Introduction

Business success requires "deal-making" and conflict resolution skills. The purpose of this course is to teach students about the processes of negotiation and conflict management as they are practiced in different settings. Students will have the hands-on chance to explore different bargaining styles and to gain confidence in their own negotiation skills through a wide variety of one-on-one and group negotiation exercises. Students will also develop conflict management skills through exposure to alternative dispute resolution ("ADR") processes, such as mediation and arbitration.

Course Requirements

The course includes interactive negotiation and conflict management exercises, lectures, class discussion, two examinations, two quizzes and two writing assignments. The different components of the course requirements and how they contribute to your final grade are listed below.

Class Participation (50 points)

a) Attendance - **25 points**;

b) Instructor evaluation of student preparation and
contribution to class discussions – 15 points; and

c) Turning in negotiation discussion questions and post-negotiation outcomes – 10 points.

**Attendance:** Students are expected to be prepared for and participate in all negotiation exercises and to come to class. I may call attendance, pass out an attendance sheet at the start of each class session or require students turn in assignments during class. If you don’t sign in on the attendance sheet, or turn in such in-class assignments, I will assume that you were not in class. If the attendance sheet does not make it to you during class time, please see me after class to make sure that you sign the attendance sheet. It is also your responsibility to turn in any and all discussion questions or assignments distributed during class time.

Because negotiation exercises are central to the course, there is a rigid attendance policy. The policy is as follows:

- You may miss one class without penalty if you give me advance written notice of an **excusable absence** no later than 3:00 P.M. the day of the class. You may notify me by e-mail. Your e-mail must state the reason for your absence - medical excuses, unexpected illness/injury, family business/emergency, University-approved absence or job-related travel/interviews are the only acceptable excuses for missing class. Unexcused absences will result in a **10 point deduction** from your total points in the class for each such unexcused absence. The same is true (absent extenuating circumstances – as determined by me) if you don’t give me timely notice of your absence from class. If, following one excused absence you miss a second class for whatever reason, you will lose 10 points from your total points in the class for that absence and 10 points per class for any subsequent absence.

**Instructor evaluation of student preparation and contributions to classroom discussion:**
Participation includes full preparation for in-class exercises. Preparation includes doing all assigned reading and having a thorough understanding of your assigned role. You should plan a strategy for assigned exercises **before** class. Observed lack of preparation (by me or your classmates) for an exercise will be treated as an unexcused absence, as will unexcused late arrivals or unexcused early departures from class.

**Note:** It goes without saying, but in order to have effective class participation everyone needs to be tuned in to lecture. Please turn off and put away cell phones, iPods, iPhones, Blackberries and any other messaging device during class time. Likewise computer laptops/iPads, etc. are to be used only for taking notes or for accessing your assigned negotiation roles.
Students are advised to take the role-plays seriously. You are encouraged to be creative, to try new strategies and to learn from your mistakes. Roles and scenarios assigned to you for simulations are CONFIDENTIAL and should not be shared or discussed with anyone until after the negotiation exercise. If you have questions about the roles or the instructions you should ask me.

Roles for in-class negotiation exercises may be randomly assigned in class or I may post specific role and negotiation team assignments for a particular in-class exercise on the class ICON site. If you do not want your name revealed to your classmates for the role/team assignments this semester, please advise me in writing (by e-mail) of the same no later than the end of the first week of class.

**DO NOT** download any of the roles until you have first determined which role you are assigned for the role-play. Role assignments will be distributed in class, assigned from the online component of the assigned textbook *- The Road to Success: Learning How to Become an Effective Negotiator*- or posted on the class ICON site. If there is general information for a negotiation exercise, it will be indicated and EVERYONE should download the general information. You are working on an honor system – that is, I cannot prevent you from downloading a role that isn’t yours, but I can check on ICON or the online component of the assigned text which roles you have downloaded. You are responsible for preparing for your role ahead of time and bringing that role or exercise to class on the day we are doing it.

