HTMT 355: Negotiations: Principles and Practices
Department of Hospitality & Tourism Management
School of Business, College of Charleston
Fall 2020

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Office Hours: You may reach me on my cell phone Tuesdays and Thursdays, 2:00-4:00, Wednesdays 1:00-3:00 or by appointment

Class Time and Place:
This course will be taught online (synchronous) via Zoom on Wednesdays, 4:00-6:45 PM. To login, paste into your internet browser the following url address. When prompted, your password is HTMT355

Join URL: https://cofc.zoom.us/j/91502312342?pwd=NlZyeW02VWNRUmxZaDU3U1FpQm1xQT09

Course Description
The objective of this course is to learn an effective negotiation framework for doing business. The intent is to experientially develop one’s negotiation skills. Emphasis will be placed on negotiation case studies, exercises, and role-plays.

Pre-Requisites: Junior Standing

Course Objectives
• Improve your ability to negotiate effectively
• Improve your ability to analyze negotiation situations and others’ behaviors, evaluate alternatives, and apply the most appropriate tactics
• Gain a greater understanding of yourself, your strengths and weakness as a negotiator
• Gain confidence as a negotiator

This course is consistent with the mission statement of the Department of Hospitality and Tourism Management where students develop their problem solving and entrepreneurial abilities in an ethical way. Furthermore, it addresses related learning goals of the School of Business, which are:

• Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
• Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills.
• Global And Civic Responsibility: Students will be able to identify and define social, ethical, environmental, and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
• Intellectual Innovation and Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
Synthesis: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

The course also addresses many of the core values of the College of Charleston, which are to further students’ “intellectual, creative, ethical and social development” through a broad range of case studies and role plays that are drawn from Charleston, the lowcountry, and world.

Classes will include the following elements:

- Lectures and video case studies providing analytical frameworks in which to view negotiations.
- Weekly readings designed as reference tools and to provoke ideas/discussions.
- Case Studies, In-Class Exercises, and Role Plays drawn from published sources or authored by instructor. We will start with simple negotiation exercises and rapidly progress to more complex ones.

Required Readings:

- All provided on OAKS

Participation

You are expected to login before 4:00 to Zoom to participate in all class discussions and negotiation exercises during our class times as they are a central component of the course. Login on a minute or two early will allow us to begin our class promptly at 4:00PM. Learning in this class relies as much on your participation as it does on learning from the readings and professor’s knowledge. Missing a class that meets only one day per week is missing a full week of classes. No assignments can be made up given the highly interactive nature of the class. If you are must quarantine or isolate yourself due to a Covid-19 exposure, I still expect you to participate in our Zoom classes as long as you are well enough to do so. However, if you are too ill to participate, please notify me of your intended absence(s). When you are well enough to re-engage, I will assign you make up work that you will complete on your own.

Weekly role play exercises require little preparation. However, you will be required to read one to two pages of instructions within a brief amount of time and shortly thereafter to begin your negotiation with classmates. Your confidential role will be sent to you hours in advance so you can read it before class begins. If you need more time to read your role play and plot a strategy, simply email me 24 hours in advance and I will email you your role so you can have the luxury of time.

This course is designed in normal circumstances to be delivered in the classroom. Because of the COVID19, it will be delivered via Zoom during our regularly scheduled classroom times (synchronous). If you cannot participate in the live Zoom class a particular day, you are required to notify me 24 hours in advance. By alerting me 24 hours in advance, I will be able to match your role play counterpart with another student so they can engage in the negotiation role play exercise. Not alerting me undermines the learning of your classmate, so please be considerate. In reality, moving the class online allows us to mirror much of the reality of today’s negotiations. Negotiators today use various platforms such as video, the telephone, video conferencing, text and email, so participating in class via teleconferencing can be quite positive in that it will bring these negotiation platforms’ use into your awareness.
The way most of our classes will be structured, is that I will begin each class with a short discussion on a topic followed by the introduction to a role play. Again, the confidential informational regarding your role in each class’s role play will be emailed to you as an attachment hours before our class begins. After the brief introduction, you are to logoff of our Zoom meeting for 40 minutes. During this 40 minute interval you are asked to get together with your assigned classmate to engage for no more than 15 minutes in the negotiations. You may do this in person on campus (following such distance norms) or by using your mutually preferred video conferencing medium (e.g., Skype, Facetime, WeChat, etc). Once completed, one person is to send me the outcome of your negotiation via the Zoom chat function for my view only. Your outcome could be a deal or no deal (and if you strike a detail, what are the terms). Login back on using our Zoom url address, we will spend the last 30 minutes of class debriefing the exercise.

Disability Statement

I will make reasonable accommodations for persons in this class with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and speaking with me during my office hours.

