**MNGT 412**

**Negotiating and Conflict Management**

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**Instructor:**

Dennis Duchon, Ph.D.

E.J. Faulkner Professor of Management

Chair, Department of Management

OFFICE: CBA 209

PHONE: Office: 402-472-3400

E-MAIL: [dduchon2@unl.edu](mailto:dduchon2@unl.edu)

Office Hours: Monday 3-5 and by appointment

**Course Overview:**

We negotiate every day – with potential employers, roommates, parents, landlords, bosses, coworkers, teachers, spouses. Trying to determine what price we will pay, the amount of our salary and compensation, what movie to watch, who will clean the kitchen…all of these are negotiations. Although negotiation pervades every aspect of our lives – and may be the most fundamental skill of effective managers - many of us know little about the strategy and psychology of negotiations. Why do we sometimes get our way, while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is a way of getting what we want through back-and-forth communication. We negotiate when there is a conflict and we would rather ‘work it out’ than fight. Put another way, negotiation is a joint decision-making process whereby two or more people – each seeking to maximize their outcomes - agree on how to allocate scarce resources. This course provides the opportunity to develop your negotiation skills in a series of simulations and debriefings that will occur throughout the semester. You should be a better negotiator at the end of this semester. This course should help you be able to diagnose conflict, prepare to negotiate, negotiate purposefully and thoughtfully, and critically evaluate outcomes and experiences.

The course is highly interactive and utilizes realistic negotiation practice with others to improve skills and stimulate discussion.

**Texts:**

* *Getting to Yes*, Roger Fisher & William Ury, 1991. Penguin Books: New York.
* *Getting Past No,* William Ury, 1993, Bantam Books: New York
* Other readings posted on Blackboard.
* Packet of negotiation exercises purchased from Dispute Resolution Research Center: <http://www.kellogg.northwestern.edu/research/drrc/>

**Course Objectives:**

Managerial success requires agreement and collaboration with other people and often times the stakeholders don’t have the same interests, perceptions and values that you do. Thus, negotiation is a skill that is needed professionally and personally. This course is aimed at making you a more effective negotiator.

**The course is premised on 3 ideas: (1) interdependencies create conflict AND multiple options for resolving the conflict, (2) negotiation is NOT a zero-sum game, (3) negotiation is a *social* process; the relationships matter!**

The following is a partial list of objectives for the course:

* Improve your ability to negotiate effectively
* Analyze negotiation situations
* Develop a strategic plan for negotiation
* Improve your analytical abilities for understanding and predicting the behavior of others in negotiation settings
* Gain confidence as a negotiator

This course provides you the opportunity to learn how to analyze negotiations at a more sophisticated level. It will give you the opportunity to identify your strengths as a negotiator and to work on your weaknesses.

**Method of Instruction**

This course differs from most of your other business classes in several respects. The heart of the class is a set of interactive negotiation exercises and simulations. These exercises have a dual purpose. First, they will give you hands-on experience with negotiation. The best way to learn how to negotiate is to actually do it. Thus, in this class you will learn first by actually negotiating, and then by stepping back to compare your approach and results with those of your classmates. You will also be able to test your analytic skills and experiment with new techniques. You will be encouraged to draw practical lessons from your personal experience. You will also have the chance to exchange feedback with your classmates in a structured way. In addition to the negotiation simulations you will also learn through reading and discussing cases of actual conflicts and negotiations.

**Course Requirements:** Attendance/Preparation/Participation 25%

Negotiation Written Analysis 30%

(Three 2-page papers worth 10% each)

Quizzes 10%

Term Exam 15%

Personal Negotiation 20%

**1. Attendance/Preparation/Participation:**

This course is largely an experiential course, and as such it is critical that you prepare for and attend all class meetings/negotiations. Further, you must come prepared to effectively participate in the scheduled exercises and discussions. A quality class experience is dependent upon the efforts of all students, and a lack of effort by one individual can adversely affect the group experience in many ways. If an unavoidable scheduling conflict arises you may miss one class but no negotiations. However, you must notify me by telephone or email at least 24 hours in advance of missing class. *It will be your responsibility – not mine – to prepare your role and complete your negotiation assignment.*  I will not make special arrangements for you. You must make your own arrangements. **A missed negotiation will result in a zero (0%) participation grade for the course.**

The course provides flexibility for scheduling alternative times to negotiate outside of class time. Participants are responsible for contacting each other to schedule a place and time for the negotiation. I recommend that you select times and locations that are relatively quiet and free from distractions.

It is your responsibility to prepare your role assignment for each exercise.

