



INTRODUCTION

Welcome to the seventh edition of the Instructor's Website for *Negotiation: Readings, Exercises and Cases*. The first six editions of this book, published in 1985, 1993, 1999 and 2003, 2007 and 2011, respectively, have been very well received. Courses in negotiation and dispute resolution have become popular fixtures in schools and colleges of business, public policy, urban affairs, etc. In addition, the academic study of negotiation and dispute resolution continued to enjoy a significant "boom" in the past several years, leading to a rapid growth in research studies, "applied" articles for managers and practitioners, and new role-plays, simulations and other teaching technology. As a result, we continue to have a very rich pool of resource material from which to compile this edition. We hope you find these materials useful, and that they enhance your teaching effectiveness in this exciting, interesting and challenging area!

All of the revisions in **Negotiation: Readings, Exercises and Cases** (and this Instructor's Manual) are paralleled by revisions in the companion textbook, **Negotiation** (2014, Seventh Edition), and **Essentials of Negotiation**, (2015, Sixth Edition), also available from McGraw-Hill-Irwin. Either book may be used separately, or either book may be packaged together with this Readings volume. You may also assemble your own custom text, combining chapters of the text or Essentials, readings, exercises, cases and questionnaires, through McGraw Hill's CREATE service. See the following section for changes we have made to this volume, and to the companion text. All three volumes have Instructor Websites.

Organization of the Readings, Exercises and Cases Book, and Changes from the Sixth Edition:

As you will note, the book is divided into four major sections. The first section is the Readings section. Readings from magazines and applied management journals have been selected because of their emphasis on conflict, the negotiation process, or the psychological and sociological dynamics that are related to negotiation (e.g. persuasion, communication, power, etc.). Either as stand-alone assignments or combined with the textbook, the readings offer a rich variety of perspectives, insights, and case examples of negotiation and conflict management processes in social interaction. Since there continues to be much published in this field since the sixth edition, approximately 20% of this material is new, and we hope you agree that the collection continues to be very rich and diverse!

The earlier editions divided these readings into thirteen sections, paralleling the earlier chapter organization of **Negotiation**. In the fifth edition, we made a fundamental change. The revised sixth and current seventh edition of **Negotiation** now contains 20 chapters, organized into 7 sections. Rather than try to match the readings to each of these 20 chapters, we have matched the readings to the following seven broader sections: Negotiation Fundamentals, Negotiation Subprocesses, Negotiation Contexts, Individual Differences, Negotiation Across Cultures, Resolving Differences and Summary. This grouping should make it easier to select readings that match particular course topics, book chapters and in-class activities. Paralleling changes to the text, the content material on

negotiator ethics was moved into the first section, as the authors believe that this should be core, required content for any negotiation course.

The second section of the Reader contains 43 experiential exercises and simulations. Seven of these exercises are new, and others have been revised with financial information updated and known problems corrected. Most of these activities have been developed specifically for use in courses, workshops and seminars on negotiation and dispute resolution. Some we developed ourselves, but many others were developed by our friends and colleagues, and are used here with their permission. As a package, the 43 exercises cover almost every topic and content area that an instructor could want to cover in a regular academic course: simple games, single issue negotiations, multi-issue negotiations, dual and multiparty negotiations, distributive scenarios, integrative scenarios, simulations emphasizing differences in power and international differences, and scenarios permitting third party intervention. Every exercise has been completely reviewed, and fact patterns or financial information corrected or updated as necessary and appropriate.

The format of the exercises for the current edition parallels the new format developed over the last two editions. We have moved all of the confidential role briefing information into the Instructors Website, so that students are not tempted to 'cheat' by consulting the role briefing information of their opponents, or can read notes that were written in 'used' copies of the book. We also shifted all of the instructor guidelines on 'how to run the exercise' on to the website. Overview information, time lines for running the scenarios, and step-by-step instructions are all now located with each exercise. ONLY the common background or introductory information that students need to do the exercise is located in the student manual. On the website, you will find for each exercise a set of PDF files for that exercise. One of those files is a teaching note containing these elements:

- Objectives
- Changes in the exercise from the Sixth Edition
- Recommended Reading assignments to accompany this exercise
- Operational Needs, including a detailed description of preferred group size; time required for the introducing, conducting and debriefing the exercise; any special materials that will be needed in advance; and any special information on room size or configuration of room space to optimally conduct the exercise,.
- Advanced Preparation, describing exactly what work the students and the instructor should do before conducting the exercise in class.
- Operating Procedures, offering step-by-step instructions for conducting the scenario;
- What to Expect, offering a brief overview of what typically happens as the scenario unfolds and students play it out.
- Debriefing the Exercise, outlining a process for helping students learn from the exercise;
- Concluding the Exercise, presenting a number of bullet points that instructors can use to summarize the key learning and 'takeaways' from this activity;
- References, offering suggestions for exploring the key concepts in more depth, etc.
- Where appropriate, hard copy to be used to create Powerpoint slides or

bullet points for a debrief lecture.

