

Conrad Grebel University College
University of Waterloo
PACS 323/LS 319-001: Negotiation Theories and Strategies
Winter 2020

Class Time: Wednesday 11:30-2:20pm

Location: CGUC Room 1300

Instructor: Jennifer Ball, PhD, RPP, MCIP

Office Hours: Preferably by appointment, or generally Wednesday 3pm-5pm

Office Location: CGUC 2103C

Phone: 519-885-0220 x24262

Email: jennifer.ball@uwaterloo.ca

Land Acknowledgement

We are living and working on the traditional territory of the Attiwandaron (Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Course Description:

This course explores different ways of negotiating between people and groups with conflicting interests. Learn the theory behind the strategies and develop practical negotiation skills you can put to use in your daily lives at home, at work and in your community. (*Calendar Description*)

Negotiation is a voluntary dispute resolution process in which the parties communicate for the purpose of creating a mutually acceptable agreement. Alternative models of negotiation are considered with a particular emphasis on principled or interest-based negotiation, as developed by the Program on Negotiation at Harvard Law School. As well, practical strategies and skills put forth by Harvard Business School are honed and practiced in real life negotiation role plays.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Identify the core principles of interest based negotiation
- Present key negotiation concepts and skills to a forum of peers
- Design a real life negotiation role play through team collaboration
- Prepare for and successfully conduct face to face negotiations
- Reflect on and identify lessons learned from each negotiation experience

Course Teaching Methodology:

This is a facilitated learning course in which students learn through participation in the classroom and through engagement in negotiation scenarios. Class sessions will be conducted as both workshops and

negotiation role plays. Students are required to work in groups to facilitate class learning on assigned dates, develop and participate in realistic negotiation role plays, as well as evaluate the performance of classmates. Attendance in class is essential to everyone's success in this course.

Student's **active participation** and **willingness to be challenged** to function outside their comfort zone are essential components of the learning experience. Throughout the course students may encounter situations that conflict with their culture or beliefs. Treat these as an opportunity to explore new ideas and modes of action.

Web Page: This course will make use of a WATERLOO LEARN website. This site will provide general information for the course and grades for assignments. Important announcements such as the cancellation of class due to illness will also be posted there, so please try to check the site before each class, just in case.

Course Assessment:

Assignment	Weighting	Due Date
Facilitated Session & Handout	20%	Jan 15 th & 22 nd (depending on group)
Negotiation Role Play & Evaluation of Negotiation	35%	Negotiation Role Play - February 5 th (7pm) Evaluation of Negotiation – Assigned week
Team Negotiations & Debrief Reports	35%	Negotiations – Assigned weeks Debrief reports – Friday after the negotiation
Class Participation during Negotiations	10%	Every Wednesday

Course Assignments:

1) Facilitated Sessions & Handout (20% = Facilitation 10% + Handout 10%)

a) In teams of 4-5 (depending on final class registration), facilitate class learning based on assigned course readings for the week. Conduct your session in a facilitated style, not as a presentation. (If powerpoint is used, it should support your facilitation; do not simply read slides.) Sessions are to be 30 minutes max each. Make sure each person in your group actively participates in the facilitation. Please note your day and chapters to present in the class schedule below.

b) Prepare a 2-page summary to distribute to the class. **Make these summaries useful to your colleagues; they will be key resources in preparing for the team negotiations.** You may change page margins but keep font to at least 11 pt, not less.

(Bring copies or send the file to me the day before your session and I will print copies.)

These sessions will be peer evaluated. Evaluation will be on: Content (how well organized), Usefulness of Handout (thoroughness, clarity, layout), Voice, Movement, Eye Contact, Gesture

** Teams will be assigned in the first week.

Feel free to contact me before your session to talk through your ideas/outline or approach

2) Negotiation Role Play Scenario & Evaluation of Negotiation (35%)

As a team, develop a negotiation role play scenario that will be negotiated by two other teams. Your team will not negotiate the scenario that you create. Your team will evaluate the two teams that negotiate. Your team will be marked on both the creation of the scenario (75%) and on your evaluation of the two negotiating teams (25%).

Produce a realistic scenario for negotiation using the course material. Contexts for role plays may be at any level (personal, community, national, international). Scenarios will be from 5-7 pages in length (single spaced, 12 pt font) on topics of each team's choice.

Criteria for Design of Role Plays:

- Create Case (e.g. describe context, players & specific roles for team members as appropriate, issues)
- Incorporate at least 4 different issues for each side to resolve
- Use these issues to generate material to utilize principles outlined in the texts
- Incorporate an issue for deception for each side
- Incorporate an update that changes the game mid-negotiation
- Include in the package a section "For the Instructor", outlining the key issues and what strategies or tactics from the text you expect will relate, as well as how these might play out in your scenario.

