

NEGOTIATION ANALYSIS AND SKILLS

INTERNATIONAL PEACE AND CONFLICT RESOLUTION
SCHOOL OF INTERNATIONAL SERVICE
AMERICAN UNIVERSITY
SIS 496/696-017
Spring 2010

Version of Spring 2010

“It's not always rainbows and butterflies...
It's compromise that moves us along”

Maroon 5, “She Will Be Loved”

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Office hours: Tuesday 1-5pm

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Class meetings: Tuesday 5:30pm to 8:00pm

Classroom: Ward 303

Overview:

Negotiation is a universal human behavior greatly impacted by a number of assumptions, behaviors, attitudes, contexts, constraints and other factors. And yet, most people (including professionals whose success depends upon their negotiation performance) approach negotiations with only scant awareness of what they are doing, or why. Our ability to prepare for a negotiation, diagnose a negotiation and ‘change the game’ of a negotiation is vastly improved by deliberately increasing our knowledge and enhancing our skill through study, practice and reflection. Several fields of social science have contributed to the research and practice of negotiation. This course draws on several of the foundational branches of research, including game and decision theory, social and cognitive psychology, communication as well as more recent syntheses such as negotiation analytics. Practical applications of negotiation knowledge and skill are apparent in all facets of life: from difficult family conversations to job interviews to bargaining with nervous armed groups at a military checkpoint. Negotiations pervade our life. The context may be transactional (making a deal), or it may be conflict or

dispute-related, or be elsewhere in the spectrum. Negotiation is a key skill in the repertoire of people who are committed to building peace, working for peaceful change, and otherwise changing hearts and minds in a non-coercive context. It is important to understand too the coercive applications of negotiation in order to better know how to deal with them.

Following the literature, the course is both descriptive and prescriptive as we learn how negotiation processes truly are conducted, with all their defects and creative possibilities, and how they should or could be conducted as we grow in knowledge and experience. Both approaches contribute to our understanding of negotiation as a dynamic social and interpersonal process, in which unexpected outcomes abound; surprises, paradoxes and turning points are not uncommon and cooperation sometimes emerges from the chaos. There is an important self-awareness thread that runs throughout the course so that each learner gains a deeper understanding of their contribution to negotiation problems and capacities for overcoming them. Ultimately, each learner confronts the challenge of how to optimally shape the processes of negotiation for successful outcomes.

There is no pre-requisite for the course. It complements and supports two courses I currently teach: SIS 611 “International Negotiation” and SIS 496/696 Comparative Peace Processes, as well as several other courses at American University. It thus serves as a stand-alone learning experience and as a foundation for those who wish to go on to more advanced topics related to negotiation and conflict resolution. While in the past many graduate-level negotiation offerings would combine interpersonal, analytical and international themes into a single class, American University offers a greatly expanded learning possibility. Many of the concepts and tools of Negotiation Analysis and Skills contribute to a deeper understanding of what goes on in the international sphere.

Learning Outcomes of the Course

By the end of the course, learners will:

1. Understand the psychological barriers that impede agreement and constrain negotiation
2. Develop a broad understanding of the capacity to overcome such barriers and optimize both processes and outcomes of negotiation
3. Understand the range of analytical components that must be mastered in order to understand and conduct dynamic complex negotiations
4. Enhance the ability to diagnose negotiations, and to prepare for them
5. Gain insight into one's own skill level and one's contribution to the processes and outcomes obtained
6. Practice skills in changing negotiations from distributional to integrative encounters in a safe environment
7. Increase improvisational behavioral repertoire

Who should take the course:

The course is designed to enrich the SIS-IPCR stream of courses in International Negotiation. It provides practical knowledge, skills and case histories to all AU students who want to understand and perform better in interpersonal negotiations in a wide variety of contexts. Information on the IPCR 'streams' and other important academic information can be found at <http://www.american.edu/sis/ipcr/Academics.cfm>

Structure of the course

There are several structural components of the course, each of which contributes to learn about the challenges inherent in the negotiation of peace. In-class participation, a reflective journal and a final paper comprise the three course requirements. Truly outstanding work on all three is required to maximize learning and earn a high grade.

Readings, Seminar Discussions, Simulations: Students are expected to be adult learners, responsible for the readings and able to fully contribute to in-class discussion as well as add to it from life experience and insight. There will be several negotiation exercises and simulations in which all students gain the opportunity to practice and to reflect on the experience. There will be one online Harvard Business School simulation that has a cost of approximately \$13 per student. All others will be provided without charge. Outcomes of exercises are not graded. Meaningful, open and reflective participation in simulations counts toward class participation. (30% of final grade).