**Written results of each exercise must be posted on Blackboard Sunday noon prior to the Monday class when we debrief the exercise. Results posted after noon Sunday will be considered as a missed negotiation (which results in a 0 for participation for the entire course).**

1. **Negotiation Written Analyses**

At three points during the semester you will be required to submit an analysis of issues raised in one of our simulations. In a maximum of 2 Pages (typed, double-spaced), you should explore and analyze your experience in the following areas:

1. Negotiation summary: Provide a brief summary of the outcome of the negotiation (i.e. the nature of the agreement along with any contingencies, or where impasse occurred, final offers from each party). Consider how this outcome was reached, and whether or not this represents a “good” outcome for each party. Note that this section should be BRIEF and should NOT be the focus of your paper! Instead, think about the case as a gateway to discussing substantive ideas and principles.
2. Conceptual analysis and application: Here, you should attempt to make strong linkages between your experiences and the material covered in our texts and/or class discussions. Offer a very brief conceptual review of the concepts you wish to discuss and use the case to support/illustrate the ideas covered (not vice-versa). For example:

* What was your BATNA?
* What was the other person’s BATNA?
* What were your interests?
* What were the other party’s interests?
* What objective criteria were used?
* Etc.

1. Extensions & Lessons: This section is critical and should constitute 50% of your write-up. Consider the relevant issues and ideas on a very general level. Rather than focusing on the case at hand, discuss the implications for other negotiations. Will these issues emerge elsewhere, in similar (or different) ways? What does this case teach us about how to approach these situations? Are there specific lessons that you learned about yourself and others? Are there any unique or creative insights that you can offer here? What will do you differently/same in the future?

I strongly recommend that you clearly identify each section of the paper using the headings above. Our goal in these papers is to promote reflection, critical thinking and in-depth use of the ideas presented in class. I’m not interested in a detailed, blow-by-blow description of the events that transpired during your interactions, but rather what “take-aways” emerged from them. The quality of your papers will thus be a function of the thoughtfulness and quality of your reasoning, the support that you offer for your ideas, and the clarity of the application, and your ability to communicate your ideas in a clear and cogent manner. **This assignment must be handed in at the beginning of class as hardcopy. Emailed assignments will not be accepted**.

1. **Quizzes –** There will be at least four unannounced quizzes covering material from the readings. You will be allowed to drop your lowest quiz score. There will be no make-ups for quizzes. If you miss a quiz you will receive a zero score and that will be your lowest quiz score that you may drop. No exceptions to this policy.
2. **Term Exam-** will consist of both short answer and essay questions covering material from the readings and from class notes.
3. **Personal Negotiation**

Before the end of the semester you will conduct a “live” personal negotiation. The substance of the negotiation may be anything (that I have ok’d) – something related to a job or employment search, relations with peers, co-workers, or family members, etc. The following rules apply:

* This should be a new negotiation, not a write-up of one you have experienced before taking this course.
* The person you negotiate with may not be a student or instructor in this course.
* The person you negotiate with must not be aware that you are doing this as a class exercise
* You must articulate and write down a negotiation strategy beforehand, including the major elements of strategy we discuss in the course.
* You should try to interview the person you negotiated with and/or observers, after the fact, to get their perspectives on the negotiation (this is not always feasible, but try to do it).

You need to get my approval for your topic. This is an individual written assignment. It can be a maximum of 7 double-spaced pages in length and is due on the last day of class. (Page limit does not include title page.) You may also include a one page Table or Figure, if necessary.

In most ways, the Personal Negotiation write-up can be considered as a more elaborate version of the same type of analysis you will do for your case analyses. Of course, your personal involvement will presumably give you insights into the problem that are often missing or artificial in the exercises. Proper references/citations are required. There are three main differences from the negotiation analysis:

1. *Problem description.* Since I don’t know anything about your problem as I would in a case analysis, a brief description of the situation and the nature of the parties and the subject of the negotiation is needed. This should be fairly brief.
2. *Preparation/Strategy.* You should include an explicit discussion of your preparation and your strategy going into the negotiation.
3. *Agreement.* This should probably come at the end of the section describing what happened in the negotiation.

**This assignment is due the last day of class (or any time before the last class). It must be submitted in hardcopy. Emailed assignments will not be accepted**. **Last day of class is April 18.**

**Course Policies and Guidelines**

***Blackboard* -** We will use the Blackboard site extensively during the semester. You need to check the Blackboard site frequently for course announcements, details of assignments, readings, etc.

***Documented Disabilities*** - Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 974-6087 in Hoskins Library to coordinate reasonable accommodations for students with documented disabilities.

***Computer & Cell Phone* –** Because of the experiential nature of this class, it is a closed laptop course. Cell phones are to be turned off and kept in your purses, pockets, backpacks, etc. I have an IPhone and I love it. I love checking my messages constantly and being able to text at any time. However, there are times when it is completely inappropriate for me to be doing that – in important meetings and definitely in class. My Iphone will not come to class with me because during our time together my responsibility is to give 100% attention to the class and the topic of negotiation. Your responsibility is the same.

