COURSE OVERVIEW AND OBJECTIVES

Negotiation and conflict are inter-related topics. Negotiation is a method of resolving disagreement, and conflict refers to perceived disagreement over interests or opinions. Negotiating and resolving conflict are fundamental activities for the effectiveness of individuals, groups, and organizations. They are key processes in our interactions with colleagues, managers, direct reports, customers, potential employers, friends, family members, and many other people in our work and personal lives. However, despite the ubiquitous nature of negotiation and conflict resolution, most people do not understand the strategy and psychology underlying these activities.

This course will introduce you to the science of negotiation and conflict resolution through lectures, class discussions, and readings. You will also have the opportunity to put this knowledge into practice by engaging in simulated negotiations with classmates. This provides a unique opportunity for you to attempt new strategies and tactics in a relatively low-risk environment, as well as learn a great deal about yourself and how you respond in various situations.

As a result of this course, you will:

1. Develop an appreciation of the complexities of negotiation and conflict resolution
2. Be able to analyze a diverse array of situations and use this knowledge to formulate successful strategies
3. Improve your ability to understand and predict the behavior of others in competitive situations
4. Deepen your understanding of your strengths and weaknesses
5. Build confidence in your negotiation and conflict resolution skills

Below is a model of how this course is typically structured each week:

For the things we have to learn before we can do them, we learn by doing them.

–Aristotle
**COURSE WEBSITE**

Canvas, our course management system, is the primary mechanism through which course information is shared. Please login regularly as important announcements for the course will be posted there. You can access Canvas by visiting www.udel.edu/canvas. An app is also available for Android and iOS devices. Simply download the “Canvas by Instructure” app from the Apple App Store or Google Play and use “udel.instructure.com” for the Canvas URL, after which you will be prompted for your UDelNet ID and password. For further support, please visit guides.instructure.com or see me in class.

**REQUIRED READINGS AND MATERIALS**

Required readings and materials come from three sources:

1. **Books**

2. **Articles**
   Access to other readings is available through the electronic databases on the university library’s website (see last page of this document for a reference list). Here are the steps to download them:
   1. Visit library.udel.edu and search using the article’s title
   2. When you see the article you want in the search results, click the title
   3. In the “Find a copy online” section, click “Get It!” or “View Full Text”
   4. On the next page, click “PDF” or “Full Text”
   5. When viewing the article, move your mouse to the bottom to access the download button (this step may vary depending on what PDF reader you have)

   Note: As an alternative, you can use scholar.google.com, but I recommend this method only if you’re on campus because some sources require a subscription that you automatically have when using a UD internet connection.

3. **Simulations**
   We will be engaging in a number of simulations throughout the semester. Their publisher requires payment (approximately $21.00) in order to participate in them. I will send you information about how to purchase these materials.
EXPECTATIONS & COURSE POLICIES

Class Participation (160 points)
This course has a strong emphasis on class discussions and experiential learning. In fact, because the majority of learning will take place in class, attendance is crucial. I strongly advise you to drop this course if you will miss several classes.

In terms of preparation, all readings assigned for a given class are to be read before class begins. You are expected to demonstrate active, high-quality participation throughout the semester. High-quality comments include the following properties:

1. Offer a unique, yet relevant perspective
2. Demonstrate deep and reflective thought
3. Synthesize the comments of others to create new insights
4. Help to move the discussion and analysis forward

I will occasionally post brief online surveys in order to measure your thoughts, attitudes, and behaviors as they relate to course topics. Based on your responses, I will analyze the data and generate personalized reports for you throughout the semester. These are incredibly valuable for learning because you will be able to personally relate to course content and see how your responses compare to others in the class. Past students have greatly appreciated this opportunity for personal and professional development as well as enrichment of course material. As a result of the importance of these surveys, I expect you to complete them. The surveys have a deadline, and you should complete them well-beforehand in case you have any internet connectivity issues.

Finally, I expect you to treat our class environment with professionalism and respect. At no time is it acceptable to mimic, embarrass, intimidate, or mistreat a fellow student, my TA, or me in any way. I will maintain an open and scholarly environment that invites the exchange of ideas and diverse perspectives. Also, please do not arrive late to class as it is very distracting. In the rare event that you must arrive late, please let me know ahead of time. Further, I allow technology in the classroom in the form of laptops and tablets (but NO cell phones, with the exception of rare in-class electronic surveys); however, you may only use these technologies if they facilitate your learning experience. You should not be using these devices for outside activities such as visiting social networking sites, emailing, gaming, browsing the web, doing work for other courses, etc. This is distracting to your classmates and me. Moreover, a number of studies have shown that people are tremendously overconfident (i.e., not nearly as good as they think) in terms of their ability to multitask effectively. In my experience, the students with the lowest course grades are usually the ones who either (a) don’t come to class or (b) come to class but don’t pay attention. In terms of learning – and subsequently, course performance – there are little differences between these behaviors.

