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Negotiations Spring '05

Negotiation: Theory and Skills Syllabus

PAGS 340 NEGOTIATION: THEORY AND SKILLS (3 credits)

Course Description:

Students will explore recent developments in diplomatic, business, interpersonal, labor/management, environmental, and other public policy negotiations. The class will provide an opportunity for role-play negotiations and the development of negotiation skills and strategies in each student's area of interest. **Negotiation is one response to conflict, and this course focuses on the negotiation process.**

The course will meet once a week for 15 weeks from 2:30- 5:30 on Wednesday in BC211. This syllabus is a guide to what is expected in this course. It is "the law" regarding this course and ignorance of the law is no excuse. **You should read this syllabus very carefully and refer to it frequently as you prepare your assignments.**

Course Texts include *Getting to Yes*, by Fisher and Ury, and other readings and articles assigned during the course.

As with most courses, you will get out of this course what you put into it. If you just seek to meet the requirements of the course, you will be able to do so quite easily. You will pass, but you will walk away without much more than the credit. If you take the freedom this course offers as an opportunity to invest yourself in learning something YOU think is important, you will learn something about negotiations and take an important step toward becoming an effective life-long learner. This is my hope for you. I will probably be able to tell, and you will be graded accordingly.

Office Hours, Special Help, and Moodle

I find that students often have questions that come up as part of a class. I will almost always be able to stay after class to discuss any issue that comes up and this is a good time to talk while the issue is fresh in your mind. I am also in my office, BC-217, most of the time. **I am almost always available to meet and discuss any thing that is important to you.** We will have an added resource for asking questions this year through the use of Moodle. We will develop a procedure for you to ask questions or make comments electronically in a way that the answer can be shared with the whole class.

Learning to use Moodle will be new in this course this semester, but it will be an essential part of the course. Each person taking the class must be willing to learn to use Moodle to receive assignments and resources as well as to turn in assignments and contribute to peer review groups and other discussion forums as they are developed. This requires checking

email and the Moodle site between classes. Our class is housed in the Social Sciences section of Moodle and the key to the course is “Yes.”

This Course Teaches Writing

No matter how well you write, everyone can become a better writer. In this class we are concentrating on simple, direct, and persuasive writing. I am available to give you my opinion and my suggestions on how you can improve your writing style. I encourage you to make an appointment with me or just stop by to discuss anything you have written, or my comments on it. However, I encourage you to make use of the writing clinic before coming to me, whenever possible.

I encourage EVERYONE to make use of the review assistance offered by the writing clinic. The clinic is located in the basement of Runyan and is open from 8-11 PM from Sunday through Thursday. You can sign up for an appointment ahead of time outside of the office. Sign up for an appointment a couple of days before your assignment is due and force yourself to have a completed paper to take in. They can also help with researching, focusing your topic, and creating footnotes and bibliographies.

Doing Your Own Work And Presenting Your Own Ideas

Earlham has a good position and statement on academic integrity on page 20 of the Curriculum Guide, which you should review. This course, and the grade you might receive, is not important enough to sacrifice your academic integrity. Most fundamentally, passing off anyone else’s work or ideas as your own is plagiarism and is not acceptable.

NEGOTIATION ASSIGNMENTS FOR SPRING ‘05

This course requires significant and immediate work from the first class through the final paper that is due on March 23rd. This initial hard work is balanced by a significantly reduced workload after March 23rd. Anyone who cannot accommodate this rhythm of the course is encouraged to reconsider taking the course. All listed page numbers are maximum numbers. **Assignments longer than the maximum page number listed will be returned for revision.**

Independent Project or Service Learning Alternative:

Independent Project Proposal, 1-2 pages due 1-19

Independent Project Annotated Bibliography, due 2-23

Exchange Rough Drafts with peer review group through Moodle by 3-7

Return Peer Review comments through Moodle by 3-11

Independent Project Final Paper, 10 pages, due 3-23

Independent Project Class Presentations. start 3-30

Presentation Notes with Optional Final Paper Re-Write, due 4-27

Small Writing Assignments:

Civil Action Essay, 3 pages, due 1-26

Getting to Yes essay, 4 pages, due 2-16

Negotiation Notebook and Journal, due 4-27

Grades will be made up as follows:

40% Independent project and project presentation

35% Class participation, journal, and notebook

25% Small writing assignments.

