

Negotiations

(OPIM 691)

COURSE SYLLABUS

University of Pennsylvania
The Wharton School
Spring Semester 2010

Mondays and Wednesdays 10:30 to 12
Jon M. Huntsman Hall, G86

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We negotiate every day. We negotiate with co-workers, bosses, subordinates, clients, salespeople, romantic partners, and many others. This course is designed to build your understanding, skill, and confidence so that you achieve better outcomes in all your negotiations—large and small. In this course you will learn how to increase the quality of the deals you negotiate so as to maximize the potential value of any deal, and also how to claim as much of that value for yourself as you can. You will learn to see opportunities to negotiate where you had never seen them before.

This course will complement the technical and diagnostic skills you have learned in other courses at Wharton. A basic premise of the course is that, while you will need analytical skills to discover optimal solutions to problems, you will also need a broad array of negotiation skills to implement these solutions and make sure that they are truly effective. Your long-term effectiveness—both in your professional and personal life—is likely to depend on your negotiating abilities. This course will give you the opportunity to develop these skills experientially and to understand the analytical frameworks that underlie negotiations. The following is a partial list of the course's objectives:

- Gain a deep understanding of the strategic structure of negotiations. It is critical to learn to think rigorously about the strategic aspects of negotiations such as interests, goals, positions, rights, and power. These issues are often ambiguous and do not have singularly correct answers.
- Develop confidence as a negotiator.
- Improve your ability to understand the behavior of individuals, groups, and organizations in competitive situations.
- Provide experience in negotiation, including learning to evaluate the costs and benefits of alternative actions and how to manage the negotiating process.

Course Requirements and Grading Criteria:

Class participation: 40%

Multi-round team negotiation project with final analysis paper: 30%

Final project: 30%

1) Participation

Your participation grade consists of four things:

Attendance

The structure and content of the negotiations class makes it extremely important that you participate in all negotiation exercises and discussions. The course attendance policy requires that if you must miss a negotiation exercise, it is your responsibility to contact me at least 24 hours before the class session. Failure to contact me and make arrangements for your negotiating partner (either by providing a substitute or rescheduling to negotiate outside of class) will result in a drop of 1/3 of a grade (A to A- or A- to B+) for the course.

Preparation (15% of grade)

Preparation is the single most important thing you can do to improve your performance in any negotiation. In class, it is essential that you read and prepare for every negotiation exercise. Lack of preparation destroys the value of in-class negotiations, not only for you, but also for your negotiating partners. Participation in the weekly negotiation exercises necessitates full preparation, and lack of preparation will be treated as an absence.

You will be required to turn in a planning document for each negotiation we do in this class. You may use the planning document attached to the back of the syllabus, or you may create your own. I encourage you to create your own. It should include the things you find to be most useful. Your customized planning documents can and should be different for each different negotiation, and may be as long or as short as you need it to be.

Planning documents must be submitted by email before you begin the negotiation for which you prepared them. They will be graded on a 1/0 scale. Planning documents that demonstrate forethought and effort will receive a "1", planning documents that betray a hurried effort to minimally meet the course requirement will receive a "0".

Journal Entries (10% of grade)

This course will offer you the opportunity to receive more information and feedback about your negotiations than is ever likely to be available in your negotiations in the real world. Journal assignments take advantage of this opportunity by giving you a chance to think and reflect on your negotiations, your actions, your opponents, and yourself. In addition, your opponents' journals allow you a rare insight into the minds of those with whom you negotiate.

You must turn in two journal entries over the course of the semester. You may choose which negotiations you complete journal entries for. Each journal entry should be around 1000 words in length (about 2 pages of single-spaced text), and should be completed as soon as possible after that week's negotiation exercise. The very top of the journal should include your name, the name of the negotiation case, your role, the negotiated outcome, your payoff from the negotiated outcome, and your BATNA and reservation price. When your journal is complete, save it using the following format: your last name, a dash, and the name of the negotiation. So if Jane Smith wrote about the Explorer case, the file should be called something like smith-explorer.doc.

E-mail copies of your journal to all the people involved in your negotiation, and also send copies to the instructor **and** to the course teaching assistant (janhavis@seas.upenn.edu.) At the very latest, journals are due 1 week following the negotiation is complete. That is, they are due *before* class, 7 days from the date on which the negotiation was completed. Late journal entries will not be accepted.

The entries should not be a blow-by-blow account of what happened in the negotiation, but should focus more on what you were thinking. The journal entries should be useful to both you and your opponent(s). They should help you clarify what you learned and give feedback to your negotiating opponent(s). Your journal entries might address some of the following:

- What might you have done differently that would have improved your outcome?