**Turning in discussion questions and evaluations:** Part of your class participation requirement includes turning in any discussion questions that were handed out to you in class or posted on ICON. After completing your exercises, you should give verbal feedback to your partner(s). Tell them what strategies were effective and why, which were ineffective and why. Give feedback that will help your classmate(s) improve and seek feedback on your own performance.

At the end of each negotiation, you will fill out evaluations of your partner(s) in the negotiation. At one point sometime between weeks 7 and 9 of the semester, each student will have a brief 1-on-1 meeting with me to discuss their negotiation style, their experiences, and to go over the feedback each student has received, and how to further develop as negotiators.
Writing Assignments (50 points)

All written assignments must be typed, 12-point font, double-spaced and with page numbers, and turned into me no later than the start of the class period on the due dates indicated.

Negotiation Paper (20 points) (September 3rd, 2012)

Write a brief (three to five pages in total length) paper describing a recent negotiation (within the last year) that was successful. In that same paper describe a second recent negotiation (within the last year) that you consider to be less successful, or a failure. Examples of possible negotiation situations that you can write about may include buying or selling a car, negotiating for a new cellular telephone plan, trying to resolve a dispute with a landlord or roommate, etc. After describing each situation, analyze why you think you were successful/ unsuccessful and why you consider each negotiation to either be a “success” or “failure.” In both situations be specific as to what happened, why each situation was a success or failure and what you learned from both situations – what was your “takeaway”?

Planning and Preparation Paper (30 points) (October 29th, 2012)

The purpose of this assignment is to encourage you to focus on the planning process and to understand the importance of planning to successful negotiations. Use the principles outlined in Chapter 5 of The Road to Success: Learning How to Become an Effective Negotiator (specifically pages 74-86) to prepare a written preparation plan (two to five pages in total length) for your assigned negotiation role for the Turkish Rug/Midwestern Quilt Negotiation Exercise, which we will be doing in class on October 29th, 2012. In writing your preparation plan, please make sure to identify your interests, bargaining goals, Best Alternative to a Negotiated Agreement (BATNA) and the authoritative standards you will use to support your first offer. Also discuss how you propose to establish rapport with the other negotiator (taking into account cultural differences), identify what you believe to be the other negotiator’s interests and explain your choice of negotiation strategy (i.e., competitive/distributive, accommodations, avoidance, compromising or collaborative/problem-solving) for this negotiation.

Quizzes (50 points)

We will have two quizzes during the semester. The first quiz will be given at the start of class on Monday, September 17th and is worth 25 points. It will cover all lectures, negotiation exercises and assigned readings from the first day of class through and including our class on September 10th, 2012. The second quiz will be given at the start of class on November 12th, 2012 and is also worth 25 points. It will cover all lectures, negotiation/conflict exercises and assigned readings from the September 17th class through and including our class on November 5th, 2012.

Examinations (175 points)

We will have two examinations during the semester. The first examination (October 8th, 2012; 75 points) will cover the assigned readings, negotiation/conflict exercises and course material
from the first class through and including the October 1st class. The final examination (100 points) will be given during final examination week. It is cumulative and will cover all assigned readings, negotiation/conflict exercises and course material from the first day of class through and including our December 1st, 2012 class.

Policies

Grading: I intend to follow the Henry B. Tippie College of Business’ recommended grade distribution but reserve the right to vary from the same. The final grading curve, based on the College’s recommended grade distribution for this level of class, will be as follows: A range: Top 40% of the class; B range: Next 40%; C range: Next 15%; and D/F: 5% (as warranted). I do use plus (+) and minus (−) on the grading.

Academic Accommodations: Please contact me if you have any type of disability or condition that may require some modification of seating, testing or other class requirements so that appropriate arrangements can be made. Additional assistance is available from the Office of Student Disability Services: 319-335-1462; http://www.uiowa.edu/~sds.