Potential Role Play Contexts:

- employee/employer - new job/position/salary
- buying/selling a house/car
- lawsuits
- family dispute
- land use/planning issue
- business deal
- insurance claim
- environmental issues
- labour/management/trade union disputes
- hostage negotiations
- getting humanitarian aid to affected communities in a conflict zone
- international peace agreements

Negotiation Role Plays are due to me via the Dropbox on LEARN by 7pm, February 5th.

This is necessary so that I can get scenario packages to the first two teams in order that they have a week to prepare.

When your scenario is being negotiated, your team will evaluate both of the negotiating teams. Your team will collaboratively complete one evaluation for each of the negotiating teams (two in total). An evaluation template is available on LEARN and will also be provided in class. As well, each team member will fill out a score sheet to evaluate the relative contribution of other team members to this evaluation process. Note: this evaluation grade will not appear on LEARN but it can significantly affect your grade.

Both evaluations are due by midnight on Friday following the negotiation via the dropbox. These evaluations will be marked by the instructor.

3) Team Negotiations & Debrief Reports (35% - first 15%, second 20%)

Your team will negotiate **two** different scenarios during the term with two different teams. You will have approximately one week to prepare for each negotiation. You will then have one class period to complete each negotiation (approximately 2 hrs), leaving time for a class debrief. Negotiation dates appear in the Course Schedule below.

The team that developed the scenario, as well as the instructor, will evaluate the two teams engaged in the negotiation. Evaluation will be based on each team's analysis, strategy and tactics. More specifically, the following will be evaluated: honesty and integrity, preparedness, power and how it is used, attempts to build trust, how close each party came to their desired outcome, use of strategies learned in course, handling deception. This evaluation template is on LEARN.

Following each of your Team Negotiations, each team member will write a brief 1-2 page debrief report (double spaced, 12 pt font) reflecting your learning from this negotiation experience – as an individual and as a team. (You may use some point form as long as I can understand what you are saying.) Also include a short paragraph about the overall group experience. You will need to meet as a team for a debriefing session. (What worked? What would you do differently? Any reflections on what you learned from this experience?)

As your team will be negotiating twice, you will submit 2 Debrief Reports each. Each report is due by midnight Friday following your Wednesday negotiation session. It must be submitted via the dropbox. If it is late, there will be a deduction of 4% of the team grade per day.

4) Class Participation during Negotiations (10%)

During negotiation sessions, class members (apart from participating teams and evaluating team) will be expected to actively observe and learn from the negotiation role play. Each person will write a 100-200 word response to the questions, “Which group appears to have negotiated most successfully and why? What specific skills/strategies have they used most effectively”. This will be written each Wednesday of a negotiation, toward the end of class. It will be handed in at the end of class. If you are not present in class, it is not possible to make this up later.

Course Schedule & Reading Assignments:

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
1	January 8	- Approach to Course - Course Outline - Introduction to Negotiation	(Begin reading in advance if possible)	- Selection of Groups - Selection of Facilitation dates - Selection of Negotiation dates

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
2	January 15	<ul style="list-style-type: none"> - Introduction to Interest-based Negotiation - Claiming Value in Negotiation - Creating value in Negotiation - Investigative Negotiation - When Rationality Fails: Biases of the Mind - When Rationality Fails: Biases of the Heart - Negotiating Rationality in an Irrational World 	Fisher & Ury, Ch. 1, 2, 3, 4, 5 Malhotra & Bazerman Ch. 1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> - Groups 1 & 2 facilitate 1 – Fisher & Ury, Ch. 1, 2, 3, 4, 5 2 – Malhotra Ch. 1, 2 - Groups 3 & 4 facilitate 3 – Ch. 3, 4 4 – Ch. 5, 6
3	January 22	<ul style="list-style-type: none"> - Blind Spots in Negotiation - Confronting Lies & Deception - Recognizing & Resolving Ethical Dilemmas - Negotiating from a Position for Weakness - When Negotiations get Ugly: Dealing with Irrationality, Distrust, Anger, Threats, & Ego - When Not to Negotiate - The Path to Genius 	Malhotra & Bazerman Ch. 7, 8, 9, 10, 11, 12, 13, 14	<ul style="list-style-type: none"> - Groups 5, 6 facilitate 5 – Ch. 7, 8 6 – Ch. 9, 10 - Group 7 facilitate 7 – Ch. 11, 12, 13
4	January 29	<ul style="list-style-type: none"> - Review Strategies & Skills - Begin development of negotiation scenarios 	DVD – “The Sluggers”	
5	February 5	Develop Negotiation Scenarios Review skills & prep for negotiation		<ul style="list-style-type: none"> - Prepare Scenarios - Scenarios due by 7pm, February 5th
6	February 12	Negotiation 1 - Teams 1 & 2		Negotiation 1 <ul style="list-style-type: none"> - Evaluations due Friday by midnight - Debrief reports due Friday by midnight
7	February 19	NO CLASS - Winter Reading Break		
8	February 26	Negotiation 2 – Teams 5 & 6		Negotiation 2 <ul style="list-style-type: none"> - Evaluations due Friday by midnight - Debrief reports due Friday by midnight
9	March 4	Negotiation 3 - Teams 3 & 4		Negotiation 3 <ul style="list-style-type: none"> - Evaluations due Friday by midnight

