

NEGOTIATION, MEDIATION, CONFLICT RESOLUTION
AND (Insert your own name here)

TUFTS UNIVERSITY
DEPARTMENT OF URBAN AND ENVIRONMENTAL POLICY AND PLANNING

FALL 2011 SYLLABUS

INSTRUCTOR:

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TEACHING ASSISTANT

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CLASS ASSIGNMENTS

The assigned readings for this course are described in shorthand below.

“Shell” refers to Shell, Bargaining for Advantage.

“Fisher” refers to Fisher and Ury, Getting to Yes.

“Babcock” refers to Babcock and Leshever, Women Don’t Ask.

“Susskind” refers to Susskind and Field, Dealing With An Angry Public.

“Reader” refers to the “Negotiation Reader”.

“Tricks of the Trade” refers to Burdick, “Tricks of the Trade” in the Reader.

“Game” refers to “A Manual for Playing the Game” in the Reader.

Written assignments in bold font are to be turned in or emailed to me by the day they are due in class.

Otherwise, they will be turned in later as indicated in this Syllabus.

1. **September 8th, Introduction to The Course**

- a. Conduct Buyer/Seller negotiation in class
- b. Play Trading Games
- c. No written or reading assignment

2. **September 15th, “Tricks of the Trade” Summarized**

- a. Conduct “Evening the Score” negotiation competition in class
- b. Read “Tricks of the Trade”; Shell, ch. 1; “Cooperatives vs. Competitives” handout
- c. Overview of “Tricks of the Trade”
- d. Complete Pre-course Decksometer reading
- e. Complete Pre-course Negotiator Self-assessment
- f. Complete Self-critique of the Buyer/Seller negotiation

3. **September 22nd, Knowing Your Own Powers in a Negotiation**

- a. Conduct "Not In My Back Yard" negotiation competition in class
- b. Read Shell, chs. 5, 6; Babcock, chs. 7, 8; and Game
- c. **Email to me at rburdick@gbls.org your “Power Analysis” for this negotiation described in the Workbook for this class**
- d. Complete the written plan for this negotiation as described in the Workbook for this class
- e. Complete a Self-critique of the previous negotiation as described in the Workbook for this class
- f. Complete the questionnaire on page 9 of the Workbook

4. **September 29th, Disarming the Opposition**

- a. No negotiation
- b. Read Babcock, pages 1-111; Shell, ch. 4; Fisher, chs. 2, 7, 8
- c. Complete the relationship quiz in the Workbook
- d. Complete the Self-critique of previous negotiation
- e. Complete the gender questionnaire in the Workbook
- f. **Email to me at rburdick@gbls.org all of your Workbook completed so far**

5. **October 6th, The Alternative Goals and Strategies of an Agent/Negotiator: Any Deal, The Best Deal or The Enhanced Best Deal?**
 - a. Conduct “Saving the Church” negotiation competition in class
 - b. Read Babcock, chs. 6, 7; Shell, ch. 2; Game
 - c. Complete the written plan for this negotiation in the Workbook

6. **October 13th, Clue Searching**
 - a. Conduct 2 half hour job interviews, one on one, in class
 - b. Read employment interview handouts; Shell, chs. 8; Fisher, ch. 1, 3; Babcock, ch. 5
 - c. Watch and discuss a negotiation video
 - d. Prepare the written plan for each job interview
 - e. Complete the Self-critique of the previous negotiation

7. **October 20th, Bargaining With Packages and the “Best First Offer”**
 - a. Conduct “Controlling the Labs, Part I” in class
 - b. Read Shell, chs. 7, 9, 10; Babcock, ch. 7; Susskind, chs. I, II, VI
 - c. Complete the Self-critique for the previous negotiation
 - d. **Email me all of the Workbook completed so far**
 - e. Conduct a mid-course review in class with Jon
 - f. Complete the written plan for this negotiation