Planning Documents (30 points)
As we will discuss in class, it is very difficult to negotiate effectively if you are not adequately prepared. Most real-world negotiations are embedded in situations marked by rich and complex sets of information. To model such environments, each of our simulated negotiations will offer a detailed description of the situation as well as the unique role you will play. To facilitate preparation and assure understanding, you will be required to submit a planning document prior to every simulated negotiation (5 points each), which includes the following sections:

1. Negotiation context
2. My interests, counterpart’s interests
3. My BATNA, counterpart’s BATNA, and relative assessment
4. My overall strategy and key tactics
5. Prediction of counterpart’s strategy and key tactics

Each planning document should be one full page (bullet point or narrative format), with each section title (above) labelled. They should be uploaded to Canvas in PDF format prior to the start of each class that has a simulation (see Course Schedule at the end of this document for these days).
Reflection Reports (60 points)
Researchers in education and psychology have found that the systematic reflection of past experiences leads to “deep-level” learning and growth. In this spirit, you will be required to submit a reflection report for three of the simulations (see Course Schedule at the end of this document). Your report should include the following sections:

(1) Brief description of key events that took place during the negotiation (1 page)
   Synopsis of the pivotal moments of the interaction
(2) My approach to the negotiation (half-page)
   Use your planning document as a guide
(3) Perception of my counterpart’s approach to the negotiation (half-page)
   May be different than what you had predicted in your planning document
(4) What I learned about negotiation and/or myself & how I can improve my skills (1 page)
   The most important section!

Each report should total 3 full pages, double-spaced with 1-inch margins and a 12-point font, with each section title labelled. Effective writing is essential, so ensure that your paper has a high degree of clarity, conciseness, and professionalism. Deviation from guidelines will result in a reduction of points. Your reflection report is not a play-by-play description of what happened during the negotiation but rather a thoughtful and structured analysis. Be sure to use negotiation terminology and concepts discussed in class and in the readings to demonstrate your knowledge. Your paper must refer to your counterpart by his/her role name, rather than real name, for two reasons. First, this identity “masking” encourages honest and constructive criticism. Second, it decreases resistance to experimenting with new negotiation approaches, as any potential attributions are directed at one’s enacted role and not the actual person.

Please be honest and candid in your analysis, as the reflection reports have proven to be extremely valuable to former students. Moreover, this exercise is a “social” reflection mechanism; that is, you will be provided with the reflection report of your negotiation counterpart and vice-versa. This serves as a powerful means of acquiring knowledge about the approach used by your negotiation counterpart as well as feedback on how your attitudes and behaviors were perceived. In essence, this allows you to “get inside each other’s head” to compare and contrast what each person was thinking and feeling during the negotiation – a truly unique learning experience rarely provided in the real-world.

Each reflection report must be uploaded to Canvas in PDF format prior to its deadline (see Course Schedule at the end of this document for these days). After your report is uploaded, please email it to your negotiation counterpart.

Exams (420 points)
There will be a midterm and final exam to test your knowledge of lecture content, class discussions, and readings. Each is worth 210 points and consists of three components:

(1) Twenty multiple-choice items (120 points)
   Mostly conceptual in nature
(2) Three short answer questions (60 points)
   Integrative across topics
(3) One case analysis (30 points)
   I will present a short case featuring a negotiation or conflict situation, and ask questions about it

The final exam is non-cumulative; that is, it will only include new material – with the caveat that previously tested material may be on the final exam if it’s discussed again (e.g., conflict resolution styles may resurface during discussions of power, relationships, team negotiation, etc.).

If you cannot be present for an exam (e.g., due to serious illness), you must inform me ahead of time. A make-up exam must be taken within one week of the regularly scheduled exam, and it will consist entirely of several short answer questions and a different case analysis.
Team Project: Negotiator Interview (80 points)
Your team will interview a professional who you consider a highly skilled negotiator. This individual does not necessarily need to negotiate full-time but should have negotiation as a key part of job duties (e.g., an executive, manager, consultant, sales representative, buyer, entrepreneur, realtor, attorney, etc.). Based on this interview, your team will write a paper and present it to the class.

