

FUNDAMENTALS OF NEGOTIATION (CONF 741-001)

Course Syllabus – Fall 2007

Instructor: Geoff Drucker

Overview

This seminar-style class teaches the theory and practice of negotiating. Negotiation is a form of social interaction, so negotiation theory draws insights from the study of psychology, communications, and conflict (inter-personal, group, and cross-cultural). The class operates on the principle that theory and practice inform each other. Negotiation theory is taught primarily by drawing lessons from simulated negotiations, and negotiation skills are taught primarily by applying theory in simulations.

Course Requirements and Grading

Class Participation (5%):

As much of the learning comes from classroom exercises, attendance and active participation are critical. You will be graded on how well you prepare for classroom exercises and discussions and whether you are an active participant. You will not be graded on outcomes achieved in simulations.

Journal (25%):

Keeping a journal is an excellent way to reflect on and learn from classroom experiences and readings. In the first journal, respond to the following questions with regard to the first seven classes:

- What negotiation skills come most naturally to you?
- What negotiation skills do you find most difficult to master, and why?
- What did you do in a role play or exercise that worked well? Be specific.
- What did you do in a role play or exercise that did not work well? Be specific.
- What skills, if any, have you learned in this course so far that you think you could incorporate into your post-graduate school career? How do you think you would apply these skills?

In the second journal, respond to the following questions:

- What did you do in a role play or exercise in the last seven classes that worked well? Be specific.
- What did you do in a role play or exercise in the last seven classes that did not work well? Be specific.
- What skills or tactics covered in the course do you think will be most useful to you career-wise, and why?
- What skills or tactics covered in the course do you think you would be least likely to incorporate into your future career, and why?
- Did the course change your outlook on the practice of conflict analysis and resolution in any way? If so, what were the key insights you developed during the semester?

Both the first and second journal should be 5-6 double-spaced pages (a total of 10-12 pages). Feel free to provide longer responses to the questions you feel you have more to say about and less to the questions that you find less thought-provoking. I will grade journals on the degree to which they show students are learning from classroom experiences and related readings, and on how well they are written and organized. Journals are confidential: I will not share them with anyone except as may be necessary to resolve a dispute over grading.

Research Presentation (10%):

You will prepare and deliver a 10-15 minute presentation on one or more articles regarding recent research on negotiation. You will be graded on the extent to which your presentation demonstrates mastery of the subject matter and the ability to convey it effectively. Do not feel at all constrained to lecture; creative formats for presenting information are encouraged. Classmates may form teams of two and deliver a 20-30 minute presentation.

Case Analysis (60%):

You will write a paper analyzing how negotiation theory applies to an actual negotiation. I will grade papers on how well they apply applicable theories and practice principles to the chosen topic. I will also grade on the quality of writing and organization. The case analysis must be approximately six double-spaced pages, no more than one of which is a statement of facts. I will review and comment on outlines well before the analysis is due.

Textbook

Kathleen Kelley Reardon, *The Skilled Negotiator* (San Francisco: Jossey-Bass 2004)

Logistics

- Location

Truland Building, Arlington Campus, George Mason University.

- Time

Tuesdays from 7:20 – 10:00 p.m.

- Contacting the Instructor

Phone: 703-582-9971

Email: GDrucker@McCammonGroup.com

I will make myself available to meet with you before or after class with sufficient advance notice. I will do my best to address questions and concerns at other times as well. I *welcome* feedback and suggestions at any time about how the course could be improved. Please feel free to speak up either during or between classes.

- Missing Classes / Extensions

Absences will be excused only for illness or emergencies. You **must** let me know in advance if you anticipate missing a class. Failure to do so will affect your grade for class participation.

If you anticipate missing a deadline for submitting a written assignment, you must request an extension of time in advance. I will grant an extension only for illness or extraordinary events.

CLASS SCHEDULE

Week	Date	Topics	Reading	Assignments
1	August 28	Introduction and Overview	Text Chap. 1 & 2	
2	September 4	Preparation	Text Chap. 3	
3	September 11	Stages and Strategies	Text Chap. 4	
4	September 18	Sharing Information	Text Chap. 6	
5	September 25	Ethics	Text Chap. 5	
6	October 2	Creating and Distributing Value	Text Chap. 7	
7	October 16	Power, Pressure, and Impasse	Text Chap. 8	
8	October 23	Irrational Behavior	Text Chap. 9	First Journal Due
9	October 30	Mediation	<i>Managerial Third Parties*</i>	Outline of Case Analysis
10	November 6	Student Research Reports		Research Presentation
11	November 13	Impact of Culture	Text Chap. 10	
12	November 20	Student Research Reports		
13	November 27	Impact of Gender	Women Executives [†] Social Incentives [‡]	
14	December 4	Developing a personal style		
	December 11			Second Journal Due
	December 14			Case Study Due

* Karambayya, R., Brett, J. & Lytle, A. (1992). *Managerial third parties*: Academy of Management Journal, 35, 426-438

† Crotty, S. (2006). *Holding Their Own: Women Executives and Negotiation Outcomes*. Kellogg School of Management, Management and Organizations Department, Working Papers.

‡ Bowles, H.R., Babcock, L. & Lai, L. (2007). *Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask*: Organizational Behavior and Human Decision Processes, 103, pg. 84.