- What might your opponent have done differently that would have improved his/her outcome? What did your opponent overlook?
- What did you learn about negotiation, bargaining, or conflict from this exercise?
- What did you learn about yourself from this experience?
- What did you learn about the behavior of others?
- How do the concepts presented in lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style?
- How did course concepts let you down or fail to apply as neatly as you had hoped?

Do not attempt to answer all of these questions. Pick the most interesting and explore them for a couple of pages. The best journals are those that focus in on a few key aspect of the negotiation's process and explore their significance in depth. Journals will be graded on a 5-point scale, where:

- short, boring, or journals lacking in insight (such as those that mostly recount what happened) will get a 1
- journals that provide some promising insight and observations will get a 3
- exceptional journals that show a great deal of insight will get a 5

Class and Online Discussion (15% of grade)

Contributions to class discussions should raise relevant points and move the conversation forward. Comments should be constructive and thoughtful. Simply talking when that does not contribute in a positive way to the topic under discussion does not represent a contribution to class discussion. But you should certainly feel free to question what I say or the conclusions I draw. Your criticisms, questions, and suggestions are positive contributions to class discussion, especially when you can offer evidence, from your own experience or from research that can help inform the discussion. In addition to the class discussion there will be a weekly discussion thread on Web-Café related to that week's case and relevant themes. These threads are a particularly good opportunity to contribute to discussion if you are uncomfortable with public speaking or would like to make a complex point that merits written explication.

2) Multi-round team negotiation project: 30% of grade

You will work in a self-selected team with two other classmates to work on a multi-round negotiation that will require both in-class and out-of-class coordination. Your group will be assigned either the role of union negotiators or company representatives, and you will be paired with another group for three rounds of negotiations. Your group will work together to develop negotiating strategies and complete the negotiations.

Before each of the three negotiations, you will receive detailed information regarding the negotiation and grading criteria. After each negotiation, your group must submit online the outcomes of the negotiation in order to receive credit. Grading for each round will be determined as follows:

- Round 1: Submit the scoring system you developed for the negotiation (5% of grade).
- Round 2: Your group's outcome will be transformed to a Z-score (a standardized normal distribution) and then assigned the appropriate grade (5% of grade).
- Round 3: Submit the scoring system you developed for the negotiation (5% of grade).
- Final analysis: You and your team will write a 6-8 paper that analyzes your multi-round negotiation (15% of grade).

3) Final project: 30% of grade

For the final project you will use your newly obtained skills to negotiate on behalf of a non-profit organization or charitable cause of your own choosing. During the course of the semester you will select a "beneficiary" (e.g. a food bank, a homeless shelter, an educational program, an animal shelter, or any other organization that you believe to be doing worthy and important work with limited resources) and a "sponsor" (another organization that is in possession of resources that would be helpful to the "beneficiary"). Your goal is to negotiate with the sponsor to obtain the largest possible donation to help your beneficiary.

You will submit an analysis paper that reports your strategy and negotiation results. The paper should be no more than 2000 words of text (about 6 pages of double-spaced text in 12-point font, with one-inch margins all around). Your paper should be submitted in soft copy by email.

You will not be graded on the size of the donation that you end up negotiating. Your grade will be based on the your ability to apply the skills learned in this class and your understanding of negotiation principles, as reflected in your paper. However, there will be a significant prize (TBA) for the most valuable donation as determined by a class vote.

If your negotiation experience turns out to be particularly interesting, you may opt to share it with your peers by doing a short presentation on the second to last day of class instead of the paper. Please contact me if you are interested in this option.

Extra Credit:

You can earn up to three extra credit points in the course by bringing in articles on negotiations from the popular press or examples of interesting negotiations from movies, magazines, newspapers, etc. All you need to do is bring me a copy of the article if it is from a magazine, newspaper, etc. If you see a noteworthy negotiation in a movie, you just need to write a description of it, the name of the movie, and where it occurred in the movie. Be certain to know the facts about the negotiation examples that you turn in because we will sometimes discuss these examples in class. You will earn one extra-credit point for each example you turn in. If you turn in a video clip that I can keep, you will earn two extra-credit points.

Course Code of Conduct

1. Be prepared and arrive punctually for all negotiation exercises (see attendance policy).
2. Being present includes not only being physically present, but also being mentally engaged. To this end, surfing the web, emailing, instant messaging, or checking voice mail is prohibited in class. Please arrive well-rested; sleeping in class will not be tolerated.
3. You may not show your confidential role instructions to the other side, although you are free to tell the other side whatever you would like about your confidential information.
4. Do not make up facts or information that materially change the power distribution of the exercise. Specifically: You may not lie about your BATNA.
5. You may not share course materials with anyone outside of class, nor borrow course materials from anyone who has taken the class previously.
6. Class discussion stays in class.