Extra credit is possible for contributions of Negotiation News at each class, for taking notes for one of the classes, and for field trips or special projects with a brief written report.

Negotiation News contributions are news stories, or examples from your own experience in participating in or observing a negotiation. In each case, you will need to write up a brief description of the news or negotiation incidents including the parties involved in negotiation, the issue or issues, where or how it is taking place, the outcome, and any interesting observations about the process. Any available article should be attached. You can use this summary to report the event to the class and turn it in for extra credit.

Class Note Taker. There will be a sign up sheet for people willing to take notes during class. This requires paying attention and taking careful, interesting notes with your own comments and editorializing of important or connected ideas. They should be an example of good note taking and they should be typed and put onto Moodle the same day as the class.

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INDEPENDENT PROJECT

Your major assignment for this semester will be an independent project investigating some aspect of negotiations you consider important and relevant to your life and work. This can be a fairly general subject like, "How does gender or culture influence negotiation style or effectiveness?" Or, it may be something quite specific like, "What are the different approaches to hostage negotiation training and which are most effective?" or, "What are the practices and trends in sports or entertainment negotiation?" You will be expected to apply the principles and skills we are learning in class and develop this further in an area of your particular interest.

You should gather information on your subject from our assigned textbook and readings, from other books and articles, from the Internet, and from the experience of people who negotiate for a living. **Whenever possible, you should interview at least one person who has practical experience in the subject you are studying personally or by phone.** This can include lawyers, business people, educators, government and political leaders, diplomats, union leaders, police officers, etc. **If you cannot find one personal source to contact, you must prepare an appendix to your paper describing your efforts** to find such a source and explaining why you could not use such a source. Your paper should be a formal research paper, giving credit to the sources of your information. **You are expected to use at least five quotations from different sources** that contribute significantly to your paper. These quotations, and all quotations, needed to be properly formatted and the sources cited. Unless you let me know ahead of time that you prefer another style, your paper should be written in the **style prescribed by the American Psychological Association Publication Manual**. This is available in the reference section of the library and can be accessed through the library web site under citation help. When you help each other in your peer review groups, you should each check to be sure that each student is following these style guidelines.

The Proposal

You will begin the project by choosing a subject and preparing a good, careful, 1-2 page statement of what topic you want to cover, and how you plan to research and organize the topic. Whatever the topic, I want you to focus your paper on a specific area of inquiry that will be manageable to discuss in depth. I will respond to the project proposal making suggestions for modifications and focus, if needed. **Your proposal should include a specific question you are going to try to answer. By the time you turn in the paper, you should have a clear thesis statement taking a position on that question.** The proposal should include where you are going to look for information, what kind of information you expect to find, and a list of any people you plan to interview. You can undertake a project individually or work together in pairs. No more than two students may work together on a single project without permission, the paper should reflect the

effort of two students, and it should be clear which student is responsible for which part of the paper.

Research and Peer Review

While you are working on your proposal, you should begin researching the subject. Once your proposal has been clarified and turned in, you should begin your major research. You should be looking for either academic or popular articles, including newspaper accounts that discuss your subject. You should be looking in books and on Internet sites for both the theory and examples of your subject. **This paper is not just your opinion on some field of negotiations.** This is a research paper that will communicate what you have been able to find out about a particular aspect of negotiations. Make it rich with experience, stories, and examples.

The annotated bibliography must include at least 10 sources you have actually read or used. You need to identify these sources completely as you would in a bibliography showing exactly how to find it through print or the internet. The sources should be arranged alphabetically, and you should analyze of what type of source it is – a popular magazine, a news paper, an academic journal, a book, a personal contact, an internet source, etc. You need to add a description of the content of the source and a note on whether you plan to use it in your paper. If you plan to use it, include at least one important quote with a proper citation from that source to demonstrate your ability to use the source. The reference librarians are very helpful in this, and **everyone should contact a reference librarian for help at least one time** during this process and record the results of that help in your journal. **At least one of your sources in this bibliography needs to be your personal source** or an explanation of why you are not able to find a personal source.

