

**PA/PSCI 4345 : Negotiation and Conflict Resolution****Fall 2012****Instructor:** Galia Cohen**Office:** GR 2.512**Schedule:** Monday & Wednesday: 1:00pm-2:15pm**Location:** FN 2.104**Office Hours:** Wednesday 11:00 am -13:00 p.m. **By Appointment Only.****E-mail:** galia.cohen@utdallas.edu**Course Description**

This is an introductory course to the study of negotiation and conflict resolution. The course introduces students to fundamental elements in theory and practice of negotiation. We will explore the basic strategies and tactics of distributive bargaining and integrative negotiation; critical negotiation subprocesses; and the concepts of multiple parties and cross-cultural negotiations.

This course will draw heavily on simulations, case studies, and class discussions. The negotiation exercises come from a wide variety of contexts, ranging from domestic disputes to international conflicts and will provide you with the tools and vocabulary prerequisite to critical and effective negotiation analysis.

Learning Objectives

- Students will be able to explain basic negotiation concepts.
- Students will be able to understand the differences between distributive bargaining and integrative negotiation.
- Students will demonstrate their knowledge of negotiation concepts by participating in negotiation simulations.
- Students will explore their conflict styles; their communication competence; their cultural intelligence and their ethical orientation.
- Students will be able to analyze real-life negotiation cases
- Students will improve their interpersonal skills and negotiation effectiveness through role-plays and simulations
- Students will develop a set of tools that would help them better analyze conflict situations and prepare more effectively for future negotiations in which they may be involved.
- Students will have the opportunity to practice their power of communication and persuasion and to experiment with a variety of negotiation tactics and strategies.

Required Texts

Lewicki, Roy, David M. Sanders, and Bruce Barry. 2010. Essentials of Negotiation, 5th Edition. McGraw-Hill. ISBN-10: 0073530360.

In addition to the texts, short articles or reports will be assigned as readings throughout the semester.

Access to the Kennedy School of Government (KSG) website (www.ksgcase.harvard.edu) is needed for those who choose case analysis as their final project

Grade Components

The grade for this course is based on the following components:

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| Class attendance (10%) participation and peer evaluation (5%) | 15% |
| Group Term Project: Paper (20%) and Presentation (5%) | 25% |
| Individual Assignment: Article Review | 15% |
| 2 Quizzes (15% each) | 30% |
| Email Negotiation Exercise | 10% |
| Negotiation Memorandum (In -Class Exercise) | 5% |
| | <u>Total: 100%</u> |

****Grading Scale:**

97 and above A+
92 to 96.99 A
89 to 91.99 A-
87 to 88.99 B+
82 to 86.99 B
79 to 81.99 B-
77 to 78.99 C+
72 to 76.99 C
69 to 71.99 C-
67 to 68.99 D+
62 to 66.99 D
59 to 61.99 D-
Below 59 F

Description of Grade Components:**1. Attendance (10%) and Class participation (5%)****(Total 15%)****a) Attendance**

While attendance is always important and expected in academic courses, it is **extremely** crucial for this course. This class relies on role-plays and discussion of results. Therefore, attendance is a proxy for participation and is taken at every class. Students are expected to actively participate in all negotiation exercises.

Because negotiations are central to this course, there is a rigid attendance policy. The policy is as follows:

- You may miss **two** negotiation classes without penalty **if** you provide the instructor with advance written notice before class and the reason for your absence. Each subsequent absence will result in losing points of your attendance grade.
- **Arrive on time-** late students hold back the class, disrupts the start of a negotiation and require redistribution of roles. **Tardiness and early departure from class WILL** impact your grade.
- In order to create and maintain an optimal learning environment in the classroom, **Laptops are not allowed during class.** In order to maximize your participation in class, I will post the lecture notes for the week on e-learning. All you need to do is to come prepared for class, and participate. Remember every student's opinion counts, and the more you participate the more meaningful your learning experience will be.
- **Please do not text or use cell phones in class.**
- **Any syllabus changes are announced in class.**