Reflective Negotiation Journal:

All course participants will be asked to keep a personal diary of actual day-to-day negotiations engaged in and which you'd like to learn from. We call this the Reflective Negotiation Journal or RNJ. Students write and submit one RNJ entry per week (approximately 1 page of reflection, 15 pages total by the end of the semester). At the end of the semester, the RNJ is augmented by annotations or commentaries: Each student reviews his or her own RNJ and inserts analytical comments on each entry, and written in *italics* to distinguish original entries from commentaries. The final RNJ thus comes to at least 30 double-spaced pages. (35% of final grade).

Final Paper:

All participants write a final research paper of 15 pages total, double-spaced that addresses one specific problem, approach or case, building on the readings, lectures and discussions of the course and adding to them. Even if your final paper focuses on an international problem it must elucidate the interpersonal and analytical aspects of it, rather than the political and contextual dimensions, reflecting the course content. (35% of final grade).

And the fine print from American University...

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

ACADEMIC INTEGRITY CODE

All students must adhere to the [Academic Integrity Code](#). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

Required texts:

Robert B. Cialdini, *Influence: the Psychology of Persuasion* rev. ed. (New York: HarperCollins Publishers, 2007)

Howard Raiffa, with John Richardson and David Metcalfe, *Negotiation Analysis* (Cambridge, MA: Belknap Press, 2002/2007).

David Lax and James Sebenius, *3-D Negotiation* (Cambridge, MA: Harvard Business School Press, 2006)

Optional texts for those seeking broader and deeper understanding (or simply having tons of time to read):

Richard G. Shell, *Bargaining for advantage: negotiation strategies for reasonable people* (New York: Viking, 1999)

Roger Fisher, William Ury, and Bruce Patton, *Getting to yes: negotiating agreement without giving in* 2nd ed. (Boston: Houghton Mifflin, 1991)

Grande Lum, *The Negotiation Handbook* (McGraw Hill, 2005).

Session Date	Topic	Readings	Additional Information
1/12/10	Introduction to the course What are we concerned about? What's so challenging about negotiations?		
1/19/10	The "Art and Science" An overview of the social scientific thinking and the prescriptive concepts of negotiation.	Raiffa, Richardson & Metcalfe, <i>Negotiation Analysis</i> , Chs. 1-5 Lax & Sebenius, <i>3-D Negotiation</i> , Chs. 1-3	Elder of Kumar Simulation
1/26/10	Games People Play: Analyses of Negotiations as Bargaining Games The strategic patterns and emerging nature of negotiations	Jeffrey Z. Rubin, Bert R. Brown, <i>The Social Psychology of Bargaining and Negotiation</i> (New York: Academic Press, 1975), Chs. 1, 2 Avinash Dixit and Barry J. Nalebuff, <i>Thinking Strategically: the Competitive Edge in Business, Politics and Everyday Life</i> (New York: W. W. Norton & Company, 1993), Ch. 1 "Ten Tales of Strategy" Lax & Sebenius, <i>3-D</i> , Chs. 4, 5	
2/2/10	Principal Biases: Bargaining and the Mind, Dilemmas How Things Get Bad	Lee Ross, Andrew Ward, "Psychological Barriers to Dispute Resolution," <i>Advances in Experimental Social Psychology</i> vol. 27 (1995): 255-304 Amos Tversky, Daniel Kahneman, "Judgment Under Uncertainty: Heuristics and Biases," <i>Science</i> vol. 185, no. 4157 (September 27, 1974): 1124-1131 Lax & Sebenius, <i>3-D</i> , Chs. 6, 7, 8	