This research should be put together in a rough draft paper. The rough draft should be about 50% longer than your expected final paper because an important part of editing is cutting back and reducing material you have gathered. Even though it is a rough draft, it should be a well-written draft with spell-check and care taken for the organization and the use of headings, quotes, and appendixes. These rough drafts will be read and reviewed by your peer review group within 5 days. You are responsible for offering serious constructive criticism on both issues of content and of form to your peer review group. You will exchange your draft and the comment drafts over Moodle and this will be monitored as an important part of your class participation. Your instructor and TAs will work with people individually regarding both content and writing skills, as requested. Most of your research should be completed by the time your rough draft is completed. Your quotes should be exact, checked, and properly cited so they can be easily found. The only additional research should be something that your peer review group decides needs to be further researched or clarified.

Once your peer review is complete, you should begin your final clarifying research and the final draft of your paper. Your **final paper should be no more than 10 pages, 12pt, double-spaced**. The title page, notes, and the bibliography can be in addition. You will be expected to post your paper to our Moodle site so each student will have an opportunity to read it before your presentation.

Project Presentation

Communication is fundamental to negotiation. Communicating in writing is important, and we will have practice in writing. However, the oral communication skills involved in a presentation are probably even more common and more important for most negotiations. Your presentation gives you the chance to practice and develop your oral communication skills. Your presentation will be based on your paper and will be an opportunity for you to teach the class the exciting new information you have learned about negotiations in your particular project. You may use role-plays, multi-media presentations, PowerPoint, or any form of communication that will help you teach the class what you have learned. Each student will have access to a copy of the paper you have prepared so you should not read your paper, but build on it. The presentations will be made in the #105 lecture hall. You will **have a total of 15 minutes**. This should include time for class questions or other class activity or involvement. Each person will receive feedback from several members of the class.

Possible Topics For Your Paper

You may pick any subject that you consider interesting and important to your own understanding of negotiations. I have listed some of the possibilities, but you are not limited to this list. Think of something you really want to put in the time and effort to understand.

- Negotiation and mediation of domestic abuse cases
- Victim/Offender negotiation or mediation
- What is the benefit of having an attorney or other agent negotiate for a client? Discuss objectivity, experience, and raise ethical issues for professional negotiators. Discuss negotiator authority and maintaining high client satisfaction.
- Planning for a successful negotiation. What planning guides or techniques are possible? What do some successful negotiator use? Basic preparation plan for negotiations can be used here. Use an appendix to illustrate planning charts.
- Character and personality as it affects negotiation style and effectiveness.
- Building a reputation as a good negotiator. What makes someone effective? Who do people trust and turn to? Who are the best negotiators in this country, or the world, and how have they built their reputations?
- Handling difficult negotiations and negotiation impasses. Evaluate *Getting Past No*
- Labor negotiations
- Sports or entertainment negotiations

- What works in real estate negotiations? (Renting and selling)
- Partnership and merger negotiations.
- Diplomatic and international negotiations.
- What do we know about cross-cultural negotiations? How can you make use of your own cultural heritage as a basis for effective negotiations?
- How do people learn to negotiate effectively? Study the ABA student negotiation finals.
- How have Quaker values influenced negotiation practice in the U.S?

Focus Your Project On Learning Something You Want To Learn About Negotiations

This project is your opportunity to dig into a specific area of negotiations that is interesting and meaningful to you, and learn something useful about negotiating. Your paper and presentation is not primarily for me, but for the class. We all want to gain from what you have learned. Your project needs to explain clearly what you have learned about negotiations and why you think it is important. Your paper should include an analysis of whether your specific issue is transferable to other negotiation contexts, or not. Your paper and your presentation should be descriptive, informative, and persuasive. If you are not learning anything interesting about negotiations and how to be a better negotiator during your research, come see me because you are on the wrong track.

