

**Negotiation and Dispute Resolution  
Wharton School  
Professor Stuart Diamond  
Spring 2012**

\*Syllabus may change without notice\*

**Class 1: Ratings War Case – Trust- ATTENDANCE AT THE FIRST CLASS IS MANDATORY. THOSE WHO DO NOT ATTEND WILL BE DROPPED FROM THE COURSE.**

- Baseline exercise to evaluate one's own negotiation skills.

### **Course Content**

- Purposes/goals of course. Scheduling. Requirements.
- Goals of students/skills desired.
- Some results of questionnaires.
- Reading: Getting More, Chapters 1-3

**Class 2: Pink Cadillac Case**

- Basic Tools-Negotiate and analyze using course tools.
- Who's zoomin' who?
- Individual Journal 1 due – Get a Discount
- Reading: Getting More, Chapter 4

**Class 3: The Diva Case - Interest Based Negotiation**

- How can we do better?
- This is a complex case. Be creative! Also, agency issues?
- Individual Journal 2 due – Interests
- Reading: Getting More, Chapter 5

### **Perception**

- An exercise in perceptual differences.
- Comments on dealing with perceptions problems.
- Role of communication in effective negotiation.

### **Interests**

**Class 4: Pheasant Egg - Hard Bargainers**

- How do you know when it's collaborative or not? Can it be both? How to deal with hard bargainers, ethical issues, etc.
- Analyze. What was effective and not? What will you do differently next time?
- What specific negotiation principles will you internalize?

- Individual Journal 3 due – Student Choice
- Reading: Getting More, Chapter 10

## **Standards**

### **Class 5: Problem Solving Session**

- The best negotiators are problem-solvers – creative problem solvers. We will devote the session to using the Getting More problem-solving model as it applies to real student problems.
- 1. Students can revise problems already submitted or submit new problems by completing a new online Problem Solving form by the deadline listed in the assignments chart on the main page of the website.
- 2. Students will prioritize problems you wish to negotiate after reviewing all problems submitted by students in the class. Students will then need to select a problem to negotiate by the deadline listed in the assignments chart on the main page of the website. There are a limited number of slots available for each problem, so the selection process is first come first serve. If you fail to select a problem before the deadline hits then we will place you in one of the remaining available slots.
- 3. Roles and problems will be emailed to students the Tuesday before the scheduled class. The person who owns each problem to be negotiated will explain the facts of the case to others on that team.
- Reading: Getting More, Review Chapter 7, 10, 13

### **Class 6: The Warranty**

- An introduction to the Getting More Problem Solving Model
- Team Problem Solving Memo due
- Getting More: Chapters 6-7

### **Class 7: Sell Phones Case – Coalition Building**

- Most of the time you need others to succeed - even opponents. Processes to gain - or lose - through building a power base.
- Getting More: Chapter 11
- Individual Journal 4 due- Standards

## **Organizational Behavior and Power**

### **Discussion: Multi-Party Negotiations**

### **Class 8: Breath & Taxes Case**

- Building on the tools from previous classes, how do you maximize your gains in a situation where style and political skills are as important as substance? Are all perceived differences real?
- Reading: Getting More, Chapter 9
- Individual Journal 5 due- Student Choice

### **Outside of Class: Steel Deal Case – Negotiation Style Looking in the Mirror**

- You will be expected to conduct an outside group negotiation with members of all other sections of this course. You will be assigned to a team prior to this class, and will be required to tape a negotiation, location TBA. A separate memo will be distributed prior to this week.
- This exercise will give you insight on how you look and how persuasive you are through your negotiating style. The case will involve an international trading company.
- Prepare individually, then with teammates before taping.
- Reading: None

### **Recording (Refer to memo)**

- Record the entire negotiation.
- Talk among yourselves afterwards. What worked? What didn't? How important were style and emotion issues? What learning for future negotiations? What agency issues presented themselves?
- View the video and talk some more.

### **Excerpt Selection**

- Pick 60 seconds that exhibited significant emotion or interpersonal problems. Criteria include: screaming, finger pointing, hostile tone, interrupting, throwing chairs, storming out, other aggressive behavior, ignoring other side, extreme offers, insults, crying, etc.

### **Turning in video**

**No class credit will be given for any team member unless the video and time stamp are submitted.**

### **Class 9: Mediation Case**

- In your families and companies, you will also often better meet your goals by helping others solve problems that affect you. Disputes cost money and can

wreck deals and even your business. The energy spent in litigation is often debilitating. And internal disputes among those in your firm hurt productivity and profit. The extent to which you can fix these problems cheaply and quickly will gain you more power and more business success.

- A round robin. Pay attention to the process!
- Reading: Getting More, Chapter 16

### **Class 10: El Camino Real Case – Group Processes**

- This is a combined law school/business school class—all sections of this course. This will be the only class this week, and will be held on date TBD from 7:00-10:00 PM, location TBA. A separate memo will be distributed prior to this class.
- This class will address multi-party, multi-issue negotiations. Dealing effectively in such situations is an essential negotiation skill.
- Individual Journal 6 due- Student Choice
- Reading: Getting More, Chapter 14

### **Group conflict and style**

### **Agenda setting**

### **Class 11: Family Business Case – Real World M&A**

- 90% of all businesses globally, and 1/3 of Fortune 500 firms, are owners of big families.
- Dealing effectively with such issues is key for business people and attorneys.
- In this class you will negotiate a case drawn closely from real life and which required use of a significant portion of the learning from this semester. If you have paid careful attention to the tools all semester and practiced with them, this case will be a breeze – fun, elucidating and motivating.
- You may be asked to prepare by side for 45 minutes to 1 hour before coming to the class.
- Individual Journal 7 due- Student Choice
- Reading: Getting More, Chapter 12

### **Class 12: Alpha Beta Case – Cross Cultural Issues**

- Cross-cultural negotiation is accelerating in importance, as cultures, countries, races and other distinct groups are being thrown together in an increasingly international economy. Most world problems exemplify our individual and collective failure to negotiate successfully with those who are different. This session is a transition to the complex topic of dealing with diversity. We will develop some approaches for near-term solutions and further self-learning. Dealing with differences is a critical topic in the world today and is the capstone of the course.

- You may be asked to prepare by side for a minimum of 30 minutes before coming to the class
- Comments on Cross Cultural problems
- ROI/Course Takeaway Memo due
- Reading: Getting More, Chapters 8 and 15

## **Class 13: Course Wrap Up**

### **The Negotiation Springboard**

We will consolidate and review this semester's tools and learning as the first step to a lifetime of more negotiation power and success.

#### **Student Problems**

- Discussion of student problems submitted during the semester.

#### **Activity**

- Ones requested by students. Questions, role play with professor, more sophisticated problems, etc.

#### **Negotiation Profits**

- Review of benefits of course, tangible and intangible, and how much money saved/earned.

#### **Review of Books (if time)**

- Getting More

#### **Some Film Clips on Negotiations**

#### **Wrap-up**

- What have we learned? What are we going to do with it? When? How?
- Goals met, new goals found.
- How to self-teach and self-learn.

#### **A Checklist for the future**

FINAL PAPER DUE AFTER LAST CLASS