoc <i>PB Tech.</i> Bring \$5.00 cash	<i>PB Tech</i> Establishing trust and building a relationship (Thompson, Ch 6) Myths and realities about emotion in negotiation (Thompson, Medvec, Seiden, & Kopelman)	Negotiate <i>PB Tech</i> Debrief PB Tech Negotiate <i>Strategic Alliances</i>
11	June 12	Team Negotiations	PDoc <i>SHARC</i>	<i>SHARC</i> Tacit negotiations and social dilemmas (Thompson, chapter 11) <u>Negotiation Genius</u> : Chapters 10, 13, & 14	Negotiate <i>SHARC</i> Debrief <i>SHARC</i>
	June 17	No Class			
12	June 19	Final Paper Due		Upload final paper as an attachment on C-tools, using only your UMID as file name "UMID12345678" (in Word/PDF) and only your UMID written within the document.	Final Paper Due