I am available to discuss your projects and help you focus on exploring what is interesting to you. If you explore something that is genuinely interesting to you, it will be easy and fun to teach the class what you have learned.

The Service Learning Alternative

A new service learning alternative will be offered this semester in place of the research project. Negotiations take place in many aspects of everyday life. Communication skills, critical thinking skills, and specific skills addressed at collaborative and distributive negotiations can be taught and can help a person be a more effective negotiator. There are some people in Richmond who may have fewer of the skills necessary to be effective negotiators, but who have many daily negotiation experiences. Our service learning component can connect Negotiation students with people and families facing many difficult negotiation situations with minimal resources. This will be a good option for students who are particularly interested in ordinary life negotiations.

This will also provide the opportunity for students to be able to teach negotiation skills to others who have probably never received any negotiation information and training. This does not imply that anyone does not have negotiation skills, because everyone can always learn more and improve his or her negotiation skills by study, practice, and reflection.

The students will work in small groups of students who are engaged in this partnering through social service agencies such as Genesis or Rock Solid Ministries that are already providing services to their own clients. Students will begin with an introductory session

provided by the agency to introduce its own clients and some generalizations that can be made about their needs or situations. The students will then set up about 5-6 weekly meetings with her or his particular partner. These meetings should include a plan to teach some basic negotiation skills based on Getting to Yes, and the class. Students will work in small groups to prepare the lessons.

The student will also help the partner reflect on any interesting or difficult negotiation experiences from the past to learn by reflecting on those experiences. They will also look ahead to what negotiation experiences are coming up. They can make plans and strategies for upcoming negotiation events. The student can also make arrangements to be present at any upcoming negotiation situations where the partner would like a support person. This could include negotiations over government benefits, housing, probation, work, food, health care, education, family, etc. This opportunity to actually assist the partner as a support person in a negotiation will have to be something worked about between the partners.

The students will be requested to keep a journal during this process in which they record how they are teaching and what they are learning about negotiations. The student will be expected to make a 15-minute presentation at the end of the semester in which she or he will share what they have learned about negotiations through the process. The presentation will guard the confidentiality of the partner, unless the partner chooses to participate in the presentation.

This option will be available to not more than 6 students and these students will have a somewhat different rhythm to their work. They will need to do background preparation for teaching negotiations, and then their actual service work will come later in the semester. Their presentations will probably be at the end of the class.

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Class Participation, Negotiation Journal, and Notebook

Participation

This is a practical, skills-oriented class. Although each student has the freedom to choose whether or not to attend class, I do not see how one can experience the simulation activities, or the reflection on these activities, without regular attendance. This is also true of the material presented by students in their presentations. If you think you can learn this in another way, and do not want class participation to be part of your grade, you need to negotiate this with me early in the semester and you can propose an alternative learning plan. Attendance will be taken and anyone who misses more than 3 classes will need to take the initiative to suggest a way to make up the missed material. Otherwise, the participation grade will be reduced.

Journal

Everyone negotiates, but not everyone reflects on, or tries to organize and understand his or her negotiation experience. It is this reflection and organization of the negotiation experience that makes this class different from what you already do every day. Reflection, therefore, is essential, and a journal is a good way to structure reflection. For those of you not familiar with keeping a journal, this is also a valuable skill for any ongoing reflection process.

I hope there will be times in class, when you are reading, or doing your research when you reach a new insight or become conscious of something that seems important to remember while you are negotiating. I want you to keep a journal of the course as a way to record these insights, fix them in your mind, and make them accessible if you need them later. As you prepare for a major negotiation a year or two from now, look through the notes and think about the negotiation insights you want to remember.

I expect to see a significant journal entry after each class highlighting what you learned and what you want to remember. Of course, your journal can raise questions and doubts as well as record insights. I expect you to take notes during class and then to make use of those notes to refresh your memory and create an electronic entry as soon as you are able. It will work best if you commit yourself to making your entry the day of the class or reading. If you honestly come to the conclusion that nothing discussed or observed in a class was important or worth remembering, I want you to discuss at least 3 of the things said and tell why they were of no use or interest. There should be a significant journal entry for each class. You should have additional entries from your research and reading.