Team Project: Dissecting a Negotiation (150 points)
Your team will analyze an ongoing or completed negotiation in the real-world. The negotiation can be in virtually any form including a business merger or acquisition, real estate transaction, labor dispute, political agreement, etc. Based on this analysis, your team will write a paper and present it to the class.

Further details about these projects are posted to Canvas. They are designed to (a) expose you and the rest of the class to the practices of other negotiators, (b) apply course material to real-world negotiation experiences, (c) enhance your critical thinking, writing, and presentation skills, and (d) gain valuable experience working in a team setting.

Individual Paper: Onion Analysis (100 points)
You will write a paper that discusses the conflict resolution experiences you have had at work (if you have limited work experience, you may choose non-work experiences instead). As we will discuss in class, our relationships with others and the way we resolve conflicts with them can be very complex. Reflecting the metaphor of peeling back layers of an onion to reveal a deeper understanding of something, this assignment encourages you to analyze your conflict resolution experiences in order to gain insights about your thoughts, feelings, and behavior – and ultimately use course content to help you make sense of these experiences and learn from them. Further details are posted to Canvas.

This assignment is designed to (a) use your personal experiences as a means of enriching course material and (b) enhance your critical thinking and writing skills.
**Course Grade Calculation**
Points for course components are allocated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>160</td>
</tr>
<tr>
<td>Planning documents</td>
<td>30</td>
</tr>
<tr>
<td>Reflection reports</td>
<td>60</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>210</td>
</tr>
<tr>
<td>Final exam</td>
<td>210</td>
</tr>
<tr>
<td><strong>Team projects:</strong></td>
<td></td>
</tr>
<tr>
<td>Negotiator interview</td>
<td>80</td>
</tr>
<tr>
<td>Dissecting a negotiation</td>
<td>150</td>
</tr>
<tr>
<td>Onion analysis</td>
<td>100</td>
</tr>
</tbody>
</table>

Thus, grades will be calculated based on 1000 total points. Final point scores will be converted into course grades using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (94-100%)</td>
<td>940</td>
</tr>
<tr>
<td>A- (90-93%)</td>
<td>900</td>
</tr>
<tr>
<td>B+ (87-89%)</td>
<td>870</td>
</tr>
<tr>
<td>B (84-86%)</td>
<td>840</td>
</tr>
<tr>
<td>B- (80-83%)</td>
<td>800</td>
</tr>
<tr>
<td>C+ (77-79%)</td>
<td>770</td>
</tr>
<tr>
<td>C (74-76%)</td>
<td>740</td>
</tr>
<tr>
<td>C- (70-73%)</td>
<td>700</td>
</tr>
<tr>
<td>D+ (67-69%)</td>
<td>670</td>
</tr>
<tr>
<td>D (64-66%)</td>
<td>640</td>
</tr>
<tr>
<td>D- (60-63%)</td>
<td>600</td>
</tr>
<tr>
<td>F (0-59%)</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Appeal Procedure**
If you disagree with how a grade was determined, you must document to me via email why you believe the grade should be changed. A subjective disagreement or meritless persuasion attempt (e.g., I am very close to the next letter grade and I need to maintain my scholarship, etc.) will not be effective. Your rationale must be grounded in principles of logic and fairness. This appeal must occur within one week of receiving the grade in question.

**Special Arrangements**
If you have circumstances in your life that may influence your ability to meet the expectations of this course, please discuss these with me during the first week of class. You must register with the Office of Disability Support Services (www.udel.edu/DSS) in order to have accommodations arranged.
Academic Honesty

I expect everyone in this course to abide by your student Code of Conduct (accessible via www.udel.edu/stuguide). My default is to trust students; however, I will investigate suspicions of violations; and if any are found, the course grade of the violator will suffer and a report will be filed with the Office of Student Conduct. It is your responsibility to understand and abide by your student code. You are especially encouraged to become familiar with the section on academic honesty, as featured below.

1. Statement of Policy
All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance.

Any violation of this standard must be reported to the Office of Student Conduct. The faculty member, in consultation with a representative from the Office of Student Conduct, will decide under which option the incident is best filed and what specific academic penalty should be applied.