b) Participation

Participation grade is composed of the following:

b.1 Instructor evaluation

- Participation includes:
 - **Full preparation for negotiation role-plays.** That means having complete familiarity with the role assigned to you. Observed lack of preparation (or lack of involvement) for an exercise will impact your grade.
 - **Actively participate in discussions and simulations:** Negotiating skills cannot be learned by reading alone. Participation in discussions is a very important part of the learning process in this course. After each negotiation exercise a debriefing session will include sharing information about results, sharing information about negotiating strategies attempted, and sharing reactions to the process. **All** students are expected to contribute to these discussions. You will be evaluated on the quality, rather than quantity, of your contributions and insights. Speak up when you disagree with a point of view that another student or I have expressed. Explain the invalidity of the view. Always make your critiques specific.

- 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. Note that you will NOT be graded on the outcomes of your negotiation exercises; rather, you will be evaluated on how well prepared you are and on your use of appropriate strategies and tactics.
- Roles and scenarios assigned to you for simulations are **confidential** and should not be shared or discussed with anyone until after the simulation. It is unethical either to share or to seek information about another role in advance of participating in a simulation. If you have questions about the roles or the instructions you should ask the professor.

b.2 Peer Evaluations

The best people to assess your contribution and preparedness to class project and exercises are your peers.

- For several of the team assignments and role plays students will be required complete a peer evaluation form (you will be provided with a template).
- **The evaluations are completely confidential**, I will provide general feedback to any poor performing members.
- Your points here will be based on others assessments of you **and** the quality of your assessments of others.

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| 2. Individual Assignment: Article review (15%) |
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| Due 9/26/2012 by 23:59 |
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Write a brief review (2-3 pages) of an academic article

- You will receive the article in class.
- You will be provided with a template for this review.
- This is an **individual** assignment. The work you submit must be your own.
- See general writing guidelines in the next section

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| 3. Group Term Project: paper (20%) and presentation (5%) |
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| Paper Due: 11/05/2012 by 1:00pm |
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| Presentation: 11/05/12- 11/14/12 A sign-up sheet will be distributed in the second class |
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a. Paper (20%)

- Students will work in groups of 3 for the term paper.
- You have a number of options for your term paper (listed below) and may submit an assignment of your choice subjected to my approval.
- Teams must email me their choice subject and a short description (few sentences) explaining their choice by **October 3 2012 by midnight** (No class that day)

These are your options for the group project:

1. Research and analyze a negotiation case. Cases must come from KSG website. You will find there hundreds of interesting cases on unlimited number of topics taken from history, politics, labor relations, business, and international affairs (e.g., labor-management dispute, international negotiations, Iraq/North Korea nuclear weapons, etc.)

2. Research and analyze a movie. A film is a powerful learning medium. It offers a multi-sensory experience that enables the viewer to understand abstract concepts and theories while seeing them put into practice. Many films have organizational themes or contexts that make them uniquely effective in illustrating management issues. Using course-relevant concepts analyze a movie that features a negotiation process. Through analyzing a film, you will see how various concepts are interrelated and, often, interdependent.

- A detailed guideline for both projects will be provided in class.

General guidelines for group project paper

- The papers should be approximately 8-10 pages in length (no less than 8 pages, not including cover page and reference pages), double-spaced containing standard fonts and margins. Provide a cover page with your project name and individual names.
- **The paper must have an introduction, body, conclusion, and reference list.**
- Grades will be based on the quality of the writing, integration of course materials, creativity, and originality.
- You should supplement the required readings with materials you have acquired independently from class with particular emphasis placed on academically-oriented sources (papers must include minimum of 8 references).
- The papers must be well organized, cite outside sources in the body of the paper, and document all sources used in a reference list using **Turabian style** format.
- Your grade will be substantially reduced if you have grammatical, syntax, or spelling errors.
- **Please note:** the case/file description section **should not** exceed one page. Your focus should be on the analysis
- Students will complete **a peer evaluation** for each member of their group and send them to me in a separate email.
- Although several students participate in the write-up, the final product should be reviewed carefully by **one person** and should be submitted in a coherent form.
- Please read carefully UTD's policy on plagiarism. Your papers and assignments will be checked through turnitin.com for plagiarism.

b. Presentation (5%)

Each team will give a 15 minute presentation (including class discussion) over their term paper topic. The presentation should include:

- ✓ PowerPoint Presentation (5-7 min)
- ✓ Class discussion (8-10 min). Students will prepare 1-2 questions to engage the class in a short discussion.