***Grading -*** To pass the course, you have to earn a score of at least 61%. . Below is the scale used for final grade computation in this course: A: 94-100, A-: 91-93.9, B+: 88-90.9; B: 84-87.9, B-: 80-83.9; C+: 78-79.9; C: 74-77.9, C-: 71-73.9, D+: 68-70.9, D: 64-67.9, D-: 61-63.9, less than 61: F

***Academic Integrity***. The College of Business Administration (CBA) is committed to training and developing ethical leaders, which we define as:

* + Students who follow their own personal Honor Code
  + Students who follow the CBA Honor Code
  + Students who display Academic Integrity; which includes but is not limited to:
    - Representing your work as your own
    - Being honest in all dealings with faculty and peers
    - Taking ownership and responsibility for completing assignments as directed

Per the UNL Student Code of Conduct: "The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise."

A. Academic dishonesty is defined as cheating on tests and assignments, plagiarism, misrepresentation, tampering with academic records and examinations, falsifying identity, aiding other students in academic dishonesty, and other behaviors in the student judicial code of conduct, section 4.2 (http.'/lstuafs.unf.edu/ja/code/three.shtml).

B. The penalties for academic dishonesty will be severe, from an F on the test or assignment, or an F in the class, up to and including expulsion from the university. Faculty will report ALL cases of academic dishonesty to the Dean of Students at UNL, who will place a report in the student’s permanent file.

C. If you copy, or substantially copy, work from anyone else on a paper, the work must put it in quotes and the source cited. Otherwise, it is plagiarism. If plagiarism or other forms of academic dishonesty are found on a group work assignment, it is possible that every member of the group will be punished. It is to your advantage to check out anything that doesn't seem like the work of your group members or colleagues. Written assignments are subject to be checked on Safe Assignment for plagiarism.

**Types of academic misconduct include, but are not limited to:**

* Interacting with other students during an exam or quiz
* Using unauthorized resources during or before an exam or quiz
* Unauthorized reproduction/possession/distribution/use of an exam or quiz, in whole or in part
* Altering graded exams or intentionally creating ambiguity with exam answers
* Presenting as your own, work done, in whole or in part, by another individual or individuals
* Resubmitting your own work, in whole or part, for a different class without the instructor’s permission
* Doing an assignment, exam or quiz for someone else, in whole or in part
* Having someone else do an assignment, exam or quiz for you, in whole or in part
* Providing answers on an assignment, exam or quiz for someone else, in whole or in part
* Claiming the Professor lost the exam or assignment
* Plagiarism
* Providing false information in a bibliography or reference list
* Exaggerating class or group participation and contribution
* Making up an excuse to get additional time to do an assignment or postpone a test
* Making up an excuse to get an excused absence from attendance
* Signing an attendance sheet for someone else or have someone sign for you
* Tampering with academic records and examinations
* In any context, presenting yourself as another person or having someone present themselves as yourself
* Aiding others or participating in any of the above

See <http://stuafs.unl.edu/dos/code/three_print> for complete details about the Student Code of Conduct