Academic Misconduct: Academic dishonesty will not be tolerated. Cheating on an assignment (or on an examination or quiz) will result in the score of zero (0) for that assignment/examination/quiz and may result in a failing grade in the class. The following constitute some examples of cheating/academic misconduct: (1) Reading anyone else’s confidential role information for an exercise before or during the exercise; (2) consulting former 6J:156 students about an exercise that has not yet been negotiated or discussed in class; (3) working together with a classmate on an assignment that has been specifically designated as an individual assignment – all of our graded writing assignments are individual assignments; (4) copying off of a classmate’s examination or quiz; and (5) lifting passages from other sources (including other students’ assignments/papers) and placing them in your writing assignment(s) without referencing the original source.

Since this course is offered by the Henry B. Tippie College of Business, matters such as sanctions and procedures for academic misconduct are governed by the College’s Honor Code – http://tippie.uiowa.edu/undergraduate/honorcode.cfm.

Late Assignment Policy: Any writing assignment that is late will have points deducted. The deduction will be equal to 10% of the total possible points allowed for that assignment for each day that it is late. No assignment will be accepted after it is one week late. Any exception to this policy must be discussed with and approved by me prior to the assignment’s due date.

Grievance Policy

You should discuss any concern you have about this course with me. If we can’t resolve the concern, you may contact the DEO for the Department of Management and Organizations, Professor Jay Christensen-Szalanski, (319-335-0927) (jay-christensen szalanski@uiowa.edu). If you cannot resolve the concern by speaking with Professor
Christensen-S zalanski (or his designee), you may contact the College’s Senior Associate Dean, Lon D. Moeller, 319-335-0924, lon-moeller@uiowa.edu.

**Sexual Harassment Policy:** The Tippie College of Business and the University of Iowa are committed to providing students with an environment free from sexual harassment. If you feel you are being or have been harassed or you are not sure what constitutes sexual harassment, the University encourages you to visit the University website (http://www.sexualharassment.uiowa.edu/index.php) and to seek assistance from department chairs (“DEO”s), the Dean’s Office, the University Ombuds Office or the Office of Equal Opportunity and Diversity.

**Required Course Materials**

The following are required materials for the course:

- Negotiation Roles and Handouts provided in class or posted on ICON

**Note:** The assigned textbook is available at Iowa Book and Supply. Also, in order to access the discussion questions and negotiation exercises from the textbook, you will have to create an online account using the online access code found in the inside front cover of the text.

**Schedule of Classes and Reading Assignments**

Note: Readings should be read by the date indicated. Assignments are DUE when indicated. **RTS** = *The Road to Success: Learning How to Become an Effective Negotiator*. Other readings and assigned negotiation/conflict management exercises are posted on the course ICON site.

**Week #1** (August 20th)

Read: Preface and Chapter 1 (RTS)

In Class: Introduction and Course Overview
Recognizing Negotiation Situations
A Definition of “Negotiation”
Traits of Effective Negotiators
*Negotiate the Snow Blower Exercise* (Roles distributed in class)

**Week #2** (August 27th)

Read: Chapter 2 (RTS)

In Class: Characteristics of Distributive Bargaining
Contentious and Hardball Tactics
Conflict Handling/Negotiation Styles
Social Motivational Orientation
The Role of Assumptions in Negotiation

Negotiate Pakistani Prunes Negotiation Exercise (ICON)

Distributive Bargaining vs. Integrative Negotiations

The Used Car Negotiation Exercise (ICON)

Week #3 (September 3rd)

NO CLASS LABOR DAY

Week #4 (September 10th)

Read: Chapter 3 (RTS) and Chapter 4 (RTS)

In Class:

Reference Points in Negotiation
Information Gathering
Making First Offers
Norms and Their Relationship to Concessions
The Necessary Tools for Success in Integrative Negotiations
Quantifying Issues and Outcomes: Reaching the Pareto Frontier

Negotiate the Salary Negotiation Exercise (ICON)

Negotiate Knight Engines/Excalibur Engine Parts Negotiation Exercise (ICON)

NEGOTIATION PAPER DUE (20 points)

Week #5 (September 17th)

Read: Chapter 5 (RTS)

In Class: FIRST QUIZ (25 points)
The Stages of a Successful Negotiation
Preparing to Negotiate: Creating Your Road Map

Negotiate Commercial Lease Negotiation Exercise

Week #6 (September 24th)