2/9/10	<p>More Deviations From Rationality How things go from bad to worse...</p>	<p>Margaret A. Neale, Max H. Bazerman, "The Effects of Framing and Negotiator Overconfidence on Bargaining Behaviors and Outcomes," <i>Academy of Management Journal</i> vol. 28, no. 1 (1985): 34-49</p> <p>William F. Samuelson, Max H. Bazerman, "The Winner's Curse in Bilateral Negotiations," in Vernon L. Smith, ed., <i>Research in Experimental Economics: A Research Annual</i> vol. 3 (Greenwich, CT: JAI Press, 1985)</p> <p>Michael W. Morris, Richard P. Larrick and Steven K. Su, "Misperceiving Negotiation Counterparts: When Situationally Determined Bargaining Behaviors Are Attributed to Personality Traits," <i>Journal of Personality and Social Psychology</i> vol. 77, no. 1 (1999): 52-67</p>	Dollar Auction Exercise
2/16/10	<p>Persuasion and Social Variables Why we say yes (even if we don't mean to) and how to get others to say yes (even if you aren't in charge)</p>	Robert B. Cialdini, <i>Influence: The Psychology of Persuasion</i> rev'd ed. (New York: Collins, 2007), entire book	Hell Parole Simulation
2/23/10	<p>Distributive Negotiations How to get my (fair?) share</p>	<p>Richard E. Walton, Robert McKersie, <i>A Behavioral Theory of Labor Negotiations: An Analysis of a Social Interaction System</i> 2d. ed. (Ithaca, New York: ILR Press, 1991), Ch. 2</p> <p>Lax & Sebenius, <i>3-D</i>, Chs. 12-13</p> <p>Raiffa, et al., <i>Negotiation Analysis</i>, Chs. 6-10</p>	Dos Santos Simulation
3/2/10	<p>ZSG to PSG: Toward Integrative Approaches How to get "our" best share...</p>	Walton & McKersie, <i>A Behavioral Theory of Labor Negotiations</i> , Ch. 4	PharmaUniversity Simulation

		<p>Lax & Sebenius, <i>3-D</i>, Chs. 9-11</p> <p>Raiffa et al., <i>Negotiation Analysis</i>, Chs. 11-16</p> <p>James Wallihan, "Negotiating to Avoid Agreement," <i>Negotiation Journal</i> vol. 14, no. 3 (July 1998): 257-268</p>	
3/16/10	<p>Emotions, Difficult Conversations and Negotiations</p> <p>More about how irrational and nonrational we can be</p>	<p>Douglas Stone, Bruce Patton & Sheila Heen, <i>Difficult Conversations: How to Discuss What Matters Most</i> (New York: Penguin, 2000), Chs. 2-4</p>	Role Reversal Exercise
3/23/10	<p>Agents, Multiple Parties</p> <p>Negotiating with more than one counterpart</p>	<p>Raiffa, et al., <i>Negotiation Analysis</i>, Chs. 21-27</p>	
3/30/10	<p>Gender and Negotiation</p> <p>Different, same? How, why?</p>	<p>Carol Watson, "Gender Versus Power as a Predictor of Negotiation Behavior and Outcomes," <i>Negotiation Journal</i> vol. 10, no. 2 (April 1994): 117-127</p> <p>Shankar Vedantam, "Salary, Gender and the Social Cost of Hagglng," <i>The Washington Post</i>, Science section, (July 30, 2007): A7</p>	
4/4/10	<p>Culture and Negotiation</p> <p>Different, same? How, why?</p>	<p>Jeffrey Senger, "Tales of the Bazaar: Interest-Based Negotiation Across Cultures," <i>Negotiation Journal</i> vol. 18, no. 3 (July 2002): 233-250</p> <p>Kevin Avruch, "Culture as Context, Culture as Communication: Considerations for Humanitarian Negotiators," <i>Harvard Negotiation Law Review</i> vol. 9 (2004): 391-407</p>	

4/13/10	<p>Ethics and Negotiation Is there such a thing?</p>	<p>Raiffa, et al., <i>Negotiation Analysis</i>, Chs. 17-20</p> <p>Mark Young, “Sharks, Saints and Samurai: The Power of Ethics in Negotiation,” <i>Negotiation Journal</i> vol. 24, no. 2 (April 2008): 145-155</p> <p>Volkema, R. J., D. Fleck, and A. Hofmeister-Toth (2004) “Ethicality in Negotiation: An Analysis of Attitudes, Intentions and Outcomes”, <i>International Negotiation</i>, vol. 9, no. 2: 315–339</p>	
4/20/10	<p>Complexity Theory and Negotiation and Conclusions Unexpected outcomes and other surprises</p>	<p>Michael Wheeler and Gillian Morris, “Complexity Theory and Negotiation,” Harvard Business School Case Series, 9-902-230 (June 2002)</p> <p>Robert Axelrod, “Laws of Life: How Standards of Behavior Evolve,” <i>The Sciences</i>, vol. 27, no. 2 (1987)</p> <p>But if you can handle the original version of this article, read:</p> <p>Robert Axelrod, “An Evolutionary Approach to Norms” <i>American Political Science Review</i>, vol. 80, no. 4 (1986): 1095-1111</p> <p>Lax & Sebenius, <i>3-D</i>, Chs. 14-15</p>	
4/27/10	Study Day	Final Paper and Annotated RNJ due on Blackboard assignment space	