

People negotiate every day. During an average day, they may negotiate with

- the boss, regarding an unexpected work assignment;
- subordinates, regarding unexpected overtime;
- a supplier, about a problem with raw materials inventory management;
- a banker, over the terms of a business loan;
- a government official, regarding the compliance with environmental regulations;
- a real estate agent, over the lease on a new warehouse;
- his/her spouse, over who will walk the dog;
- his/her child, over who will walk the dog (still an issue after losing the previous negotiation);
- and the dog, once out, as to whether any “business” gets done.

In short, negotiation is a common, everyday activity that most people use to influence others and to achieve personal objectives. In fact, negotiation is not only common, but also essential to living an effective and satisfying life. We all need things—resources, information, cooperation, and support from others. Others have those needs as well, sometimes compatible with ours, sometimes not. Negotiation is a process by which we attempt to influence others to help us achieve our needs while at the same time taking their needs into account. It is a fundamental skill, not only for successful management but also for successful living.

In 1985, Roy Lewicki and Joseph Litterer published the first edition of this book. As they were preparing that volume, it was clear that the basic processes of negotiation had received only selective attention in both the academic and practitioner literature. Scholars of negotiation had generally restricted examination of these processes to basic theory development and laboratory research in social psychology, to a few books written for managers, and to an examination of negotiation in complex settings such as diplomacy and labor–management relations. Efforts to draw from the broader study of techniques for influence and persuasion, to integrate this work into a broader understanding of negotiation, or to apply this work to a broad spectrum of conflict and negotiation settings were only beginning to occur.

In the past thirty years, this world has changed significantly. There are several new practitioner organizations, such as the Society for Professionals in Dispute Resolution and the Association for Conflict Resolution, and academic professional associations such as the Conflict Management Division of the Academy of Management and the International Association for Conflict Management that have devoted themselves exclusively to facilitating research and teaching in the fields of negotiation and conflict management. There are several new journals (*Negotiation Journal*, *Negotiation and Conflict Management Research*, *International Journal of Conflict Management*, *International Negotiation*) that focus exclusively on research in these fields. Finally, through the generosity of the Hewlett Foundation, there are a number of university centers that have devoted themselves to enhancing the quality of teaching, research, and service in the negotiation and conflict management fields. Many schools now have several courses in negotiation and conflict

management—in schools of business, law, public policy, psychology, social work, education, and natural resources. Development has occurred in the practitioner side as well. Books, seminars, and training courses on negotiation and conflict management abound. And, finally, mediation has become an extremely popular process as an alternative to litigation for handling divorce, community disputes, and land-use conflicts. In pragmatic terms, all of this development means that as we assembled this seventh edition, we have had a much richer and more diverse pool of resources from which to sample. The net result for the student and instructor is a highly improved book of readings and exercises that contains many new articles, cases, and exercises, which represent the very best and most recent work on negotiation and the related topics of power, influence, and conflict management.

A brief overview of this book is in order. The Readings portion of the book is ordered into seven sections: (1) Negotiation Fundamentals, (2) Negotiation Subprocesses, (3) Negotiation Contexts, (4) Individual Differences, (5) Negotiation across Cultures, (6) Resolving Differences, and (7) Summary. The next section of the book presents a collection of role-play exercises, cases, and self-assessment questionnaires that can be used to teach about negotiation processes and subprocesses.

New Features and Content Changes

For those readers familiar with the previous edition of this book, the most visible changes in the Seventh Edition are the addition, deletion, and updating of selected Readings, Exercises, Cases, and Questionnaires. We thank all users of the 6th edition who have provided us with feedback on various components of that edition. Changes for the Seventh Edition are as follows:


