

COLORADO WOMEN'S COLLEGE OF THE UNIVERSITY OF DENVER

COMN 3550: Principles of Negotiation

TIME: Spring Quarter, 2015, Saturday afternoons, 1:30-5:20PM

DATES: March 18;; April 4, 11, 25; May 2, 9, 16, 23.

INSTRUCTOR: Robert D. Melvin, Ph.D.

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PREREQUISITES: None, except, students who like to get what they want.

I. COURSE DESCRIPTION:

This course lays the groundwork for interest-based dispute resolution upon which principled negotiation and other Alternative Dispute Resolution (ADR) methods are founded. Topics include the definition of the negotiation process, different types of negotiation, and negotiation strategies. Students will have an opportunity to practice and compare different negotiation techniques. Teaching methods will be experiential in nature and will include mini-lectures, discussions, video, and role-plays.

II. COURSE OBJECTIVES:

1. Plan for and engage in interest-based negotiation maximizing joint gains.
2. Select appropriate negotiation techniques to enhance the capture of joint gains.
3. Expand the pie by creatively developing options.
4. Convert a positional situation into an interest-based one whenever possible.
5. Respectfully and ethically engage in positional bargaining as appropriate.
6. Deal with and diffuse unproductive tactics used by negotiation counterparts.
7. Take the theory mastered in class to the real world of negotiation.

III. ACADEMIC INTEGRITY:

The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

IV. COURSE REQUIREMENTS

1. Class participation: Even in the information age, regular attendance and reasonable participation is fundamental. Interaction and feedback in real time is critical for communication skill development. All students are expected to participate in discussion.

2. Reading assignments: I will expect to develop and extend the material in the reading assignments in class. The value of our discussions will depend upon your careful reading.

3. Exams: No written exams are planned.

4. Papers: Reflection Paper: Write a 3-4 page report in APA, MLA or U of Chicago format, describing a successful negotiation you have observed or experienced. Examples may come from home, the office, community meetings, etc. Analyze the negotiation according to the principles and practices of negotiation we have covered in readings and class. Note skills or lack thereof on the part of negotiators. 15/100.

Book chapter or article review: Write a brief review of a book chapter or article about negotiation you find useful. Do NOT include chapters from our textbooks. The bibliography will offer suggestions but you are not limited to those books. You will be provided with a template. 15/100

5. Presentations: Negotiation Role Plays: Students will be evaluated on two pre-assigned negotiations with partners from the class. The professionally written cases will be provided one week in advance, so that there can be adequate preparation. Grades will reflect the instructor and peer judgments concerning the effectiveness of the student's negotiation skill. 20 /100 each.

6. **Email Negotiation**: Students will be given an email case to negotiate with a partner via computer. A joint, brief paper, summarizing the process and results will be discussed in class and turned-in. 10/100.

7. Instructor Role: I see my role as facilitator of an adult learning community. In class, I will work to develop a supportive classroom environment that balances emotional comfort with intellectual stimulation. I will set the agenda, raise essential issues, facilitate discussion, clarify concepts, and challenge students to stretch their minds and hearts. Outside of class, I will read your papers with care and write feedback.

V. ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions. Active participation in class and online discussions is also required and will be a determiner in a student's final grade. An absence, for any reason, will result in forfeiting points for in-class student presentations. These may not be made up in another class session. If an emergency arises, it is the student's responsibility to contact her instructor.

VI. INCOMPLETES

A grade of incomplete will be granted only under special circumstances as determined by the instructor and in accordance with TWC Guidelines.

VII. LAPTOP USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use laptops appropriately as directed by the instructor for the purposes of the course. Work done on laptops that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants. Such distractions can build barriers to that sense of physical and intellectual community so important in TWC classrooms. In a practicum class such as Negotiation, laptops will seldom be necessary.

VIII. ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college's ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/> <http://www.du.edu/disability>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

IX. OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services (<http://www.du.edu/crs/>).

X. COURSE TEXTS AND MATERIALS:

REQUIRED:

Spangle, Michael & Myra Isenhardt. Negotiation: Communication for Diverse Settings. Thousand Oaks, CA: Sage, 2003.

Fisher, Roger, Bill Ury, & Bruce Patton. Getting to Yes. New York: Penguin, 2nd edition, 1991.

RECOMMENDED & OPTIONAL: See the bibliography for this class (Class #1 handout)

XI. COURSE SCHEDULE
REQUIREMENTS FOR THE FIRST CLASS

Please read the Introduction & Overview and, Basic principles of Principled Negotiation in Getting to Yes, Part I AND Foundations of Negotiations and Chapter 1 in the Spangle and Isenhard (S&I) text.

Class Date	Class Topics	
1: March 28	Course Introduction & Overview The Basics of Principled Negotiation Foundations of Negotiations	<u>Getting to Yes, Part I</u> S & I, Chapter 1
2: April 4	Contextual Nature of Negotiation Theoretical Perspectives Psychological factors	S & I, chapter 2 S & I, chapter 3
3: April 11	Negotiation Processes Qualities & Skills	S & I, chapter 4 S & I, chapter 5 Book or article reviews
4: April 25	Practicing Principled Negotiation Practice Negotiation	<u>Getting to Yes, Part II</u>
5: May 2	Negotiation Breakdowns	S & I, chapter 6 <u>Getting to Yes, Part III</u> 1st graded negotiation Reflection paper due
6: May 9	The Interpersonal Context Consumer Negotiation	S & I, chapter 7 S & I, chapter 8
7: May 16	Organizational Negotiation Community Negotiation International Context	S & I, chapter 9 S & I, chapter 10 S & I, chapter 11 Email nego. results due
8: May 23	High-tech negotiations. Work negotiations	2nd graded negotiation

Note: Spangle & Isenhard Chapter readings include the profiles of expert negotiators.