

**UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL
DEPARTMENT OF LEGAL STUDIES AND BUSINESS ETHICS
LGST 206-407 SYLLABUS
Spring 2009
Wednesdays 3:00-6:00 pm
JMHH G90**

NEGOTIATION AND CONFLICT RESOLUTION (Undergraduate)

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Course Objectives: Our time together, both in class and electronically, will be focused on enabling you to become a more effective negotiator. This effectiveness in negotiating requires many things, including:

- The creativity to execute deals that others might overlook;
- Knowing when to walk away;
- The patience and insight to understand the expense of litigation and other alternatives and to settle costly disputes;
- The strategic skill to get your fair share of what is negotiated;
- The insight to recognize ethical traps – and the wisdom to avoid them;
- Understanding the importance of relationships;
- The ability to work with people whose backgrounds, expectations, culture, and values differ from your own; and
- The capacity to reflect and learn from your experience

This course links both the science and art of negotiation but it is more “art” than “art appreciation.” It will give you the opportunity to identify your strengths as a negotiator and to work on your relative weaknesses. More fundamentally, the course will provide both a conceptual framework to diagnose problems and promote agreement in a range of settings from your organization to your home.

Non-disclosure Agreement: You must sign and submit the attached agreement before we get underway. If you would prefer not to sign, you must drop the course.

Assigned Reading: G. Richard Shell, Bargaining for Advantage: Negotiation Strategies for Reasonable People (2d. edition, Penguin); Roger Fisher, William Ury & Bruce Patton, Getting to Yes (Penguin 1991); Bulk Pack of additional readings. Also, a complete recommended readings list will be distributed later in the course.

Recommended Reading: Max H. Bazerman & Margaret A. Neale, Negotiating Rationally (Free Press 1993).

GRADING FACTORS:

Nothing is accepted late. Late assignments receive an F. Missing a single class will disrupt the learning environment in this course. **If you miss two classes** you are doing a tremendous disservice to the learning environment and the instructor may give you **an F** in the course absent a written medical (**not work related**) excuse from a medical provider. Note: Attendance also includes attending, either live or via the Wharton Video Network, presentations by two guest speakers. **At a minimum, each unexcused absence will cause your grade to be lowered one full step (A to B, B- to C- etc.) IF YOU ANTICIPATE THAT YOU WILL HAVE ANY ATTENDANCE PROBLEMS PLEASE DO NOT TAKE THIS COURSE.**

1. **Peer Evaluations (10%)**: You will rate your classmates on three dimensions using a 1-10 scale – 1 being poor and 10 being excellent: 1) overall preparation and commitment to the exercises and contributions to the course, 2) skill in one-time negotiations where the future relationship does not matter much, and 3) skill in negotiations where the future relationship matters significantly. This will be submitted **AT THE END OF THE COURSE**. There will be a peer evaluation tool posted on WebCafé. It is your responsibility to keep track of your evaluations of your fellow students. Your evaluations will be submitted at the end of the term on Webcafé (not prior to that). The final results will be distributed once calculated. There is no need to indicate the class in which you negotiated with the peer. If you negotiate with someone more than once, submit only your single overall evaluation, not two or three. If you do not negotiate with an individual, do not submit a peer evaluation for him/her.
2. **Negotiation Participation or Performance**: At the professor's option, course grade may be increased by one half of a grade for outstanding class participation and negotiation performance.
3. **Journal Entries (30%)**: Six journal entries are due, beginning with class 2 and ending with class 12. Classes in which a journal entry is due are marked by an asterisk. **Please write no more than a one-page analysis of a negotiation from the previous week's class by answering the questions given in the end of this syllabus.** You will be given additional instructions for the ethics related journal entry due in class 9 and the guest speaker related journal entry in class 10. **YOU MUST ALSO KEEP A LOG OF YOU PAPERCLIP NEGOTIATIONS IN EVERY JOURNAL ENTRY THAT IS SUBMITTED** (See Question 7). **A BRIEF SUMMARY OF YOUR PAPERCLIP NEGOTIATION WILL BE DUE BY CLASS 11.** Please see instructions on pages 6 & 7.
4. **Midterm Exam: (30%)**: Class 7 (March 4, 2009).
5. **Analytical Paper (30%)** : **Length: 6-8 pages double-spaced.** This paper should focus on some high profile negotiation of the past or present. The paper should display the facts of the negotiation, related negotiation research, as well as your analysis. **TURN IN A PARAGRAPH DESCRIBING YOUR TOPIC IN CLASS 6. THE PAPER IS DUE AT NOON ON THE MONDAY FOLLOWING THE LAST DAY OF CLASS – April 27th.** This is your chance to demonstrate your ability to analyze negotiations as a consultant, advisor, or strategist for others – something we will do throughout the course. Do not use the paper to write about a personal negotiation you face or have faced in the past. This topic is best suited for your journal. **LATE PAPERS WILL RECEIVE AN F. THERE WILL BE ABSOLUTELY NO EXCEPTIONS!**