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
				- Debrief reports due Friday by midnight
10	March 11	Negotiation 4 – Teams 7 & 2		Negotiation 4 - Evaluations due Friday by midnight - Debrief reports due Friday by midnight
11	March 18	Negotiation 5 – Teams 1 & 5		Negotiation 5 - Evaluations due Friday by midnight - Debrief reports due Friday by midnight
12	March 25	Negotiation 6 – Teams 3 & 6		Negotiation 6 - Evaluations due Friday by midnight - Debrief reports due Friday by midnight
13	April 1	Negotiation 7 – Teams 4 & 7		Negotiation 7 - Evaluations due Friday by midnight - Debrief reports due Friday by midnight

Course Expectations:

Email communication with instructor

I will respond in a timely manner. However, I do not monitor email continuously so do not expect an immediate reply.

Computer/Phone Policy

During Team Negotiations, only the two negotiating teams and the evaluating team may use computers. The rest of the class will not use computers or phones during class time. If you feel you need a computer as an accommodation, please speak to me.

Written Assignments

Format

All written assignments must be submitted as Word documents, not pdf files.

Late Policy

Without prior arrangement made with the professor, any written assignment handed in late will be subject to a deduction of 10% per day.

Required Reading Materials:

Fisher, Roger, William Ury, and Bruce Patton. (1991). *Getting to Yes: Negotiating Agreement Without Giving In*, London: Penguin Books.

Malhotra, Deepak. (2007). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond*. New York: Bantam Dell.

Both books are available on reserve in the Milton Good Library, Conrad Grebel University College.

Supplementary Resources:

Adler Jr., Bill. (2006). *How to Negotiate Like a Child: Unleash the Little Monster Within to Get Everything You Want*. New York: AMACOM.

Bell, Arthur H., and Dayle M. Smith. (1997). *Winning With Difficult People*. Hauppauge, NY: Baron's Educational Series.

Cohen, Herb. (1982). *You Can Negotiate Anything: The World's Best Negotiator Tells You How to Get What You Want*. New York: Bantam Books.

Fisher, Roger, and Danny Ertel. (1995). *Getting Ready to Negotiate: The Getting to Yes Workbook: A Step-By-Step Guide to Preparing for Any Negotiation*. New York: Penguin Group.

Fisher, Roger, and Scott Brown. (1988). *Getting Together: Building Relationships As We Negotiate*. New York: Penguin Books.

Furlong, Gary T. (2005). *The Conflict Resolution Toolbox: Models & Maps for Analyzing, Diagnosing, and Resolving Conflict*. Mississauga: John Wiley & Sons. (Chapters 3 & 7 in particular)

Jandt, Keith. (1985). *Win-Win Negotiating: Turning Conflict into Agreement*. New York: John Wiley & Sons Inc.

Kolb, Deborah, and Judith Williams. (2000). *The Shadow Negotiation: How Women Can Master the Hidden Agendas that Determine Bargaining Success*. New York: Simon & Shuster.

Kolb, Deborah, and Judith Williams. (2003). *Everyday Negotiation: Navigating the Hidden Agendas in Bargaining*. San Francisco: Jossey-Bass.

Mayer, Robert. (2011). *How to Win Any Argument: Without Raising Your Voice, Losing Your Cool, or Coming to Blows*, (Revised Edition). Pompton Plains, NJ: Career Press, Inc.

Pollan, Stephen & Mark Levine. 1994. *The Total Negotiator: Foolproof Strategies for Successfully Negotiating Your Way Through Every Situation*. New York: Avon Books.

Reilly, Leo. (1997). *How to Outnegotiate Anyone (Even a Car Dealer!)*. Avon, MA: Adams Media.

Ury, William. (1993). *Getting Past No: Negotiating Your Way From Confrontation to Cooperation*. New York: Bantam Books.

Related Websites:

- [Harvard Law School](#) - check out 'Articles'
- [Harvard Program on Negotiation – Free reports](#)
(need to set up a free account to access these)
- [Harvard Business School – Resource Library](#) (free articles)

- [TED Talk – William Ury – “The Walk from No to Yes”](#)
- [The Negotiation Experts](#) – free articles

UWaterloo Policies

Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity website](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Other sources of information for students:

Accommodation for Students with Disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for

clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information