8. **October 27th, Negotiating with Racial and Ethnic Differences**
 - a. Conduct “Controlling the Labs, Part II” in class
 - b. Read “An Ethnic Theory of Plane Crashes” Handout for Outliers, by Malcolm Gladwell ; “Fair Driving” and “Hofstede’s Dimensions”
 - c. Complete the Self-critique of last week’s meeting

9. **November 3rd, Offering Hope on Common Ground with Standards of Fairness**
 - a. Conduct “Arms Control in Cobia, Part I” in class
 - b. Read Shell, ch. 3; Fisher, ch. 5
 - c. Complete the Self-critique for the previous negotiation
 - d. Complete the written plan for this negotiation

10. **November 10th, Explaining Your Powers**
 - a. Conduct “Arms Control in Cobia, Part II” in class
 - b. Read Shell, ch. 11; Susskind, Chs. III, IV; and “The Psychology of Bargaining” in the Reader
 - c. Complete the Self-critique of the previous session
 - d. Complete the written plan for this negotiation

11. **November 17th, Convening and Mediating Conflict Resolution**
 - a. To Be Negotiated
 - b. Complete the Self-critique of the previous negotiation
 - c. Complete the written plan for this negotiation

12. **The Week of November 29th, A 2 on 2 Negotiation**
 - a. Conduct 2 on 2 Ocean State Job Lots vs. Somerville negotiation

b. Turn in a jointly prepared negotiation strategy plan at the time of the negotiation

13. December 8th, What Did You Learn?

- a. We will have a speaker on mediation.
- b. Complete your Post-course Self-assessment and post-course Decksometer reading in the Workbook**
- c. Complete your Self-critique of the Job Lots negotiation**
- d. Email me the entire completed Workbook including the Final 2 on 2 Self-critique and your Post Course Self -Assessment**
- e. Email me your Final Paper**

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1. REQUIRED READINGS

Getting to Yes, (Fisher), Fisher and Ury, Penguin

Bargaining For Advantage, (Shell), Shell, Penguin USA

Dealing With An Angry Public, (Susskind), Susskind and Field, Free Press

Women Don't Ask, Babcock and Laschever, (Babcock) Bantam Books

"Negotiation Reader" to be distributed by email

2. MY GOALS FOR THE COURSE

This is a course in resolving disputes, apparent conflicts and shared problems using the skills of negotiation and mediation. By the end of the course I want you to be able to: 1. Design problem solving strategies and to negotiate a variety of situations effectively; 2. Develop a conceptual understanding of several different negotiation approaches; and 3. Learn from your own negotiation experience. These goals require using a combination of critiqued negotiation simulations, theoretical readings, directed class discussions, illustrations and relevant written assignments.

3. WRITTEN ASSIGNMENTS

There is usually a written assignment for each class that will be described in the "Workbook", a separate document that will be available electronically.

4. CLASSES IN GENERAL

I shall begin classes promptly at 6:00 and try to end no later than 9:00. I try to make the class discussions as student-driven as possible within the general framework of the topics described in this Syllabus. A common tension for this part of the course is deciding how much time to devote to the readings and how much to devote to critiquing the simulations. I will not be able to satisfy any of you with the balance I pick, but I want your help making that decision. This means that I will ask questions that I think are important, but I will count on you to let me know what aspect of the topic is most important or problematic for you.

5. SIMULATION PLANNING AND PARTICIPATION

Being well prepared for each simulation is very important to everyone's learning in this course. One unprepared negotiator will affect everyone else's experience. You will quickly discover how being well prepared will help you in your negotiations. You are asked to prepare a piece of a written plan for each negotiation along the lines described in this Syllabus. **YOU ALSO NEED TO LET ME OR JON KNOW AS SOON AS POSSIBLE AHEAD OF TIME IF YOU CAN'T MAKE A SIMULATION, BECAUSE YOUR ABSENCE WILL AFFECT OTHER STUDENTS. IF WE HAVE ENOUGH NOTICE, WE CAN SOMETIMES MAKE ADJUSTMENTS.**

It is likely that during some of the negotiations you will do in this course, you will not be familiar with the context or specific terms referred to in the materials. In those situations you should do outside research in order to familiarize yourself with these terms just the way you would in a real negotiation. If you need help figuring out what to research, just email or call Jon or me to ask.