Everyone has access to a computer. You will post your journal assignment to Moodle each week and I will check your journals at different times during the course to see what you are learning and how the course is going for you. No one will be graded in either class discussion or in journal entries on the content of the discussion or journal entry or whether you agree or disagree with me. You will be evaluated on the effort you have put into serious personal reflection. This does not have to be polished writing- just notes to yourself. The journal should be included in your Moodle journal entry and your notebook.

You are also **expected to keep a separate journal of the time you have put in to this class**. There will be instructions in your Moodle assignment asking you to keep track of the time you have spent reading, writing, researching, preparing for a negotiation, or other class activities. You should keep track in tenths of an hour- or 5-6 minute segments. Keep a note of the time spent and enter it as a Moodle assignment each week. **You will not be graded in any way on your reporting of the time you have spent**, but on what you can produce from that time. Please be as honest and accurate about your time as possible for your own information and to help in the development of this course.

Notebook and Self-Evaluation

Your notebook should include your journal, all conflict scenarios and your preparation materials, the syllabus and assignment materials from the instructor, as well as your own final assignments. It should also include any handouts from class. **Your notebook should be a well-organized (probably chronologically) record of the class**. I suggest a 3 ring binder that will hold at least 150 pages. You will be expected to turn in your notebook on the last day of class. The notebook should start with a self-evaluation, of no more than one page, explaining what grade you believe you deserve for class participation. I will consider your self-evaluation and balance the journal, notebook, and class participation for 35% of your grade.

Short Written Assignments for Negotiations

Civil Action Essay

Please read the thought questions for *A Civil Action* and choose 1 question from this list that seem important to you, or make up your own question or subject for comment. Prepare a carefully written answer that makes use of the insights of the movie, what we are discussing or reading about in class, and your own experience as a negotiator to communicate something that you have learned or believe to be true about negotiations. **Have a clear thesis statement and then prove or defend that thesis in the essay.**

This assignment should be a coherent essay that stands alone, not just an answer to a question. It should be a well-written, professional paper. This means that you should think about and organize what you are going to say, not just write what first comes to mind. You should prepare at least one rough draft in the process, longer than your essay will be, and you should **read your paper over aloud to yourself or someone else**

exactly as it is written. You should have a catchy and descriptive title that guides the reader and you should spell check your paper and correct any obvious errors before you turn it in. The paper should be double-spaced, 12pt, and no more than 3 pages. It is not easy to say something important in 3 pages. I expect you to work hard at reducing fluff. The papers are due at the end of the day on the date requested and there will be a reduction in your grade depending on the amount of time the paper is late.

Getting to Yes Essay

This assignment is an analysis of *Getting to Yes* in relationship to Leeper's negotiation letter to his cleaning company or in relationship to Welling Hall's car negotiation story she will share with the class. You will be expected to discuss several of the specific principles of *Getting to Yes* in relationship to one of these two negotiating experiences. Consider how these experiences follow the suggestions of *Getting to Yes* and in what ways they differ. Where you see a difference, consider which approach seems more effective.

If you prefer, you may analyze *Getting to Yes* in relationship to some other real negotiation situation you know well. If you do this, you may include one additional page of information about the details of the negotiation in your essay.

This assignment should be a coherent essay that stands alone, not just as an answer to a question. It should be a well-written, professional paper. This means that you have thought about and organized what you are going to say not just write what first comes to mind. You should prepare at least one rough draft in the process, longer than your essay will be, and you should have read your paper over aloud to yourself or someone else *exactly* as it is written. You should have a catchy and descriptive title that guides the reader and you should spell check your paper and correct any obvious errors before you turn it in. The paper should be double-spaced, 12pt, and no more than 4 pages. It is not easy to say something important in 4 pages. I expect you to work hard at reducing fluff. The papers are due on the date requested and there will be a reduction in your grade depending on the amount of time the paper is late.