Negotiation Aikido

Instructions

When doing the reading for this class, there are the two basic kinds of information you need to understand:

1. What are the main points or conclusions that an author accepts with respect to a particular issue?
2. What are the reasons, important considerations, and evidence that lead the author to accept that conclusion?

It is information of the second sort that will be our primary concern, since our most basic task is to *evaluate the reasons and evidence* that are offered to support accepting one possible position on an issue, rather than another.

Reading

Stone, D., Patton, B., & Heen, S. (2010). Problem-solving. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 201–216). Penguin Books.

Fisher, R., Ury, W., & Patton, B. (2011). What if they won't play? In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 109–130). Penguin Books.

Questions

1. Douglas Stone, Bruce Patton, and Sheila Heen suggest three "moves" that you can do during a conversation to help make it more production—even when the other side seems less willing to cooperate: reframing, listening, and naming the dynamic.
   How do each of these moves work?
2. According to Roger Fisher, William Ury, and Bruce Patton, why do people tend to positional bargain or haggle to resolve conflict?
3. What do Fisher et al. mean by "negotiation jujitsu" (p. 110)? What are the various tactics of negotiation jujitsu? How can you use these to "change the game" when responding to the three basic maneuvers of positional bargaining?
   (In class, I will discuss why I prefer to instead call this "negotiation *aikido*".)

To answer these questions you will have to reflect critically on what you have read and possibly re-read important passages.

Although I strongly suggest that you write out brief answers to these questions, you do not have to turn in written responses. You do, however, need to be prepared to speak intelligently about these issues at our next class meeting.