



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

James Bailey, Ph.D.

Professor of Organizational Behavior & Development
Editor, *Academy of Management Learning and Education*
202-994-1669 ♦ 202-994-4930 (fax) ♦ jbailey@gwu.edu

CONFLICT MANAGEMENT & NEGOTIATIONS
Mgt. 215:11 (52120)
Spring 2006, Thursdays 5:10 – 7:00pm, Duques 359

Professor James Bailey

Funger Hall, Suite 315

202-994-1669

202-994-4930 (fax)

jbailey@gwu.edu

Office Hours: Tuesday 4:00-6:00pm & Thursday 3:00-5:00pm, or by appointment

Graduate Teaching Fellow Craig Seal

Funger Hall, Suite 315

202-285-3376

202-994-4930 (fax)

crseal@gwu.edu

Office Hours: Thursday 2:00-4:00pm, or by appointment

In the last few decades, negotiation has moved from the industrial relations arena to the forefront of managerial interest. Negotiation, bargaining, and mediation traditionally refer to the arbitration of disputes between labor and management. However, scholars and practitioners now recognize that these skills operate in virtually every management function, including strategy formulation, mergers and acquisitions, purchasing, sales, and many others. Negotiation is a common mechanism for resolving differences between and allocating resources among exchange partners such as superiors, colleagues, corporate entities and even nations. Broadly viewed, these are social decision-making processes involving interdependent parties who do not share identical preferences, and in this way are essential elements of the business enterprise.

Course Objectives

The purpose of this course is threefold. The first is to explore the major concepts and theories of negotiation, as well as the dynamics of interpersonal and intergroup conflict and its resolution. This will entail material about the structural (e.g., parties, positions, interest) and process-oriented (cognitive, interactional) dynamics that are necessary for a sound critical background. The second objective is to develop skills relevant to a broad range of applied contexts. This involves direct training in identifying crucial elements of a negotiation situation and implementing appropriate resolution strategies. The third objective is to encourage participants to assume a “reflective” posture about negotiations specifically and social influence broadly. That is, what distinguishes extraordinary from mediocre practitioners is the extent to which they habitually examine experiences of failure, surprise and frustration, and develop a rich and complex mental framework to seamlessly apply past lessons to current circumstances.

Course Methods

The format of the course will be divided between lectures, class discussion, case analysis, and exercises or role-plays. Because the experiences of participants will be a key element of the class, participation is graded.

Course Readings

There are several excellent books on negotiation, some of which are geared specifically toward managers. The book I have chosen offers a fine balance between academic analysis and practical application, with accompanying exercises and cases that nicely bridge theory and practice. (I have listed some recommended books for those so interested.) Please do the reading before the day it appears on the **Course Schedule**. The book is for sale in the bookstore.

Lewicki, R. J., Saunders, D., & Minton, J. (2003). *Negotiation: Readings, exercises, and cases* (4th Ed.). Boston: Irwin/McGraw-Hill.

[Suggested readings: Bazerman & Neale, *Negotiating rationally*. Free Press.; Lax & Sebenius, *The manager as negotiator*. Free Press.; Fisher & Ury, *Getting to yes*. Penguin.; Lewicki, R. J. & Litterer, J. *Negotiation*. Homewood, IL: Irwin.; Raiffa, *The art and science of negotiation*. Harvard U. Press.]

Course Requirements

Simulations: There will be three negotiation simulations, graded on the participants' effectiveness in the role-play and the application of course material in the accompanying paper. Although Simulations will be introduced and, subsequent to completion discussed in class, all preparation and execution will take place outside of class. (*Once completed, DO NOT discuss any of your confidential information with your opponent.*) Papers from Simulations 1 and 2 should be approximately 1500 words (6 pages). All papers should be typed, 1 & 1/2 spaced, and list your name and Simulation role and your opponent's name and Simulation role.

Simulation 3 is a team project (4-6 member teams will be assigned the third day of class), with only 1 paper, approximately 3000 words (12 pages). Each paper should have an appendix with: a) a visual depiction plotting positive/negative progress on vertical axis and time by separate meetings on the horizontal axis, and; b) a summary of planning/strategy and explanation of numbered turning points on the visual depiction. Additionally, each team member should include a sealed envelope with a 1 page, typed, description and analysis of the team dynamics experienced in completing the assignment. Because candor is encouraged, these papers will be completely confidential. Although one class period will be devoted to Simulation 3, opposing teams are required to negotiate more than one time.

Role play. Criteria for the role-play (RP) will vary from Simulation to Simulation depending on the nature of the specific scenario. Grading will focus on the thoroughness of preparation, appropriateness of the strategy, how negotiators conducted themselves in the Simulation, and the actual results achieved.

Paper. The accompanying paper should address three themes: a) preparation and strategy for the role play (e.g., nature of the conflict, tangible or intangible goals); b) description and analysis of actual negotiation (e.g., progression of events); c) analysis in relation to predetermined goals and a statement of the lessons learned. The paper will be evaluated according to the number of course concepts that are integrated and appropriately applied. (Course concepts should be cited in **bold**.)