**Tentative Assignment Schedule**

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| **Week** | **Topic** | **Reading /Assignment to be completed BEFORE class** |
| 1 Jan 11  Jan 13 | * Overview and Introduction * Learning From Negotiation Simulations: Full Engagement   Introduction to Negotiation | The negotiation simulations used in this class are provided by the Dispute Resolution Research Center at Northwestern University. You will receive an invoice for $45 via email and you have to pay the invoice with a credit card. Once you pay, DRRC will send you your role for every simulation. **You need to do this before January 22.** Each student must have his/her own set of the simulation exercises. **Do not copy a classmate’s set.** If you do not buy the exercises, you will be dropped from the class as you will be unable to participate. |
| 2 Jan 18  Jan 20 | MLK Holiday  Personal Negotiation Styles | No Class  **Complete *The Inventory* posted on Blackboard BEFORE COMING TO CLASS. Bring this completed survey to class**.  “Escalation” by Cate Malek  <http://www.crinfo.org/CK_Essays/ck_escalation.jsp> |
| 3 Jan 25  Jan 27 | Conflict – What is it?  Listening & Interviewing in Negotiation  Negotiat*e Blue Buggy (DRRC)* | **Complete “The Print Shop” negotiation on line**. Bring to class to hand in the outcome you agreed to with Bill Gimmel. Once you complete the negotiation the first time through, go back through the interactive negotiation and try some other approaches to the negotiation. Hand in your original (first) agreement with Gimmel.  <http://www.sfhgroup.com/ca/training/online-training/Online-Negotiation-Course.php#registration>  “Conflict Assessment” by Cate Malek  <http://www.crinfo.org/CK_Essays/ck_conflict_assessment.jsp>  Post results by noon Sunday (1/31) |
| 4 Feb 1  Feb 3 | Debrief *Blue Buggy*  Negotiation Myths  Planning for Negotiation  Interests vs. Positions  Negotiate *College Town Apartments (DRRC)* | Fisher & Ury Ch. 1  Ury Overview & Prologue  “Distributive Bargaining” by Chris Honeyman  <http://www.crinfo.org/CK_Essays/ck_distributive_bargaining.jsp>  “Integrative Bargaining,” Chris Honeyman  <http://www.crinfo.org/CK_Essays/ck_integrative_bargaining.jsp>  Post results by noon Sunday (2/7) |
| 5 Feb 8  Feb 10 | Debrief *College Town Apartments*   * Negotiation is a *Social* Process * Relationships & Negotiation   Negotiate *Easy’s Garage (DRRC)* | Fisher & Ury Ch. 2  Ury 1: Don’t React: Go to the Balcony  “BATNA” by Heidi Burgess  <http://www.crinfo.org/CK_Essays/ck_BATNA.jsp>  “Apology & Forgiveness,” by Norman Schultz  <http://www.crinfo.org/CK_Essays/ck_apology.jsp>  Post results by noon Sunday (2/14) |
| 6 Feb 15  Feb17 | Debrief *Easy’s Garage*   * Negotiation Myths * Competitive vs. Collaborative Negotiation   Negotiate *New Recruit* (DRRC) | Fisher & Ury Ch. 3  Ury 2: Don’t Argue: Step to Their Side  “Framing/Reframing,” Heidi Burgess  <http://www.crinfo.org/CK_Essays/ck_framing.jsp>  Post results by noon Sunday (2/121) |
| 7 Feb 22  Feb 24 | Debrief *New Recruit*   * Expanding the Pie   Negotiate *Student Project (DRRC)* | Fisher & Ury Ch. 4  Ury 3: Don’t Reject: Reframe  Post results by noon Sunday (2/28) |
| 8 Feb 29  Mar 2 | Debrief *Student Project*   * Power in Negotiation   Negotiate *Social Services* (DRRC) | Fisher & Ury Ch. 5 & 6  Ury 4: Don’t Push: Build Them A Golden Bridge  “Power” by Cate Malek  <http://www.crinfo.org/CK_Essays/ck_power_authority.jsp>  Post results by noon Sunday (3/6) |
| 9 Mar 7  Mar 9 | Debrief *Social Services*   * Negotiating with Difficult People   Negotiate *Drug Testing Program (DRRC)* | Fisher & Ury Ch. 7, 8  Ury 5: Don’t Escalate: Use Power to Educate  Post results by noon Sunday (3/13) |
| 10 Mar 14  Mar 16 | Debrief Drug *Testing Program*  * Listening Effectively in Negotiations * Using Questions Skillfully   **Term Exam** | “Active Listening” by Heidi Burgess  <http://www.crinfo.org/CK_Essays/ck_active_listening.jsp>  “Communication Skills,” by Norman Shultz  <http://www.crinfo.org/CK_Essays/ck_communication_skills.jsp>  “I-Messages and You-Messages,” Heidi Burgess  <http://www.crinfo.org/CK_Essays/ck_iu_messagges.jsp>  Exam covers material in readings and notes |
| 11 Mar 21  Mar 22 | **Spring Break, No class** |  |
| 12 Mar 28  Mar 30 | * Multiple Parties, Alliances, Coalitions in Bargaining   Negotiate *At Your Service (DRRC)*  Negotiate *Mouse (DRRC)* | Post results by noon Sunday (4/3) |
| 13 Apr 4  Apr 6 | Debrief *At Your Service*   * Cultural Issues in Negotiation   Special note for Mayors  Negotiate *Mouse* | “Face” by Cate Malek  <http://www.crinfo.org/CK_Essays/ck_face.jsp>  “The Hidden Challenge of Cross-Border Negotiations,” J. Sebenius (Blackboard)  Post results by (4/10) |
| 14 Apr 11  Apr 13 | Debrief *Mouse*   * Ethical Issues in Negotiation   Negotiate *The Best Stuff on Earth (DRRC)* | “How to Negotiate With Someone More Powerful Than You” C. O’Hara (Blackboard)  Post results by noon Sunday (4/17) |
| 15 Apr 18  Apr 20 | Debrief Best Stuff on Earth  Having conversations with difficult people  Course summary  **Personal Negotiation due** |  |
| 16 Apr 25 |  |  |