Viable topics may be found in sports and entertainment (NHL, salary negotiations, stadium financing deals), history (end of the Korean War, Cuban missile crisis), business (AOL-Time Warner, RJR Nabisco

merger). The topic should be of interest to you and have enough information available where you can do an in-depth analysis of the negotiation. If you choose to do a topic that is not well documented you may be doing yourself a disservice as this will require more work on your part. However, if it is a topic that truly interests you, you can look into the history of the various parties involved in the negotiation, where you may find richer documentation or find alternative ways of getting undocumented information, such as interviews with insiders. You need more than just a few newspaper articles. You must be able to tie your analysis to topics that we discuss in class or those that you have seen in the readings; **your analysis must reflect what you have taken away from this course.**

The best papers, those at the “A” level, will include a wide range of citations; negotiations research from beyond the course readings; and, analysis beyond a couple of sittings. They will also include research on negotiations beyond the materials presented in class. The worst papers, those at the “C” level, will merely summarize the details of a high profile negotiation.

All papers should include appropriate references and citations to relevant books and articles.

DO NOT EXCEED THE PAGE LIMIT. AGAIN, LATE PAPERS WILL RECEIVE AN F AND THERE WILL BE NO EXCEPTIONS!

CLASS TOPICS AND ASSIGNMENTS

Class 1: Jan. 14, Distributive Bargaining: The “Zone of Agreement.”

Read: Bulk Pack (“BP”) Item #1 and #9 (on recruiting negotiations);
Suggested: Negotiating Rationally: Chapter 1, 2 & 9.
Class activity: Negotiate “Cessna” and “SUV.”

Class 2: Jan. 21, Foundations #1 and 2: Bargaining Styles and Expectations.

Read: Bargaining for Advantage (B for A), Introduction and Chapters 1-2; BP #2, 3, 4.
Suggested: Negotiating Rationally Chapter 3, 4 & 7
Class activities: Negotiation Style Analysis. Negotiate “New Recruit” and possibly “Appleton v. Baker.”

Video: “*Man in the Gray Flannel Suit*”

Class 3: Jan. 28, Foundations #1, #4 and #5: Bargaining Style Relationships and Interests.

Read: B for A, Chapters 4 and 5. Suggested: Negotiating Rationally: Chapter 5
Class activity: Negotiate and discuss “Opera Problem.”

Distribute “House Sale”

Video: “*Ray*”

Principal and Agent for House Sale Negotiation must negotiate their arrangements prior to the start of the next class.

NO CLASS ON FEB. 4th

Class 4: Feb. 11, Foundation #3: Standards & Agents. **(Agents begin negotiating at 3:00. Class begins at 4:15)**

Read: B for A, Chapter 3; BP #5 and #6; Suggested: Negotiating Rationally Chapter 15
Class Activity: Negotiate and discuss “House Sale.”

