

UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL
NEGOTIATIONS
Spring 2013

Instructor: Jeremy Yip, Ph.D.
Office: JMHH 517
Email: yip@wharton.upenn.edu
Phone: 215-573-0501
Office Hours: By appointment

COURSE INFORMATION

Course Code:	OPIM291
Course Location:	JMHH F36
Course Times:	Mondays and Wednesdays
Section 402	9:00am-10:30am
Section 403	10:30am-12:00pm
Section 404	1:30pm-3:00pm

COURSE DESCRIPTION

We negotiate every day. We negotiate with employers, co-workers, subordinates, clients, spouses, landlords, roommates, and many others. This course is designed to build your understanding, skill, and confidence so that you can achieve better outcomes in all of your negotiations.

Since negotiation is the art and science of creating agreements between two or more parties, you will have opportunities to appreciate the art and science in this course. You will be exposed to the art of negotiation by negotiating with other students in cases. You will be exposed to the science of negotiation by learning the theories and frameworks created by leading experts and social scientists.

Through exercises, assessments, lectures, cases, videos, and assignments, this course provides you with opportunities to learn and develop your negotiating skills. At the end of the course, you will appreciate the importance of negotiating in relation to your own leadership, decision making, and general management practice.

COURSE OBJECTIVES

This course is designed to improve your negotiation skills by teaching you the following:

1. Recognize your style, strengths, and weaknesses as a negotiator
2. Identify opportunities to negotiate

3. Prepare more systematically and effectively for negotiations
4. Enter negotiations with confidence
5. Understand the difference between creating value and claiming value in negotiations
6. Analyze and manage the negotiation process

COURSE MATERIALS

Main Text: Shell, Richard. (2006). *Bargaining for Advantage*. Penguin: New York.

Additional Readings: Readings will be posted on Canvas. Case studies will be distributed in class.

Course Website: The course web site on Canvas includes slides for each class, answers to questions asked by students, links to self-assessments, links to related web sites, and other information. Please visit the course web site regularly because it will be updated often.

COURSE GRADE

Grades will follow the following breakdown:

Assignment	Value	Due Dates
Class Quizzes	10%	Weekly
Actual Negotiation Report	20%	#1: Wednesday, March 5, 2014 #2: Wednesday, April 16, 2014
Negotiation Research Paper	20%	Wednesday, April 30, 2014
Negotiation Case Outcomes	15%	TBD
Peer Evaluation	15%	Wednesday, April 30, 2014
Class Participation	17%	Each class
Self-Assessment	3%	Wednesday, February 5, 2014

COURSE REQUIREMENTS

Class Quizzes

Short quizzes will be distributed at the start of some classes. These quizzes are intended to cover material from assigned readings, lectures, guest speakers, and class discussion. There will be no make-up quizzes for absences or late arrivals, but I will drop the lowest quiz score at the end of the semester.

Actual Negotiation Report

During this course you are required to go out and actually negotiate for something—two times. You can negotiate for anything—dry cleaning services, a taxi bill, a restaurant meal, or a couch.

My preference is for you to negotiate in a setting where negotiations are uncommon (e.g., not in a flea market). You can be the buyer or the seller, and although you do not need to complete a transaction to complete the exercise, the good or service that you negotiate for should be something that you would actually buy or sell. The negotiations should take place after the course starts.

In your write-up, you will be graded on the following:

1. An interesting negotiation setting. Any setting will work, but I would prefer to see you initiate a negotiation in a setting where negotiations are not the norm.
2. Preparation. You can write about spontaneous negotiations (e.g., after receiving bad service), but I am interested to see you document how you prepared for the negotiation.
3. Integration of class material. To what extent can you integrate theory and class lessons in analyzing this experience?
4. Identifying key lessons. What did you learn about yourself and others from this exercise?

Each write-up should be short: 1 page long (1.5 spaced 12 point font).

