PACS 323/LS 319: Negotiation Theories and Strategies
Winter 2017

Conrad Grebel University College, University of Waterloo
Wednesday, 2:30pm-5:20pm in CGUC Room 1111

Instructor: Jennifer Ball, PhD, RPP MCIP
Office: CGUC 2103C
Office Hours: Preferably by appointment, or generally Thursday 1-3pm
Email: jennifer.ball@uwaterloo.ca
Phone: 519-885-0220 ext. 24262

Land Acknowledgement
We are 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 six miles 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.

**Course Assessment**

Facilitated Session & Handout – 20%
Negotiation Role Play Scenario & Evaluation of Negotiation – 35%
Team Negotiations & Debrief Reports – 35%
Class Participation during Negotiations – 10%

Marks will be based on the following 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 min 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.** (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 each team member on the 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 10pm, February 1st. 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. **Both evaluations are due by 4pm 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 2-2.5 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.

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 debriefing reports each. Each report is due by 4pm Friday following your Wednesday negotiation session. It must be submitted via the
dropbox. Failure of any team member to submit their report will result in that person losing 10% of the team grade.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Resources</th>
<th>Assignments/Evaluation</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 4</td>
<td>- Approach to Course</td>
<td>(Begin reading in advance if possible)</td>
<td>- Selection of Groups</td>
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<td>- Course Outline</td>
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<td>- Selection of Facilitation dates</td>
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<td>- Introduction to Negotiation</td>
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<td>- Selection of Negotiation dates</td>
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<td>2</td>
<td>Jan. 11</td>
<td>- Introduction to Interest-based Negotiation</td>
<td>Fisher &amp; Ury, Ch. 1, 2, 3, 4, 5, Malhotra &amp; Bazerman Ch. 1, 2, 3, 4, 5</td>
<td>- Groups 1 &amp; 2 facilitate 1 – Fisher &amp; Ury, Ch. 1, 2, 3, 4, 5 2 – Malhotra Ch. 1, 2</td>
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<td>- Claiming Value in Negotiation</td>
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<td>- Groups 3 &amp; 4 facilitate 3 – Ch. 3, 4 4 – Ch. 5, 6</td>
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<td>- Creating value in Negotiation</td>
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<td>- Investigative Negotiation</td>
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<td>- When Rationality Fails: Biases of the Mind</td>
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<td>- When Rationality Fails: Biases of the Heart</td>
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<td>- Negotiating Rationality in an Irrational World</td>
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<td>3</td>
<td>Jan. 18</td>
<td>- Blind Spots in Negotiation</td>
<td>Malhotra &amp; Bazerman Ch. 7, 8, 9, 10, 11, 12, 13, 14</td>
<td>- Groups 5, 6 facilitate 5 – Ch. 7, 8 6 – Ch. 9, 10</td>
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<td>- Confronting Lies &amp; Deception</td>
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<td>- Group 7 facilitate 7 – Ch. 11, 12, 13</td>
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<td>- Recognizing &amp; Resolving Ethical Dilemmas</td>
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<td>- Negotiating from a Position for Weakness</td>
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<td>- When Negotiations get Ugly: Dealing with Irrationality, Distrust, Anger, Threats, &amp; Ego</td>
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<td>- When Not to Negotiate</td>
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<td>- The Path to Genius</td>
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<td>4</td>
<td>Jan. 25</td>
<td>- Review Strategies &amp; Skills</td>
<td>TBD</td>
<td>- Prepare Scenarios</td>
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<td>- Begin development of negotiation scenarios</td>
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<td>- Scenarios due by 10pm, Feb. 1</td>
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<td>5</td>
<td>Feb. 1</td>
<td>Develop Negotiation Scenarios</td>
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<td>Feb. 8</td>
<td>Negotiation 1 - Teams 1 &amp; 2</td>
<td>Negotiation 1 - Evaluations due Friday by 4pm</td>
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<td>- Debrief reports due Friday by 4pm</td>
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<td>Feb. 15</td>
<td>Negotiation 2 – Teams 5 &amp; 6</td>
<td>Negotiation 2 - Evaluations due Friday by 4pm</td>
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<td>- Debrief reports due Friday by 4pm</td>
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<td>8</td>
<td>Feb. 22</td>
<td>NO CLASS – Fall Reading Break</td>
<td><strong>Note:</strong> Elements of this course outline may change over the course of the term. Such changes will be discussed with the class and posted on LEARN.</td>
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<td>9</td>
<td>March 1</td>
<td>Negotiation 3 - Teams 3 &amp; 4</td>
<td>Negotiation 3 - Evaluations due Friday by 4pm</td>
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<td>March 8</td>
<td>Negotiation 4 – Teams 7 &amp; 2</td>
<td>Negotiation 4 - Evaluations due Friday by 4pm</td>
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<td>March 15</td>
<td>Negotiation 5 – Teams 1 &amp; 5</td>
<td>Negotiation 5 - Evaluations due Friday by 4pm</td>
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<td>March 22</td>
<td>Negotiation 6 – Teams 3 &amp; 6</td>
<td>Negotiation 6 - Evaluations due Friday by 4pm</td>
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<td>- Debrief reports due Friday by 4pm</td>
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<td>13</td>
<td>March 29</td>
<td>Negotiation 7 – Teams 4 &amp; 7</td>
<td>Negotiation 7 - Evaluations due Friday by 4pm</td>
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<td>- Debrief reports due Friday by 4pm</td>
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**Required Reading**


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


Related Websites

check out ‘Articles’

Harvard Program on Negotiation – Free reports - http://www.pon.harvard.edu/free-reports/
(need to set up a free account to access these)
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 also 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.

University Policies
Cross-listed course (requirement for all Arts courses)
   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
   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. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.
   Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses 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.

**Accommodation for Students with Disabilities**

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.