Office Hours

I will hold weekly office hours on Thursday mornings from 10 to 11:30 in Rm. 550 JMHH. The goal of office hours is to be able to talk about the topics and ideas presented in the class in an informal setting as well as to help you apply these topics and ideas to the negotiations you engage in daily. If you would like to talk to me about anything (class related or otherwise) and cannot make the designated timeslot feel free to email for an individual appointment.

Readings

The required textbook for this course is:

Malhotra, D., & Bazerman, M. H. (2007). *Negotiation genius*. New York: Bantam.
ISBN: 978-0-553-80488-1 (Hardback) or 978-0553384116 (Paperback)

The course outline simply refers to this textbook as M&B.

There is also a readings packet with additional articles.

Suggested additional readings (if you want to learn more)

Brett, Jeanne M. (2001). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries*. San Francisco: Jossey-Bass.

Cialdini, Robert B. (1993). *Influence: The psychology of persuasion*. Morrow: New York.

Thompson, Leigh (2005). *The mind and heart of the negotiator* (3rd edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-140738-4.

Course Outline

| Wk | Date | Topic | Reading assignment | In-class Exercise | Assignments |
|----|--------|-------------------------------|---|---------------------------|--|
| 1 | 1/13 | Introduction | M&B Ch. 1 | Synertech-Dosagen | |
| 2 | 1/20 | Distributive negotiation | Galinsky: Should you make the first offer? | | |
| 3 | 1/25 | Principled negotiation | | Bullard Houses | <input type="checkbox"/> Bullard plan |
| | 1/27 | | M&B Ch. 9-10 Malhotra: Smart alternatives | | |
| 4 | 2/1 | Integrative negotiation | M&B Ch. 2 | The Offer | <input type="checkbox"/> The Offer plan |
| | 2/3 | | Robinson: The Farpoint Gambit | | |
| 5 | 2/8 | Strategic insights | M&B Ch. 7 Moore: Deadline pressure | Stopwatch | <input type="checkbox"/> Stopwatch plan |
| | 2/10 | | No class – Exchange for guest lecture | | |
| 6 | 2/15 | Sequential bargaining | | Enterprise bargaining | <input type="checkbox"/> Enterprise plan |
| | 2/17 | | Dixit & Nalebuff | | |
| 7 | 2/22 | Beyond "Win-win" | M&B Ch. 3 Raiffa: Post-settlement settlements | Oceania! | <input type="checkbox"/> Oceania plan |
| | 2/24 | | | | |
| 8 | 3/1 | Social dilemmas | Hofstede: The prisoner's dilemma | SHARC | <input type="checkbox"/> SHARC plan |
| | 3/3 | | Lax & Sebenius: The negotiator's dilemma | | |
| | 3/8-14 | Spring break | No class | | |
| 9 | 3/15 | Mediation | Lewicki et al.: Using third parties | Telepro | <input type="checkbox"/> Telepro plan |
| | 3/17 | | Brockner: Why it's hard to be fair | | |
| 10 | 3/22 | Team negotiation | Moore: Do you know how much you really care? Raiffa: Tradeoffs and concessions | ABC-Local 190 Round 1 | <input type="checkbox"/> ABC #1 plan with scoring system |
| | 3/24 | Negotiating online | McGinn & Wilson: Negotiation online | | <input type="checkbox"/> Remote Control results |
| 11 | 3/29 | Ongoing team negotiation | Cialdini: Reciprocal concessions | ABC-Local 190 Round 2 | <input type="checkbox"/> ABC #2 plan |
| | 3/31 | | No class – Exchange for guest lecture | | |
| 12 | 4/5 | Ongoing team negotiation | | ABC-Local 190 Round 3 | <input type="checkbox"/> ABC #3 plan |
| | 4/7 | | | Documentary film | |
| 13 | 4/12 | ABC debrief | Kuhle, Knox, & Ross (handed out in class) | | |
| | 4/14 | Collaborative judgment | | Numerical estimation task | |
| 14 | 4/19 | Psychological Barriers | Yaniv Naïve Realism – Ross et al. | | |
| | 4/21 | Negotiating in the real world | M&B Ch. 12 | Student presentations | <input type="checkbox"/> Final papers |
| 15 | 4/26 | Class finale | M&B Ch. 13-14 | Awards | |

Name: _____

NEGOTIATION PLAN

Negotiation: _____ Role: _____

What issues are the issues in the negotiation? Quantify their value to you.

What is your BATNA?

Reservation price?

Target?

What are your sources of power? What rhetorical strategies can you use to your advantage?

What issues are most important to your opponent? How does your opponent value them?

What is your opponent's BATNA? Reservation price? Target?

What are your opponent's sources of power and how can you neutralize them?

What is your opening move/initial strategy?