Negotiation Research Paper

The paper provides you with an opportunity (and the motivation) to explore a negotiation-related topic in some detail. Past examples of paper topics include: The anger expressions in negotiation, the role of time pressure in negotiations, Nonverbal communication, the influence of agents in negotiations, Deception in negotiations, Gender differences, Chinese-American negotiations.

The paper should reference at least 5 academic sources (listed with complete references, e.g., how articles are listed at the end of journal publication). For example:

Smith, R., Parrott, W., Diener, E., Hoyle, R. & Kim, S. (1999). Dispositional envy. *Personality and Social Psychology Bulletin*, 25, 1007-1020.

Tesser, A. (1988). Toward a self-evaluation maintenance model of social behavior. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (pp. 181-227). New York: Academic Press.

The academic sources should be either books or journal articles. For example, using Google Scholar or ABI Inform or PsychInfo using the library's electronic database. (Click on Electronic Resources and the Databases from the following link: <http://www.library.upenn.edu/>)

Good academic journals that publish negotiation related research include:

Organizational Behavior and Human Decision Processes

Journal of Applied Psychology

Journal of Personality and Social Psychology

Journal of Experimental Psychology

Academy of Management Journal

International Journal of Conflict Management

Journal of Conflict Resolution

(The paper should include a reference section, be at least 5 pages long, 12 point font, and 1.5 spaced.)

Negotiation Case Outcomes

A subset of the cases will be graded. I have not identified in advance which of the cases will be graded. Prepare for each case as if it is graded. Your performance will be evaluated by comparing your performance within a role to other students in the same role. You will earn a score between 5 and 10 based upon your relative performance. For example, if there are 10 buyers, the buyer with the most surplus will earn a 10, the buyer with the second highest surplus will earn a 9.5. The buyer with the lowest surplus will earn a 5.

Students who miss a case for any reason will earn a score of 0. I will drop the lowest case score at the end of the term.

Though you can reveal information during the course of negotiations, do not share confidential information with other students outside of your negotiation experience. A violation of this rule is considered to be a violation of the Wharton honor code. Also, do not reveal your point structure.

There are three additional rules about the cases:

1. The written background material you will receive for each case is meant to represent the preference and knowledge of real people. You should not show anyone else your written material because in natural settings you would not show your counterparts this information.
2. Many of the cases involve multiple issues. The number of points a participant receives for each issue will depend on his or her role in the case. You should never reveal your point structure to the other participants in the negotiation. This rule will be made clearer when we get to the relevant cases in the course.
3. You may not discuss the cases with students in other negotiation sections. Other sections of the Negotiations courses use the same cases, but at different times throughout the semester. For that reason it is crucial that you do not divulge any information to other students regarding cases in this course. This principle will be upheld as part of the Wharton Honor Code.

Peer Evaluation

At the end of the semester you will rate your classmates along two dimensions: (1) To what extent did this person help develop your relationship during the negotiation process? (2) To what extent did this person help create value in class discussion? These evaluations will be used in the grading process.

Class Participation

You will be graded based on the value your participation provides to other students in the class. If you are present and prepared, you will earn a minimum score of 1 point. If you contribute something valuable to our discussion, you will earn 2 points. If your contribution is truly outstanding, you will earn 3 points.

Students in the past have made valuable contributions, for example, by offering comments in class that clarified issues pertaining to the material, asking questions that prompted the instructor to clarify complex material, and discussing with the instructor ways to enhance any component of the course.

Outstanding contributions are highly insightful and thoughtful comments that deepen the analysis, challenge the other students and instructor to think more deeply, and/or offer novel and creative perspectives about the issues at hand.

Students, in the past, have decreased the value for other students by arriving late to class or left class early, disrupting those who were listening, participating, or taking notes, having their cell phones ring in class, using smartphones or laptops during class, missing class, or engaging in inappropriate behaviors in class that took away from the quality of the learning environment.

Laptop computers and electronic devices such as smartphones and tablets are not permitted during lectures and class discussion. Use of laptop computers and electronic devices during class will be penalized.

Students must attend the section time for which they registered. They are not permitted to switch sections throughout the semester.

