

Eastern Mennonite University – Center for Justice and Peacebuilding – Harrisonburg, Virginia

Negotiation Skills Pax 600
Spring 2008
Professor: David Anderson Hooker
Cell Phone 404 226 2246

Course meeting Times and Place: **Course meets in a two-weekend format:**

Friday February 1, 2008 (8:30 am - 6:00pm)
Friday February 8, 2008 (8:30 am – 6:00 pm)
Meeting in University Commons 209A classroom

This course only meets two full days. Each hour represents a substantial portion of the material to be covered for the semester. It is important for students to plan to participate in the entire seminar each day. Missing portions of the course will be difficult to make up. While every effort will be made to accommodate religious commitments, students must make every effort to minimize the amount of course time missed even for religious commitments. If a student knows that they will be required to miss a substantial portion of any class period, even for religious commitments, this situation should be discussed with the professor beforehand. **Discussing absence from class after the fact (even in the case of a genuine emergency) is strongly discouraged and may result in the student being asked to withdraw from the course.**

Course description: Negotiation is considered by many practitioners to be one of the basic building blocks for all conflict transformation activities. This course will expose students, in an introductory way, to some of the theories and practices of negotiation. Students will experience negotiations through classroom simulations, observations and analysis of informal negotiations in their own lives, and case studies.

Course Objectives:

- To develop an understanding of the foundations of negotiation practice
- To develop a model of strategic analysis of negotiations
- To recognize the stages of negotiation and the interactive process that moves parties through each stage or that creates impasse
- To practice some of the basic skills of negotiation: planning, framing, openings, creating and claiming value
- To develop an appreciation of the impact of culture and other factors on a negotiated transaction

BACKGROUND MATERIAL * Fisher, Ury and Patton Getting to Yes (2nd ed.) New York: Penguin Books.** This is a seminal text in the field of negotiation. The course reading does not include this work it presumes that everyone will have read this text in its entirety and understand it from previous course work and experience. There will be very limited time for discussion of the material presented in this text and the course will be taught with this text as background.

REQUIRED READING:

David Lax and James Sebenius: The Manager as Negotiator Cambridge, MA: Harvard Publishing, 1987
William Ury, Getting Past No New York Bantam Books 2000
J.S. Docherty The Little Book of Strategic Negotiations Intercourse, PA: Good Books (2005)

Handouts

Course requirements: Students will be assigned grades based on the following requirements:

Participation in role-plays and simulations from weekend 1	20 points
Participation in role-plays and simulations from weekend 2	20 points
Negotiations Journal	30 points
Description/Analysis of contemporary negotiations	30 points

Before weekend 1

Read: (entire text) Fisher and Ury Getting to Yes (If you have not recently read the text you are encouraged to re-read it so that the principles are fresh in your mind)

Lax and Sebenius: Manager as Negotiator: Chapters 1-3 Creating and claiming value

Handouts (Available at CJP front office)

Lewicki, Roy, D.M. Sanders, B. Barry & J.W. Minton, Essentials of Negotiation(3rd ed) Chapter 2 *Negotiation: strategizing, Framing and planning*

Deutsch, Morton, Handbook of Conflict Resolution, Chapter 1 *Cooperation and Competition*

Writing assignment (This will serve as the first entry into your negotiations Journal) (5 points)

Before the first class (if possible before you do any additional reading on negotiations) write a 2 page reflection on

- your philosophy of negotiation:
- your strategy and approach,
- how you define “winning” in negotiation, and
- the areas of greatest difficulty (for you personally) in negotiations.

Weekend 1: Getting to know each other
Philosophies of negotiation
Basic Principles and concepts
Stages of Negotiation
Conflict styles assessment

Weekend 2:

Required reading: Ury, Getting Past No
Docherty, Little Book

Handouts: Deutsch, Chapters 9 *Problem Solving and decision making*

Writing Assignment: Journal entry #2 (5 points): Write a 2-3 Page detailed description of one recent negotiation in which you were personally involved since the beginning of the 2006 2007 school year.

Include in your description:

- ✓ Context
- ✓ Why was negotiation needed?
- ✓ Description of the parties
- ✓ Subject matter of negotiation
 - (notice that the basis for negotiation may be different for each party)

- ✓ Stages of negotiation
- ✓ Results (compromise, collaboration, mutual loss, stalemate/impasse/status quo)
- ✓ Reflection (your level of satisfaction with the outcome, what could improve the process)

Focus of weekend 2: Planning for negotiations
 Communication skills in negotiation
 Skills/ Techniques for Impasse (why negotiations fail)
 Culture and Worldviewing

After weekend #2

Negotiations Journal (20 points): Keep a record of negotiations that you participate in large or small over the next 3-5 weeks. Make Journal entries for (minimum) 4-6 negotiations that take place (or that are resolved) **after** the conclusion of the class. For each negotiation, write a detailed description including information from Journal entry #2. In addition to the information from Journal entry #2, a primary purpose of keeping a journal is to infuse your real life experiences with the theoretical constructs learned in the class. I will look for your inclusion of the concepts discussed in class and in the reading. ***I am especially interested in correct application of the concepts and not just surface inclusion of the terms.*** (Due date will be determined by an in-class negotiation exercise)

NEGOTIATIONS ANALYSIS (30 POINTS) Using popular media accounts (newspapers, magazine articles, Internet blogs, etc) or other accounts of current ongoing negotiations (local, national or international) use the concepts, categories and criteria introduced in the required readings to describe and analyze the negotiation.

Analysis should be 6-8 pages (plus attach at least a sampling of the articles used as sources). In addition to analysis, using questions as the mode of advice-giving, provide a series of no less than 10 questions (no more than 15) that you would ask the parties to help move the negotiations toward a productive end. If the value of each question is not obvious to the reader, you may have to offer a brief explanation for the hoped-for outcome from each question.

Evaluation, writing guidelines, miscellaneous

Writing will be a factor in evaluation: EMU has recently adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see 2nd page). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CTP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from CTP registrar)

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. See also the EMU Graduate Catalog <http://www.emu.edu/catalog/graduate/academics.html> under “Honesty” for the university policy.

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding

90-94 = A- excellent

85-89 = B+ very good

80-84 = B good

75-79 = B- satisfactory

70-74 = C passing

Below 70 = F failing

Graduate students are expected to earn A's and B's. A GPA of 3 is the minimum requirement for graduation.

If you have received services in the past related to a *learning disability* or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor (432-4233).

Course extensions and outstanding grades

The following is CTP policy on course extensions: For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the CTP Registrar. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If a student does not fill out a course extension form in the agreed upon time a ½ grade will be docked for all coursework that was not completed by the end of the semester (regardless of whether or not an extension is subsequently approved). If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	A <i>excellent</i>	B <i>competent</i>	C <i>below expectations</i>	<u>Comments</u>
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed -has some awkward transitions 	
Conventions <i>(appearance of the writing: sentence structure, usage, mechanics, documentation)</i>	<ul style="list-style-type: none"> - has virtually no errors of conventions 	<ul style="list-style-type: none"> - has minimal errors of conventions 	<ul style="list-style-type: none"> - is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation 	
Style <i>(personality of the writing: word choice, sentence variety, voice, attention to audience)</i>	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read 	<ul style="list-style-type: none"> - has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read 	
<p>The weighting of each of the four areas is dependent on the specific written assignment and the teacher’s preference.</p>				<p><u>Grade</u></p>