Recording of Classes (via ZOOM)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Grades

- Effectiveness analysis of case studies (20 points each) 100
- BATNA exercise 70
- Quizzes on reading assignments (7) 80
- Critique of Endgame 50
- Final Exam 100

400

Total Points/4= Final Grade

Grades

A  93-100  A- 91-92  B+ 88-90  B 82-87
B- 80-81  C+ 78-79  C 72-77  C- 70-71
D+ 68-69  D 62-67  F 61 or below

Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Class Outline**
*(Subject to change/faculty discretion)*

August 26 Course Expectations, Creating and claiming value in bargaining and negotiations

**Homework Assignment** (due before next class):
Read “Learning to Negotiate” by Michael Wheeler and after viewing the two overviews of online negotiating courses then take quiz 1

Negotiations and Entrepreneurship MIT
[https://www.youtube.com/watch?v=A_Fl50ugelQ](https://www.youtube.com/watch?v=A_Fl50ugelQ)

Negotiation and Influence UC Berkeley
[https://www.youtube.com/watch?v=hF77fc7QQdM](https://www.youtube.com/watch?v=hF77fc7QQdM)
September 2  
Framework for Understanding Negotiations

Role Play: Yerba Mate

**Homework Assignment:**
Watch and take quiz 2 on Getting to Yes  
[https://www.youtube.com/watch?v=-c-SUdBoD6M&t=260s](https://www.youtube.com/watch?v=-c-SUdBoD6M&t=260s)

September 9  
The Power of Persuasion in Negotiations

Role Play: Kidney Exercise

**Homework Assignment:**
Read and Take Quiz 3 (due before next class) on Chapter 3: “Preparation: What do you do before a negotiation” from the *The mind and heart of a negotiator.*

September 16  
BATNAs, ZOPAs and price negotiations

Role Play: Grand Strand

**Homework Assignment:**
Exercise on BATNAs, Reservation Prices and ZOPAs

September 23  
Distributive versus Integrative Negotiations

Turn in via OAKS quiz Exercise on BATNAs, Reservation Prices and ZOPAs

Role Play: Gas Station Game

**Homework Assignment:**
Read the two chapters from “The Heart and the Mind of the Negotiator” and take quiz 4 and quiz 5
1. Distributive Negotiations: Slicing the Pie
2. Integrative Negotiations: Creating Win-Win

Watch (Optional) “Why interests based negotiations will get you where you want to go”  
[https://www.youtube.com/watch?v=9dY5U2xwSXY](https://www.youtube.com/watch?v=9dY5U2xwSXY)

October 30  
Assessing your Strengths and Weaknesses as a Negotiator

Exercise: Luna Pen case study

October 7  
Coalition Building in Multi Party Negotiations

Exercise: Fastskins
14 Negotiating Public-Private Interests

Exercise 1: The Development of Greenville, SC’s Falls Park on Reedy River
Exercise 2: Stop Watch or Salary Negotiations

**Homework Assignment:**
Read and take quiz 6 on 1) Negotiating without a Net and 2) LA Times Trader Joe’s Hostage Negotiations

21 Resolving Complex Business Disputes

**Homework Assignment:**
Read on Designing Systems and Processes for Managing Disputes

Watch Video Case ([EndGame](#), 2009) and take quiz 7 which asks you to analyze the contribution of Michael Young to the outcome. Take notes while watching the video focusing on the following 4 questions:
1) Michael Young took several design initiatives in resolving this intractable dispute. What were they and the stages in which they occurred?
2) How did Michael Young gain acceptance by the stakeholders and decision-makers?
3) What barriers did he have to overcome in bringing the parties to the negotiation table.
4) What role does implementation have in the process (e.g., same kinds of cars, preparation of personnel at hotel, which rooms were assigned to whom, schedule for drinks, etc.)

28 Resolving Complex Disputes

Thomas-Kilman Conflict Mode Instrument
Exercise 1: Campus Apartment
Exercise 2: Strike at the Silverado

**Homework Assignment:**
Read and take the quiz 8 on Negotiating with Liars

November 4 Ethics

Role Play: Bullard House

11 Ethics continued
Exercise: Ecolab

18 Course wrap up and preparation for final exam
**Effectiveness analysis of case studies**

Prior to the end of class on selected days, you will be asked to analyze the process and the outcome of the negotiation exercise in class that day. This brief one-page analysis should not be a summary of what happened (i.e., no play by play retelling). Rather, it should reflect what you have learned from the negotiation in which you have participated, and framed in concepts and language of the negotiation readings/lectures. Again, be brief in your analysis. However, I will be looking for:

- **Self-analysis:** What tactics and strategies did you use in your negotiations (be specific) and which were effective and ineffective? Why? (arguably the most important part of the analysis). How did your process and outcomes compare with the various readings on negotiations?

- **Personal insights:** What did you learn from the exercise about yourself and others, and what will you do differently next time?