Your grade will be composed of:

- ✓ **Instructor's evaluation:** You will be graded on content, clarity, presentation style, creativity, and the way you engage the class in the discussion.
- ✓ **Peer Evaluation:** students will complete an anonymous peer evaluation form for each team presentation. At the end of the semester, after all presentations are given, I will announce the winning presentation according to the peer evaluations. This presentation will receive an automatic "A". You may not vote for your own presentation.

A note about presenting in groups

- When presenting in groups, students are expected to contribute fully to the production of competent and complete work. If problems arise with the contribution(s) of one or more group members, students should first try to resolve the issue within the group. Group members should involve the professor in instances of negligence when necessary.
- Everyone in the group **must** present

4. Quizzes (15% each, total 30%)**Quiz I 10/10/12****Quiz II 12/12/12**

There will be two in class quizzes (dates are above). Questions could range from one word answers to multiple-choice responses.

****There will be no make-up quizzes******5. Email Negotiation Exercise (8%)****Due 11/28/12**

You will be asked to negotiate with a classmate through email. You will submit your email corresponding as well as a short report for this exercise.

More details will be provided in class.

6. Negotiation Memorandum (5%)**Due 10/24/2012 In Class Exercise**

We will view the film "The HackerStar Negotiation" in class. While watching the film you will be asked to complete a short analysis **in class**. A template for this analysis will be provided. This is an in class exercise, no prior preparation is required (however, without attending the two classes of the screening you will not be able to complete this exercise).

General Instructions for Writing Assignments: (Please read carefully)

- All Assignments should be typed and double-spaced with 1 inch margin and 12 point font (Times New Roman).
- Class assignments are submitted electronically **via e-learning ONLY**.
- File names **must be** your name (last and first) followed by the course number (e.g., *Cohen Galia PA 4345*)
- Late submissions **will not** be accepted except under exceptional documented circumstances at the sole discretion of the instructor. 10% of assignment value is lost for each day overdue.
- Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings.

Helpful Tips for Writing Assignments:

- **Make it interesting to you:** keep your writing brief and structured and tell what you think you would be interested in hearing from others.
- **Make it professional:** spell-check and proofread all work you hand in. Check that assignments cover all the points mentioned in their assignment description. UTD's Student Success Center can help.
- **Make it easy to find:** label your products with your name, the homework number and date, and page numbers (if needed).
- **Make it easy to read:** type all text using word processing.
- **Make it easy to understand:** explain your logic. State your conclusions where appropriate. Do not leave the reader guessing.
- **Make it presentable:** be prepared to share your story with the class; plan your presentation so you give only key points, relating them to textbook concepts and classroom discussions.

The 3-E: Excellence, Engagement and Ethics (Howard Gardner)

Excellence: This is not a course for passive learners. Cutting corners, missed deadlines and sub-optimal work will not be tolerated. Excellence in preparation means arriving on time for each class and ready to engage with your "A" game. You are best prepared to maximize your own learning and to contribute to the learning of others when you come well-prepared and ready to play.

Engagement: The most provocative ideas and freshest insights are of little use if not shared with classmates. Everyone in the classroom is responsible for advancing group discussion forward in a productive fashion. Students undermine their own professional development, as well as that of their classmates, by remaining passive and forgoing opportunities to share their experiences and unique perspective with the class.