Read: Chapter 6 (RTS)
In Class: Uncovering the Other Negotiator’s Interests and Asking Questions
The Role of Concessions in Negotiations
Generating Multiple Possible Options
*Brainstorming Exercise (ICON)*
Closing and Commitment Strategies
The Post-Settlement Settlement
*Powerscreen Negotiation (ICON)*

Week #7 (October 1st)  
Read: Chapter 7 (RTS); Typical Power Strategies and Reactions (ICON); and Leverage Handout (ICON)

In Class: Types of Power in Negotiation
Power vs. Leverage
Interests, Rights and Power
Understanding Influence Techniques
*Negotiate the Power Game Negotiation Exercise (ICON)*
*Negotiate the Texoil Case (ICON)*

Week #8 (October 8th)  
In Class: FIRST EXAMINATION (75 Points)

Outside Class: Feedback Report

Week #9 (October 15th)  
Read: Chapter 8 (RTS)

In Class: The Role of Trust in Negotiations
Ethical Theories and Negotiations Ethics
How to Avoid Being “Taken” by Unethical Tactics and Ethical Traps
Personal Ethical Standards and Reputation in Negotiation
*Where’s Alvin Case (ICON)*

Week #10 (October 22nd)  
Read: Chapter 9 (RTS)

In Class: Perceptions in Negotiations
Heuristics and Biases That Affect Negotiation Process and Outcomes
Communication Issues in Negotiations
*Negotiate the Student Organization Fund Case (ICON)*
<table>
<thead>
<tr>
<th>Week #11 (October 29&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Read:</th>
<th>Chapter 10 (RTS)</th>
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<tbody>
<tr>
<td>In Class:</td>
<td>Gender Differences in Negotiation</td>
<td>Culture and Negotiation</td>
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<td>Hofstede’s Cultural Dimensions</td>
<td>Different Approaches to Understanding</td>
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<td>Ethical and Legal Issues in International</td>
<td>Negotiations</td>
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<td><em>Negotiate the Turkish Rug/Midwestern Quilt</em></td>
<td><em>Negotiation Exercise (ICON)</em></td>
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</tbody>
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**PLANNING AND PREPARATION PAPER DUE (30 points)**

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<thead>
<tr>
<th>Week #12 (November 5&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Read:</th>
<th>Chapter 11 (RTS)</th>
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</thead>
<tbody>
<tr>
<td>In Class:</td>
<td>Sources of Conflict in Negotiation</td>
<td>The Role of Emotion in Negotiations</td>
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<td>Building Rapport with Someone who is Emotional</td>
<td>The Use of Apologies</td>
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<td>Handling a Difficult Negotiator</td>
<td><em>Negotiate the Sewer Plant Case (ICON)</em></td>
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<tr>
<th>Week #13 (November 12&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Read:</th>
<th>Chapter 12 (RTS) (pp. 203-208)</th>
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<tr>
<td>In Class:</td>
<td><strong>SECOND QUIZ (25 points)</strong></td>
<td>The Use of Agents in Negotiation</td>
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<td>Finding Ways to Bypass Negotiation Roadblocks</td>
<td><em>Negotiate Bullard Houses Negotiation Exercise (ICON)</em></td>
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<th>Week #14 (November 26&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Read:</th>
<th>Chapter 12 (RTS) (pp. 209-221); Mediation Guide (ICON)</th>
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<td>In Class:</td>
<td>Using a Third Party to Help Break Negotiation Impasses – Mediation and Arbitration</td>
<td><em>Negotiate the Gym Equipment Case (ICON)</em></td>
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<th>Week #15 (December 3&lt;sup&gt;rd&lt;/sup&gt;)</th>
<th>Read:</th>
<th>Chapter 13 (RTS)</th>
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<tr>
<td>In Class:</td>
<td>Multi-Party/Issue Negotiations</td>
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Course Wrap-Up

Alpha-Beta Negotiation Exercise (ICON)

THE FINAL EXAMINATION (100 Points) WILL BE SCHEDULED DURING FINAL EXAMINATION WEEK ON A DATE AND TIME TO BE DETERMINED.