- Paralleling the change in the companion textbook, *Negotiation*, 7th edition, the readings on the topics of ethics were moved into Section 1. This change was implemented to strengthen the importance of ethics as a core topic in negotiator training and education.
- Every reading in the book was examined for quality, relevance, and datedness. Eight old readings were deleted and ten new ones were added.
- Similarly, every exercise has been examined, with errors corrected and numbers updated as necessary. Eight new exercises were added to the collection.
- One new case was added, and one very old case (Capital Mortgage Insurance Corporation A) was deleted.
- Two new questionnaires were added to the collection.
- Each of the exercises, cases, and questionnaires has an accompanying set of instructor materials, including role-play briefing materials, instructor notes, and debriefing notes. These resources are on a password-protected website, available from your McGraw-Hill representative to adopters of this book.
- The format of this book parallels the fundamental structure of our core textbook, *Negotiation*, 7th edition, published in early 2014. This Reader and the core text can be used together or separately. A shorter version of the text, *Essentials of Negotiation*, 6th edition, can also be used in conjunction with the Readings book, and will be available in early 2015.

Instructors who wish to use selected chapters of *Negotiation* or *Essentials*, and selected readings, exercises, cases, or questionnaires from this volume, should contact McGraw-Hill's CREATE service. Your chosen chapters and activities from any of these books (or other negotiation resource teaching materials) may be combined into a custom book for your course. We encourage instructors to contact their local McGraw-Hill Education representative, or visit the website at www.mheducation.com or www.mcgrawhillcreate.com for further information and instructions.

Instructors should also note that the authors and McGraw-Hill have partnered with *ExpertNegotiator.com*. ExpertNegotiator is a set of online tools that serve both student and instructor. Students are provided with a structured negotiation preparation template, keyed to the terminology used in the Lewicki et al. texts, to more thoroughly prepare for negotiation simulations. Instructors can use the software as a course management system to pair students for role-plays (including all role-plays in this *Readings* volume), collect and distribute role information, and provide students with feedback on their negotiation plans. Students access the software by purchasing it as a package price with any of the Lewicki et al. texts. For more information, contact the local McGraw-Hill Education representative, and explore the power of the software at www.ExpertNegotiator.com.

Support Materials

Instructional resources—including an Instructor's Manual, and extensive resource materials on teaching negotiation skills for new instructors—are available to accompany this volume on the text-specific website, www.mhhe.com/lewickinegotiation

 Using *Create*, McGraw-Hill's custom publishing service, instructors can build a text tailored to individual course needs incorporating materials from the three texts in this series. *Create* allows instructors to customize teaching resources to match the way they teach! With McGraw-Hill *Create*, www.mcgrawhillcreate.com, you can easily rearrange chapters; combine material from other content sources; and quickly upload content you have written, like your course syllabus or teaching notes. Find the content you need in *Create* by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. *Create* even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a *Create* book and you'll receive a complimentary print review copy in three to five business days or a complimentary electronic review copy (eComp) via e-mail in about one hour. Go to www.mcgrawhillcreate.com today and register. Experience how McGraw-Hill *Create* empowers you to teach *your* students *your* way.

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Acknowledgements

Once again, this book could not have been completed without the assistance of numerous people. We especially want to thank

- Our many colleagues in the negotiation and dispute resolution field, whose research efforts have made the growth of this field possible and who have given us helpful feedback about earlier editions to improve the content of this new edition.
- Selected colleagues who have also “donated” their new exercises and cases to our collection (acknowledged on the new selected exercises).
- The work of John Minton, who helped shape the second, third, and fourth editions of this book, and who passed away in the fall of 2007.
- The excellent editorial assistance of Steve Stenner, specifically for his help on copy-editing and permissions.
- The staff of McGraw-Hill Education, specifically our senior product developer, Laura Spell; Heather Darr, our product developer who can solve almost any problem; and Jessica Portz, our tireless content project manager who turns our confusing instructions and tedious prose into eminently readable usable volumes!
- Apatara, Inc., specifically Charu Bansal, Project Manager, who has exhibited nothing short of professionalism in keeping us on task to meet deadlines and enduring patience as we make those last minute decisions to delete a parenthetical expression or insert several commas that we feel will ensure a more fluid readability.
- Our families, who continue to provide us with the time, inspiration, and opportunities for continued learning about effective negotiation and the personal support required to sustain this project.

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