Class 5: Feb. 18, Foundation #6: Leverage

Read: B for A, Chapter 6; Suggested: Negotiating Rationally Chapter 8
Class Activity: “Pheasant Egg”

Video: “*Mommie Dearest*”

Class 6: Feb. 25, Trust, Commitment and Conflict Resolution

Read: BP #7-8; Suggested: Negotiating Rationally Chapters 13 – 14.
Class Activity: “Carpet Wars.”

Video: “*Erin Brockovich*”

(One paragraph description of your paper topic is due today)

Class 7: March 4, MID-TERM EXAM (class will end early, no exercises)

NO CLASS ON MARCH 11, Spring Break

Class 8: March 18, Ethics

Read: B for A, Chapter 11.

Class activity: “ACME Roofing.”

Class 9: March 25, Culture

Read: Getting To Yes (ALL); B for A, Chapter 7, and (optional) BP #8.

Class Activity: Negotiate “Alpha Beta”

NO CLASS ON APRIL 1st

Class 10: April 8th, Coalitions

Read: To Be Distributed

Class Activity: Negotiate “Federated Science Fund.”

Class 11: April 15th

Class Activity: Paper Clip Outcomes

Class 12: April 22nd, Multi-Party Negotiations

Prepare: BP #12.

Class activity: “Harborco.”

Video: “*Bad Santa*”

FINAL PAPERS ARE DUE MONDAY, APRIL 27TH by 12:00 PM!

PEER EVALUATIONS MUST BE SUBMITTED BY FRIDAY, MAY 1ST at 5:00PM!

NO EXCEPTIONS!

PERSONAL JOURNAL ESSAY QUESTIONS

Your Name:

Counterparts' Name(s):

Date:

Name of Negotiation Exercise:

1. **What was the outcome of the negotiation and what factors best explain this result?**
2. **What was your most important mistake in the negotiation?**
3. **What was your counterpart's most important mistake?**
4. **What was the most important take-away from this negotiation exercise?**
5. **For Journals 1-4:** Please provide two examples of how you integrated and applied the negotiation theory from the readings assigned for the day on which the negotiation you are analyzing occurred. Each example must cite to the specific reading and each example must come from a different reading (unless there is only one assigned reading for the week).

For Journal 5: Provide an explanation of the three schools of bargaining ethics discussed by Richard Shell in B for A. Discuss which "ethical school" most closely approximates your approach to negotiation ethics.

For Journal 6: Write one paragraph on each guest speaker discussing what you thought were the most helpful "take-away" from each lecture.
6. **What is the negotiation skill you would most like to develop further and how have you progressed in this area?**

7. PAPERCLIP NEGOTIATION LOG:

Item (Include Monetary Value)	Date of Trade	First Name of Person You Traded With	Your Relationship to the Person You Traded With
0. Marker (\$1)	October 4, 2008	John Brown	Co-Worker
Comments About the Trade: (Example)	I thought that I needed to get an item for the paperclip that was not as insignificant as the paperclip and that I could trade up more easily. When I saw John walk in with a box of markers, I asked him if he would give me one for my paperclip. He laughed and agreed to the trade. I guess having a specific goal for my trade helped.		
1.			
Comments About the Trade:			
2.			
Comments About the Trade:			
3.			

Comments About the Trade:			
4.			
Comments About the Trade:			
5.			
Comments About the Trade:			

Mori Taheripour - Biography

Mori Taheripour has over fourteen years of business experience in start-up, government, academia and non-profit organizations encompassing various aspects of business including: strategic planning, communication, marketing strategy, business development, program development and implementation, event marketing, partner marketing, and public/community relations.