Self-Assessment

An important component of the course is to develop your negotiating style and skill. Research shows that high-performing negotiators are better aware of their strengths and weaknesses than average-performing negotiators. So, throughout the semester, you will complete some tests and scales that assess negotiating skill. You will be given personal and confidential feedback that you will find helpful and informative. You will use this feedback to set goals for yourself and to assess your improvement over time. You must complete the self-assessments by the deadline in order to receive full credit (3% of your final grade).

Week	Class	Date	Topic	Readings or Assignment
1	1	Wed Jan 15	Introduction	Negotiation Exercise #1
2	2	Mon Jan 20	<i>No Class – MLK Day</i>	
	3	Wed Jan 22	Distributive	Reading 1 & 2
3	4	Mon Jan 27	Distributive	Negotiation Exercise #2 Shell – Chapter 1 Reading 6
	5	Wed Jan 29	Distributive	
4	6	Mon Feb 3	Integrative	Negotiation Exercise #3 Shell – Chapter 2
	7	Wed Feb 5	Gender Differences	Self-Assessments Due Reading 11, 12, 13
5	8	Mon Feb 10	Integrative	Negotiation Exercise #4 Shell – Chapter 11
	9	Wed Feb 12	Deception	Reading 3 & 4
6	10	Mon Feb 17	<i>No Class – Guest Speaker</i>	
	11	Wed Feb 19	Emotion	Negotiation Exercise #5 Shell – Chapter 3
7	12	Mon Feb 24	Emotion	Shell – Chapter 4 Reading 9, 10
	13	Wed Feb 26	Integrative	Negotiation Exercise #6 Shell – Chapter 5
8	14	Mon March 3	Integrative	Negotiation Exercise #7 Shell – Chapter 6
	15	Wed March 5	Integrative	Actual Negotiation Report #1 Due Reading 7
9	16	Mon March 10	<i>No Class – Spring Break</i>	
	17	Wed March 12	<i>No Class – Spring Break</i>	
10	18	Mon March 17	Trust & Cooperation	Negotiation Exercise #8
	19	Wed March 19	Trust & Cooperation	Shell – Chapter 7
11	20	Mon March 24	Agency	Negotiation Exercise #9
	21	Wed March 26	Agency	Reading 5
12	22	Mon March 31	Mediation	Negotiation Exercise #10 Shell – Chapter 8 Reading 8
	23	Wed April 2	<i>No Class – Guest Speaker</i>	
13	24	Mon April 7	Multi-Party	Negotiation Exercise #11 Shell – Chapter 9
	25	Wed April 9	Multi-Party	
14	26	Mon April 14	Multi-Party	Negotiation Exercise #12 Shell – Chapter 10
	27	Wed April 16	Multi-Party	Actual Negotiation Report #2 Due
15	28	Mon April 21	Multi-Party	Negotiation Exercise #13

	29	Wed April 23	Multi-Party	
16	30	Mon April 28	<i>No Class – Guest Speaker</i>	
	31	Wed April 30	Conclusion	Negotiation Research Paper Due

*Please note: An updated schedule will be released at the beginning of the semester. Some class dates are subject to change based on the availability of industry guest speakers. Guest speakers may present outside of normal class times, but all guest lectures will be video-recorded.

NEGOTIATION AND DISPUTE RESOLUTION NON-DISCLOSURE AGREEMENT

Some of the role-playing exercises used in the various sections of the Negotiation course are identical; others are very similar. The sections do not necessarily encounter 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 do the following:

1. Keep role-specific, confidential information to themselves except as they may choose to disclose it in the actual negotiation exercises.
2. Make no efforts, other than in the course of negotiations, to discover the contents of the private information given to their counterparts.
3. 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 a Negotiation course.*

The professors teaching Negotiation courses consider intentional violations of these rules to constitute violations of the Wharton School's Code of Academic Responsibility and Disciplinary Procedure.

Signed: _____

Print Name: _____

Date: _____