6. SIMULATION SELF-CRITIQUES

After each simulation, you should complete a "Self-critique" of your performance during that negotiation. The basic format is in this Syllabus. You are encouraged to make them detailed. The more detailed the better. Developing your habits and skills of critical and constructive self-critique are among the most important goals I have for this course.

7. FEEDBACK

One of the expectations students bring to this course is receiving individualized feedback on their negotiation performance. I will try to give regular feedback to those students I observe negotiate. **YOU ARE STRONGLY ENCOURAGED TO SPEAK TO OR CALL ME TO SET UP A TIME FOR INDIVIDUAL FEEDBACK IF YOU WANT MORE THAN YOU GOT IN CLASS.**

8. ASSIGNED READINGS

We will often not talk about every reading assignment. This is in part because I like to have you control as much of the discussion agenda as you are interested in doing. The readings are very important for your conceptual development of this subject and therefore for doing your negotiation planning and critiquing. The readings are not difficult for the most part, but are often difficult to apply to a new situation. Don't be fooled by the simplicity of the presentation. That simplicity is designed to make the otherwise difficult implementation process easier in the long run to learn how to do well. **THE SIZE OF THE READING ASSIGNMENTS VARIES EACH CLASS. A STRATEGY MANY PREVIOUS STUDENTS HAVE RECOMMENDED IS READING BARGAINING FOR ADVANTAGE AND WOMEN DON'T ASK IN THEIR ENTIRETY AS EARLY AS YOU CAN AND THEN REVIEWING THE ASSIGNED CHAPTERS AS THEY ARE ASSIGNED OVER THE SESSION.**

9. RECOMMENDED READINGS

There are many perspectives on negotiating which aren't captured very well in one place. I have listed some other books you may find useful for your simulation preparation and for writing your papers.

Leadership Without Easy Answers, Heifetz, Belknap Harvard 1994

Getting Past No; Negotiating With Difficult People, Ury, Bantam, 1991

The Manager as Negotiator, Lax and Sebenius, Free Press, 1986

Collaborating, Gray, Jossey Bass, 1989

Negotiating Rationally, Bazerman and Neale, Free Press, 1992

Rethinking America, Smith, Random House, 1995

The Art and Science of Negotiation, Riazfa, Belknap Harvard, 1982

Co-opetition, Brandenburger and Nalebuff, Currency Doubleday, 1996

Solution Selling, Bosworth, McGraw Hill, 1995

Beyond Winning, Mnookin, Peppet and Tulumello, Belknap Harvard, 2000

Breakthrough International Negotiations, Watkins and Rosegard, Jossey Bass, 2001

The Mediation Process, Moore, Jossey Bass, 1986

You Just Don't Understand, Tannen, Ballantine, 1990

You're Wearing That: Understanding Mothers and Daughters in Conversation, Tannen, Ballantine, 2006

Difficult Conversations, Stone, Patton and Hean, Harvard Negotiation Project, 1999

The Power of a Positive No, Ury, Bantam, 2007

The Dance of Anger, Lerner, Perennial Library, 1985

Bargaining with the Devil, Mnookin, Simon and Schuster, 2010

10. GRADES

I will be using all aspects of your work in this course to compute your grade. This includes class attendance and insightful participation, the quality of your negotiation performance in the simulations, and the quality and thoroughness of all your written work. In order to get an "A" in this course, you will need

- a. to attend and participate regularly in class,
- a. to prepare thoroughly and participate skillfully in all the simulations, particularly the final Job Lots negotiation,
- b. to prepare thorough, timely written work of high quality, and
- c. to do well on the final paper.

Your performance on the assignments is weighted as follows:

Class Attendance and Participation	10 %
Power Analysis	10 %
Written Workbook Assignments	30 %
Final Negotiation	30 %
Final Paper	20 %.