The teaching note for some exercises also includes ‘contract’ or agreement recording forms, exhibits, and supplements. In addition to the teaching note, each exercise (as appropriate) has separate PDF files with private information for the separate roles in that exercise.

The third section of the book contains seven case studies of negotiation. One case is new, one was removed, and six were continued. From our perspective, the purpose of a good negotiation case is to help the student see the unfolding of a negotiation from start to finish, both to permit examination of key strategic and tactical steps and to add richness to their own role-plays and real negotiations. Interestingly, this is the area where there has been the least development of new teaching materials, particularly cases that can be used to highlight the interactive and evolving dynamics of the negotiation process. We have included one old “stand-by” from several previous editions: Pacific Oil (plus the accompanying technical note). We did not change the numbers or the dates in these cases, because they are not easy to update without completely rewriting the case. Five other cases were carry-overs from previous editions (Magic Carpet Airlines, Midwestern::Contemporary Art, 500 English Sentences, Sick Leave and Bargaining Strategy in Major League Baseball). The new case, Negotiating About Pandas for the San Diego Zoo, was loaned to us by Steve Weiss.

The fourth section of the book contains eight self-assessment questionnaires. Six of these questionnaires--Personal Bargaining Inventory, the SINS II Scale, the Trust Scale, Communication Competence Inventory, Six Channels of Persuasion Survey and The Cultural Intelligence Scale—were carried over from the previous edition. The Subjective Value Inventory was moved from the Exercise section of the previous edition, and the new one—the PMD (Propensity to Morally Disengage) scale, is new and an excellent tool to accompany discussions of negotiator ethics. Scoring and Interpretation materials for each are provided in this Instructor's Manual.

Using This Manual:

1. An ‘ancient’ (but for the novice negotiation teacher, still useful) article prepared by Roy Lewicki and originally published in the *Negotiation Journal*, on **Challenges of Teaching Negotiation**. This article comments on some of the unique challenges and difficulties of teaching courses on negotiation and dispute resolution. For the instructor inexperienced in teaching in this field, this reading is strongly suggested.
2. Guidelines for **Structuring a Negotiation Course**. There is no single way to teach this course. In fact, we never fail to be impressed by the new and creative ways that instructors find to use and adapt experiential materials (and accompanying cases, graded exercises and papers, etc.). We have included sample course outlines, as well as a cross listing of the sections of the readings with the exercises and cases, so that instructors may pick and choose topical headings with appropriate cases and role-play scenarios.
3. Information on ExpertNegotiator.

4. A list of Additional Resource Materials available for teaching negotiation courses.
5. A file called Matching Activities To Topics, offering the authors' suggestions about which role plays, questionnaires or cases most centrally 'match' topics in a basic negotiation course (and chapters in our **Negotiation** or **Essentials of Negotiation** texts).

Teaching notes for each of the 43 exercises, 7 cases and 8 questionnaires.

Finally, as we noted in the earlier editions, we have **not** attempted to create a pool of examination questions for this volume. As we point out, examinations are not a common method of student evaluation in courses of this nature. Instead, we suggest several alternative options for evaluating students in the opening notes to this manual. A test bank will be available to accompany the **Negotiation, 7E** and **Essentials of Negotiation, 6E** texts. Enjoy! And please contact us with your questions, concerns, and suggestions for future editions.

Contact the Authors:

We hope the materials in these volumes serve you well. We would be pleased to receive any feedback, suggestions and corrections that you have, or to answer any questions that come up as you use these materials. Please don't hesitate to contact us, and let us know how these materials work in your own organization or university.

Roy J. Lewicki
Max M. Fisher College of Business
The Ohio State University
2100 Neil Avenue
Columbus, OH 43210
Phone: 614-292-0258
Email: Lewicki_1@osu.edu

Bruce Barry
Owen Graduate School of Management
Vanderbilt University
401 21st Avenue South
Nashville, TN 37203
Phone: 615-322-3489
Email: bruce.barry@vanderbilt.edu

David M. Saunders
School of Business
Queens University
143 Union Street
Kingston, Ontario K7L 3N6
Phone: 613-533-2305
Email: DSaunders@business.queensu.edu