Since 1997, Ms. Taheripour has served as the managing partner and co-founder of Innovative Health Solutions, Inc. (I.H.S.), a health care consulting firm dedicated to developing awareness, prevention and cause marketing campaigns targeting diverse and underserved communities. Ms. Taheripour has created and executed marketing campaigns, community and media relations, and strategic partnerships for clients who have included pharmaceutical companies, foundations, and U.S. government agencies. Notably, she spearheaded a strategic partnership with the Earvin Magic Foundation and the AIDS Healthcare Foundation of Los Angeles, resulting in the groundbreaking development of four Earvin Magic Johnson clinics in Oakland, Los Angeles, Jacksonville and San Francisco. The success of this partnership in reaching underserved communities garnered attention nationally, most notably on the Oprah Winfrey show in October 2006.

In 2006, Ms. Taheripour was the Vice President of Corporate Diversity for the American Red Cross. In this role, she developed and executed the corporate-wide strategy for diversity and inclusion to ensure that the Red Cross reflected the communities it served in its people programs, policies and services. Ms. Taheripour joined the Red Cross shortly after Hurricane Katrina, playing a critical role in rebuilding and redefining Red Cross' brand image in minority communities nationally through the strengthening of its community and public relations. She established and fostered key partnerships and alliances with numerous national organizations including the NAACP, National Council of La Raza, and National Association of Intercollegiate Athletics. These partnerships resulted in grass-roots marketing efforts which included successful recruitment and training of over 1,200 volunteers and community ambassadors who represented the Red Cross in their respective communities. Ms. Taheripour was credited with more than doubling the funding for high profile diversity initiatives, bringing the total to more than \$3 Million through strategic alliances with key corporate partners including State Farm, the Home Depot, and Verizon Foundation.

Ms. Taheripour's multicultural industry initiatives have included numerous speaking engagements and presentations at industry conferences on topics including cultural competency, inclusion, and corporate diversity strategy. She is a faculty member in the Legal Studies and Business Ethics Department at the Wharton School, teaching Negotiations and Dispute Resolution and in 2007, was a recipient of the William G. Whitney Award for undergraduate teaching. She is also a Wharton faculty member in the Goldman Sachs-funded 10,000 Women Initiative, teaching entrepreneurship, communications and negotiations at the American University in Cairo. Ms. Taheripour helped launch, and now serves as the Associate Director of the Wharton Sports Business Initiative, a partnership among top level business leaders, faculty and students that generates and disseminates knowledge about the sports industry through educational programs, strategic corporate partnerships, student consulting assignments, global forums, and research associated with the professional sports industry. She also teaches in, and is a mentor for, the NFL/NFL Players Association Business Management and Entrepreneurship Program, an annual business education program for NFL athletes.

Ms. Taheripour currently serves as a consultant for a variety of businesses including corporate clients, non-profit organizations and the Wharton School. She consults in the areas of negotiations, business development, multi-cultural marketing, branding, organizational development, change management and diversity and inclusion.

Ms. Taheripour earned her MBA from The Wharton School of the University of Pennsylvania and received her BA in psychology and premedical studies from Barnard College/Columbia University.

NEGOTIATION AND DISPUTE RESOLUTION NON-DISCLOSURE AGREEMENT

Some of the role-playing negotiation exercises used in the various sections of this course and others are very similar. The sections do not necessarily encounter/debrief these exercises at the same times during the semester.

In order to make the course work and the grading fair for this and future sections of these courses, it is essential that participants:

- Keep role-specific, confidential information to themselves except as they may choose to disclose it in the actual negotiation exercises
- Make no efforts, other than in the course of negotiations, to discover the contents of the private information given to their counterparts
- Refrain from discussing the exercises and results of negotiations with other students until they are *certain* that the person with whom they are speaking has completed the exercise and discussed it in class. Under no circumstances should students discuss the exercises with students who are not currently enrolled in negotiation.

The professors teaching these courses consider intentional violations of these rules to constitute violations of the ethics guidelines of this institution. By signing this form, you agree to abide by the aforementioned requirements and rules.

Signed _____

Print Name _____

Date _____

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