Self-Reflection Journal: The self-reflection journal (SRJ) is intended as a mechanism to examine course experiences for lessons that may be elusive if not committed to paper. This allows participants to reflect on what they've learned about themselves, their assumptions about social interactions, and what might be done differently in the future. Participants should focus on how course lectures, discussions, self-assessments, exercises and assignments inform their personal and professional lives. That is, what the material means, its value to you, and application to your own life. Papers should be approximately 3000 words (12 pages), typed, 1 & ½ spaced, and should be organized into 12 dated sections corresponding the twelve class meetings, not including the first and last days of class. It is recommended that participants devote 45 minutes per week to this, immediately following the class meeting. While not required, course concepts are welcome in your reflection.

Participation: Participation is a difficult thing to assess. It includes offering insightful observations, asking pointed questions, being prepared for discussions and exercises, assisting class members and generally contributing to a positive learning climate. Hence, because the success of the course depends on your acumen as well as mine, points will be granted for quality of participation. Like anything, participation can be productive, nonproductive, and even counter-productive, and the responsibility of channeling it lies with both the professor and the participant.

Final Exam: At the discretion of the professor, there will be a cumulative final exam, which will consist of entirely multiple choice questions. If necessary, this will be announced at least four weeks in advance.

Grading Structure

Grades will be determined in the following fashion:

Simulation 1	25 points (5 pts. RP; 20 pts. Paper)
Simulation 2	25 points (5 pts. RP; 20 pts. Paper)
Simulation 3	50 points (10 pts. RP; 40 pts. Paper)
Self Reflection Journal	25 points
Class participation	25 points
Final Exam	25 points (if necessary)
TOTAL	150 points (175 with Final Exam)

Final grades will be based on the following percentage system: A = 100-93%; A- = 92-90%; B+ = 89-87%; B = 86-83%; B- = 82-80%; C+ = 79-77%; C = 76-73%; C- = 72-70%; D = 69-60

Course Policy

Conditions: The majority of grading in this class is subjective, with no ultimate touchstone or standard. Any participant who feels that my evaluation of his/her performance is less than accurate may submit a one-page retort detailing the reasons within one week of receiving the grade. I will inspect this retort and grant points accordingly. The Participation grade is exempt from this policy. Your concurrence is designated by your continuing presence in the class.

Attendance/Late Assignments: Because much of the value of this course comes from in-class exercises and discussion, attendance is crucial. Therefore, anyone who anticipates missing more than one class period should seriously consider withdrawing. Of course, I am willing to make special arrangements for extraordinary circumstances, as I am for late assignments, if notified in advance.

Miscellaneous: Recording mistakes happen, so keep all papers and exams for security's sake. Also, flexibility is an operative concept in this class, but any changes will, of course, be announced in detail.

Course Schedule and Assignments

REC = Readings, exercises, & cases book (Bring REC to class every day)

Prepare = Be prepared to discuss or execute in class

Handout = Instructor will bring to class

- 1/19** **Course Orientation**
Introductory remarks; Syllabus; Contact Information
- 1/26** **Norms of Cooperation and Conflict I**
Read: REC Sec. 1
Handout: *Thomas-Kilmann Conflict Mode Inventory*
- 2/2** **Norms of Cooperation and Conflict II**
Handout: *Pemberton's dilemma*
Handout: *3-party Coalition*
- 2/9** **Competitive Negotiation Skills I**
Exercise assignments
Read: REC Sec. 3 (Read REC Ex. 3 background)
Handout: *The Used Car* (Read REC Ex. 4 background)
- 2/16** **Competitive Negotiation Skills II**
Read: REC Sec. 12
Prepare: REC Case 1, *Capital Mortgage Insurance Co. (A)*
Handout: Simulation 1, *Peach Computers vs. Campus Computer Stores*
- 2/23** **Competitive Negotiation Skills III**
Read: REC Sec. 2
Prepare: REC Case 2, *Pacific Oil Co. (A)*
Due: Simulation 1
- 3/2** **Competitive Negotiations Skills IV**
Read: REC Sec. 6
Prepare: *Salt Harbor*
- 3/9** **Competitive Negotiations Skills V**
Film: *Final Offer*
- 3/16** **SPRING BREAK**

3/23 Collaborative Negotiations Skills I
Read: REC Sec. 4 & 10
Prepare: REC Q. 1, *Personal Bargaining Inventory*
Prepare: *Tendley Contract*
Handout: Simulation 2, *Sally Swansong vs. Lyric Opera*

3/30 Collaborative Negotiations Skills II
Read: REC Sec. 8
Prepare: *EuroTechnologies, Inc.* (Read REC Ex. 23 background)
Handout: Simulation 3, *Newton Dispute* (Read REC Ex. 13 background)
Due: Simulation 2

4/6 Collaborative Negotiations Skills III
Read: REC Sec. 9
Prepare: REC Q. 2, *Sins II Scale*
Film: *Detection Technologies, Inc.*

4/13 Newton Dispute In-Class Negotiation

4/20 Mediation Skills
Read: REC Sec. 13
Prepare: *Levver Corporation*
Handout: *Seatcor*

4/27 Inter-Cultural Negotiations
Read: REC Sec. 11
Handout: *Cultural Intelligence Scale*
Film: *Communicating Non-defensively*
Due: Self Reflective Journal
Due: Simulation 3