Class Time and Place:
Wednesdays, 5:30-8:15 PM, Room 101 Education Center

Instructor: John C. Crotts, Ph. D.
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CrottsJohn@gmail.com, Tel: 953-6916, Cell: 860-4323

Office Hours:
Tuesdays and Thursdays, 2:00-3:30, Wednesdays 12:00-4:00 or by appointment

Course Description
The objective of this course is to learn an effective negotiation framework for doing business in a hospitality/tourism management context. 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, HTMT 352

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.
- Class discussion of 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:

- Selected readings on OAKS

No Electronic Device Policy

A mutually supportive learning environment depends on active attention and engagement. For this reason, no use of laptops, phones, or any electronic devices are allowed during classroom sessions. The value of any legitimate use of laptops etc. is far outweighed by the distraction that they create. Your grade will be reduced by 2 points for every time you use an electronic device during class time.

Participation

You are expected to participate in all class discussions and negotiation exercises as they are a central component of the course. Learning in this class relies as much on your participation as it does on learning from the readings and professor’s knowledge. This means no unexcused absences from class or not being prepared for the exercise. Expect to be called upon in class to lead the discussion on an assigned reading and for your relevant insights and comments on the issue being discussed.

Grades

- Effectiveness analysis of case studies (5 points each) 20
- BATNA exercise 10
- Book reports (10 points each) 20
- Real world negotiations paper 10
- Semester project –Part 1 5
- Semester project –Part 2 10
- Critique of Endgame 5
- Participation in class 10
- Exam 10

100 total points

Grades

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Academic Integrity

The College of Charleston’s Student Honor Code is in effect in this course. Any student caught cheating will receive a failing grade in the course and additional appropriate action will be taken. Cheating includes copying someone else's work in the exams, cases, and assignments. It includes using notes and other aides during exams, using someone else's ideas without referencing them, turning in an assignment for this class that was turned in whole or part for another class. Cheating also includes students that allow their work to be copied or who do work for another individual. If you are unclear about what is considered cheating what is not considered cheating, please see the instructor.
Class Outline
(Subject to change/faculty discretion)

August
20  Course expectations, Creating and claiming value in bargaining and negotiations
   Reading: Learning to negotiate
   Exercise: Yerba Mate Case
27  BATNAs, ZOPAs and price negotiations
   Reading: Negotiating without a net
   Exercise: Gas Station Game

September
3   BATNAs, ZOPAs and price negotiations
    Turn in BATNA exercise
   Reading: The heart and mind of the negotiator (chapters 2-3)
   Exercise 1: Identifying unmet interests
   Exercise 2: The Grand Strand Case
10  Framework for understanding negotiations
    Exercise 1: Negotiating a Tenant-Landlord Agreement
    Exercise 2: The Kidney Case
17  No Class: Professor in Boston
    Turn in via dropbox critique of The Art of Woo
24  Distributive & Integrative approaches to negotiations
    Reading: The heart and mind of the negotiator (chapters 4)
    Stanford guide to negotiating: Negotiating a lease of a baseball stadium with a team owner
    Exercise 1: Negotiating a Strained Partnership
    Exercise 2: At Your Service

October
1   Assessing your Strengths and Weaknesses as a Negotiator
    Turn in via dropbox critique of Getting Past No
    Exercise 1: Salary negotiations
    Luna Pen case study
8   Distributive & Integrative approaches to negotiations
    Exercise: Fastskins
15  Negotiating Public-Private Interests
    Exercise 1: The Development of Greenville, SC’s Falls Park on Reedy River
    Exercise 2: Stop Watch
22  Resolving complex business disputes
    Thomas-Kilman Conflict Mode Instrument
    Exercise 1: Campus Apartment
    Exercise 2: Amanda Project
29  Designing Processes for Managing Disputes
    Exercise 1: Dealing with a Strike at the Silverado Resort and Country Club
    Exercise 2: City of Braxton and Police Officer’s Union
    Turn in Real World Negotiations paper

November
5   No Class: Professor in Innsbruck
    Watch Video Case (EndGame, 2009)
    Turn in via dropbox your analysis of the video
    Turn in via dropbox Semester Project/Part 1 Due: Designing Processes for Managing Disputes
12  Ethics
    Reading: Negotiating with liars
    Exercise 1: Negotiated Give and Take between Convention Centers and Meeting Planners
    Exercise 2: Bullard House
19  Turn in and be prepared to discuss in class Semester Project/Part 2
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?

Book Reviews (2)
Write a two to three paper critique for each of the following books: Getting Past No and the Art of Woo. Include in your critique the central thesis of the book, its strategies and tactics, as well as your opinions on the approach.

Real world negotiation
You are asked to plan and execute a negotiation this semester for something of personal value to you and report your strategy/tactics and why they were effective or ineffective in a three-page paper. You can negotiate anything you like – salary with a potential employer, time off from your job etc. Your paper will be graded on the depth of the analysis, self-insights, and the application of concepts learned in class. Be sure to select a negotiation that will allow for both depth of analysis as well as personal insights. The paper should not include a play by play of the actual negotiation. A one or two sentence description of what was being negotiated will suffice.

Critique of Endgame (2009)
After reading on OAKS


Critique the movie Endgame using the following questions. Include the questions in your responses.
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.)

Semester Project
Organizations are made up of many stakeholders who at times can come into conflict with one another. Many organizations have systems and processes to resolve small disputes internally before they escalate into costly conflicts. Part 1 of the semester project is for you to obtain a copy of a grievance or dispute resolution system of an organization of your choice. The name of the organization and a copy of its process is due via dropbox November 5. In part 2 of the semester project you are to critique and revise with improvements the dispute resolution system drawing from the following framework found in the following chapter on OAKS.

Your assessment will be graded on the depth of the analysis and the application of concepts learned in the assigned reading.