2. Academic Violations
   a. Plagiarism
   Plagiarism is the inclusion of someone else’s words, ideas, images, or data as one’s own. When a student submits academic work that includes another’s words, ideas, images, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and, if verbatim statements are included, with quotation marks as well. By submitting work as his or her own, a student certifies the originality of all material not otherwise acknowledged. Plagiarism includes, but is not limited to:
      i. The quotation or other use of another person’s words, ideas, opinions, thoughts, or theories (even if paraphrased into one’s own words) without acknowledgment of the source; or
      ii. The quotation or other use of facts, statistics, or other data or materials (including images) that are not clearly common knowledge without acknowledgment of the source.
   b. Fabrication
   Fabrication is the use of invented information or the falsification of research or other findings. Fabrication includes, but is not limited to:
      i. The false citation or acknowledgment of a direct or secondary source, including the incorrect documentation of a source;
      ii. The citation, in a bibliography or other list of references, of sources that were not used to prepare the academic work;
      iii. The inclusion in an academic work of falsified, invented, or fictitious data or information, or the deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information; or
      iv. The unauthorized submission of an academic work prepared totally or in part by another.
   c. Cheating
   Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information that has not been mastered. Cheating includes, but is not limited to:
      i. Copying all or any portion of another’s academic work and submitting it, in part or in its entirety, as one’s own;
      ii. Allowing another person to copy one’s own academic work - whether intentionally or unintentionally;
      iii. The unauthorized use or possession of a class textbook, notes, or any other material to complete or prepare an academic work;
      iv. The unauthorized collaboration with any other person on an academic exercise, including collaboration on a take-home or make-up academic exercise;
      v. The unauthorized use of electronic instruments, such as cell phones, PDAs, translators or personal response systems (clickers) to access or share information; or
      vi. The unauthorized completion for another person of an academic work, or permitting someone else to complete an academic work for oneself, including through the use of personal response systems (clickers).
   d. Academic Misconduct
   Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, but is not limited to:
      i. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;
      ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
      iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
      iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;
      v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
      vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
      vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.
   c. Other forms of academic dishonesty not described here but in violation of the Academic Honesty Statement of Policy.
The above aspects of academic honesty apply specifically to this course in at least the following ways:

(1) Fraud: The simulated negotiations will contain hard facts about given situations (e.g., Your supplier charges you $500 for transportation costs). While you need not disclose such facts to your counterpart, you may not misrepresent them (e.g., stating that the transportation costs are $600); otherwise, you have committed fraud.

(2) Cheating or conspiring to cheat on simulations: To ensure that everyone gets a fair negotiation, you may not (share/obtain) confidential role information (with/from) other students prior to, or during, each negotiation. In addition, you may not (share/obtain) any of the negotiation details such as role information, tips, outcomes, etc. (with/from) others who (may take this course in the future/took this course in the past). This policy protects the academic integrity of the course and ensures that future students get a fair chance at their own negotiation experiences.

(3) Cheating or conspiring to cheat on written assignments, exams, or projects: All work submitted in this course must be your own (or your team’s in the case of your team project). You may not consult with other students (including former students and their materials) in the composition of such work. Of course, you may study together with others, but any submitted material must be composed by you.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 7</td>
<td>Course introduction</td>
<td>Management Half Truths and Nonsense (Pfeffer &amp; Sutton)</td>
<td>First Week Surveys due Feb 10</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Fundamental concepts</td>
<td>pp. 1-18, 18-93, 131-134</td>
<td>Team Information Document due Feb 24</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Conflict</td>
<td>Ch. 6</td>
<td>Team Information Document due Feb 24</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Distributive negotiation</td>
<td>Ch. 8</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Integrative negotiation</td>
<td>Ch. 7</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Mar 14</td>
<td>Applying theory to practice</td>
<td>Ch. 12</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Midterm exam</td>
<td>No class</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Power</td>
<td>Ch. 9</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Relationships</td>
<td>Ch. 10</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Communication and Ethics</td>
<td>Ch. 11</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>Apr 25</td>
<td>Cognition and emotion</td>
<td>Ch. 12</td>
<td>Reflection Report due Mar 3</td>
</tr>
<tr>
<td>May 2</td>
<td>Final exam</td>
<td>Ch. 13</td>
<td>Reflection Report due Mar 3</td>
</tr>
</tbody>
</table>

Note: Subject to change as needed throughout the semester. All deadlines are 12pm (noon) on the days indicated above.
REFERENCED ARTICLES

See “Required readings” section above for details.