Ethics: Actively managing your reputation for fairness and honesty is one of your core responsibilities and a critical component of strengthening your professional development. It is important to emphasize that this instructor considers lying to be unethical and counter-productive for you, your negotiation counterpart(s) and the learning experience of all your classmates.

Class Schedule

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| Week 1 | Aug 27 & Aug 29 | Course Introduction & Overview |
| Week 2 | Sep 3 & Sep 5 | **9/3 Labor Day: NO CLASS** ----- Reading: Chapter 1- The Nature of Negotiation Ex: The Negotiator's Dilemma |
| Week 3 | Sep 10 & Sep 12 | Reading: Chapter 2- Strategy and Tactics of Distributive Bargaining Ex: The Used Car |
| Week 4 | Sep 17 & Sep 19 | Reading: Chapter 3- Strategy and Tactics of Integrative Negotiation. Ex: Best Books ----- Bring \$2 to class |
| Week 5 | Sep 24 & Sep 26 | Reading: Chapter 4- Negotiation Strategy and Planning Ex: Planning for Negotiation (Bring \$2 to class) ----- **9/26 Yom Kippur: NO CLASS** **9/26 DUE: Article Review- email by 11:59pm** |
| Week 6 | Oct 1 & Oct 3 | Reading: Chapter 7- Power Ex: Twin Lakes ----- **10/3 SECoPA Conference: NO CLASS** **10/3 DUE: Group final paper abstract- email by 11:59 pm** |
| Week 7 | Oct 8 & Oct 10 | Reading: Chapter 5- Perception, Cognition and Emotion Ex: Salary Negotiation ----- ** 10/10 Quiz 1 ** |
| Week 8 | Oct 15 & Oct 17 | Reading: Chapter 6- Communication Ex: Communication Competence Scale |

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| Week 9 | Oct 22 & Oct 24 | The HackerStar Negotiation- Film and case analysis ----- **10/24 DUE: Submit Memorandum in class** |
| Week 10 | Oct 29 & Oct 31 | Reading: Chapter 8 Ethics in negotiation Ex: The SINS II Scale, Coalitions |
| Week 11 | Nov 5 & Nov 7 | **11/5 DUE: Group term paper submit by email AND hard copy in class 1:00pm** ----- Presentations <u>Everyone must attend!</u> |
| Week 12 | Nov 12 & Nov 14 | Presentations <u>Everyone must attend!</u> |
| Week 13 | Nov 19 & Nov 21 | ***Fall Break: NO CLASS*** |
| Week 14 | Nov 26 & Nov 28 | **11/26 DUE: Email Negotiation Exercise Email by 11:00am** ----- Reading: Chapter 10- Multiple and Teams Ex: New House |
| Week 15 | Dec 3 & Dec 5 | Reading: Chapter 11- International and Cross-Cultural Negotiation Ex: Cultural Intelligence |
| Week 16 | Dec 10 & Dec 12 | Quiz Review, Final Negotiation Role Play ----- **12/12: Quiz 2** |

The descriptions and timelines above are subject to change at the discretion of the instructor.

Additional Course Policies

Class Decorum. No cell phones on or text messaging; no notebook computers on

Make-up Exams. None

Extra Credit . Subject to the instructor's discretion.

Late Work . 10% of assignment value is lost for each day overdue

Class Attendance. Obligatory. Attendance will be taken every class.

Classroom Citizenship. Civility and politeness are appreciated

UTD Policy on Cheating

Policy on Cheating: Students are expected to be above reproach in all scholastic activities.

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.

A very useful statement on plagiarism (with good definitions, etc.) is available at <http://www.rbs2.com/plag.htm>

Classroom Behavior

- All students are expected to conduct themselves in a manner that reflects the highest behavioral standards.
- Students are expected to arrive on time for class. Attendance will be taken every class.
- Electronic devices during the class meeting should be turned off.
- Classroom behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, reading non-class related material, repeated talking in class without being recognized, talking while others are speaking, or arguing in any way that is perceived as "crossing the civility line." If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.

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