

University of Denver
Conflict Resolution Institute
Winter, 2011

Course: CRES4830 -- Topics in Conflict Resolution (Negotiation II)
Quarter: Winter, 2011
Instructor: Robert D. Melvin, Ph.D.
Telephone & Etc.: 303-757-2731; rmelvin@du.edu
Class Dates: February 3, 17, 24; March 3 & 10.
Class Times: 4:00-7:00 p.m.

Texts:

1. Rules for Radicals by Saul D. Alinsky, 1972 (or later), NY: Vintage Books
2. The Evolution of Cooperation by Robert Axelrod, 1984, Basic Books
3. Secrets of Power Negotiation (2nd) by Roger Dawson, 2001, Franklin Lake: The Career Press
4. Influence, Science and Practice (4th) by Robert B. Cialdini, 2001, Needham Heights: Allyn & Bacon

Course Description:

What is a negotiator to do when the win-win negotiating approach fails and important interests are at stake? Or, what do you do if the other party is behaving in an unethical manner? Negotiation II addresses persuasion, dirty tricks, and other common negotiation situations. Students will examine a variety of tactics and ploys, learn how to counter them, and practice in simulated and real world situations. It is assumed that students will have already completed a basic negotiation class.

Course Objectives:

After completing this class, students should be able to:

1. Identify common persuasion techniques and tactics used by others to gain compliance.
2. Apply counter-persuasion techniques and tactics.
3. Identify unethical tactics and ploys used by others to gain compliance.
4. Apply counter techniques to overcome or minimize unethical behaviors of others.
5. Understand game theory and apply it in simulated exercises.
6. Apply matching techniques as a means of gaining compliance in others.

Course Requirements

Assignments:

Think Piece Paper

This paper will be no less than eight pages and no more than twelve pages in length. The purpose of this paper is to demonstrate familiarity with the concepts covered in this class. Using real negotiation/conflict scenarios from work, home, or any aspect of life, students will address unethical compliance techniques used against them and describe countermeasures that would prevent such techniques from being successful in the future. Reference materials (at least five academic sources), will be cited in the paper.

Course Requirements-Continued

Assignments-Continued:

In-class Case Presentation and Response

The instructor will provide examples and cases for students to role-play and resolve. Students will be given instructions regarding the categories of responses they must practice. Peer grading will be used. In addition, students will be given a variety of short assignments throughout the course.

Getting What You Want

Each student will identify something he or she wants to obtain/resolve in real life. Each student will identify and explicate an issue, develop an approach to address it, and address it. Results will be presented in a summary paper describing the above. Paper length: two to five pages.

Participation and Attendance:

Class participation in discussions, role plays, and exercises is essential. Each student is expected to be present in classes, actively participate in class discussions and negotiation situations, and to participate in peer evaluations. Since in-class negotiations involve at least two students, missing class on any night could create a problem for another student. In these cases, the student missing class is expected to resolve the matter with the other student or students effected and to the satisfaction of the instructor.

Grading Components:

Think Piece Paper:	30%
Getting What You Want Paper:	30%
In-class Cases and Participation:	40%

Course Schedule

For class #1: Review Dawson's *Secrets of Power Negotiating*. Read Cialdini's *Influence*. We will negotiate the rest of the schedule during the first class.