

**UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL
DEPARTMENT OF LEGAL STUDIES & BUSINESS ETHICS**

**LGST 206-408
OIDD 291-408
MGMT 291-408**

**SPRING 2016
Wednesdays 3:00 PM – 6:00 PM**

NEGOTIATION AND CONFLICT RESOLUTION

INSTRUCTOR: Steven G. Blum
Telephone: (215) 898-7689
Office hours: Wednesday 1:00–2:00 PM and by
appointment.
Office: JMHH – 619

ROOM: The course will meet in JMHH Room F36

READINGS:

- Fisher, Ury & Patton, *Getting To Yes*, Penguin, 1991. (Required)
- Shell, *Bargaining for Advantage*, 1999 (Required)
- Blum, *Negotiating Your Investments*, 2014 (Required)
- Burrough and Helyar, *Barbarians at the Gate*, Harper Business Essentials, 2004 (Required)
- Course Pack of readings

RECOMMENDED BUT NOT REQUIRED:

- Fisher and Shapiro, *Beyond Reason: Using Emotions as You Negotiate*, Penguin, 2005 (Required)
- Lax and Sebenius, *The Manager as Negotiator*, The Free Press, New York, 1986.

RECOMMENDED (but beyond the scope of our course):

- Goleman, Daniel, *Emotional Intelligence*, Bantam Books, New York, 1997.
- Carnegie, Dale, *How to Win Friends and Influence People*, Pocket Books, New York, 1982.
- Kolb and Williams, *Everyday Negotiation*, Jossey-Bass Penguin, 2003.

COURSE FORMAT

The course will include lectures, classes and case discussions. However, a series of simulated negotiation exercises is central to the course. Students will meet with other students outside class to conduct many of the negotiations. Other exercises will require students to meet in teams between classes in preparation for negotiations that will take place in class.

Students should consider carefully whether they can make a commitment to attend class. You are expected to participate in all negotiation exercises and class discussions. Unlike some classes, each student's ability to gain value from this course depends on every other student's active contribution and commitment. Moreover, in-class negotiations obviously will not work if one or more of the key parties are not there. To make sure that this course works well for everyone, absences are discouraged by making them a significant part of the course grade. If you must miss a class, advance notice to the professor is essential to ease the disruption that will be caused by your absence. In addition, a student arriving after the class has begun will be recorded as late and be charged one half of a missed class.

Students are expected to complete all assignments by the date stated in this syllabus. The readings usually (although not always) correlate with a particular class. It is important that each reading be studied on time and discussed at the appropriate place in the journal.

COURSE REQUIREMENTS

1. Graded Negotiations: You will be graded relative to like-situated students on various negotiation exercises during the semester. Those exercises which are graded will account for a total of 15% of the final grade in the course.
2. Journal: Please take note: this section requires a great deal of writing. Each student will keep a journal that analyzes and discusses each negotiation, explores what learning occurred in each simulation, reflects thoughtfully on the assigned readings, examines class discussions and lectures, and chronicles your learning and thinking as the course progresses. A handout labeled "Journal Guidelines" (attached) further discusses the journal requirement. Journal submissions must be turned in to the Instructor in a timely manner, as indicated in this syllabus. The journal will account for a total of 40% of the final grade in the course.
3. Quizzes: There will be two (2) quizzes in the course of the semester. They will not be announced in advance. (They will be "surprise quizzes.") Each will account for 5% of the final grade in the course.
4. Class Participation: The Instructor's evaluation of your class participation – evidence of thought, effort and involvement in the enterprise of learning in this course – will account for a total of 17% of the final grade in the course. Among the factors used to make that evaluation will be your involvement in all course requirements – including lectures, discussions and negotiation exercises.
5. Attendance: Actually being present at each class meeting is very important. Perfect attendance throughout the semester will be worth 18% of the final grade in the course. Each absence will reduce that by 4% of the final grade. Arriving late to class or leaving early will reduce the attendance portion by 2% of the final grade.

JOURNAL GUIDELINES

Students should use the journal to explore their thoughts and feelings about the negotiation process and note any experiences taking place outside of class that put the lessons learned in the course to use. The first entry in the journal should be a statement of why you enrolled in the course and what you hope to gain from it. This includes describing and evaluating yourself as a negotiator, and setting some goals for our work together this Semester. The final entry should be a summary of what you feel you have learned and what needs more practice or further study.

Regarding each exercise, ask yourself:

PRE-NEGOTIATION ENTRY

- What kind of situation am I facing? What are my goals and expectations for this negotiation? What uncertainties do I confront?
- What would be good preparation? Have I done it?
- What strategy should I adopt?
- What skill(s) will I try to exhibit or test?
- What would be a "good outcome" of this negotiation?

POST-NEGOTIATION ENTRY

- What did I learn about negotiation from this exercise?
- What did I learn about myself in this exercise? About others?
- What surprised me about my behavior? About the behavior of others?
- What would I do differently if I had it to do over again?
- What readings from the course apply to this exercise? Were they useful? Why? In what ways do these readings help me to understand what happened? Do the readings suggest how I might have done better in this negotiation situation.
- Which in-class presentations or discussions help me understand what occurred. Do they suggest other approaches I might have tried?
- Was the result a "good outcome?" Can I think of ways that it might have been a "better outcome?"

For each negotiation exercise and real world experience you have during the semester, record the insight gained and the application of negotiation principles you learned from the classes and the readings.

Use your journal to explore real feelings about the negotiation process and your developing sense of competence, comfort (or discomfort), and technique. Be candid about yourself and others. Ask the questions: "what were the most important things I learned about myself and about the negotiation process from each exercise? What mistakes did I make that I can avoid in the future?"

What negotiation concepts and principles applied to this exercise? Show me that you understand the concepts from the readings and lectures by applying them to your discussion of exercises and experiences. (And use some basic form of citation to let me know where the ideas came from.) Did they offer you help in reaching a better outcome? How?

AVOID ENTRIES THAT SIMPLY RELATE THE SEQUENCE OF OFFERS AND RESPONSES AND REPORT A FINAL RESULT.

The journal is intended to be a place to explore and document all the learning that you are doing in the course. As a result, you should try to be as specific as possible in explaining your thinking. In addition, it may be valuable to include any work you do in preparation for, or during, a negotiation that helps your reader understand your thinking or actions.

Students in this section will be reading and commenting upon each other's journals. Please keep that in mind as you write. (If a particular entry in your journal seems inappropriate for sharing with other students, please see the Professor about it.)

REMEMBER: This journal is a written record of your personal learning. It should begin with goal setting, and end with a section on how you have done in reaching for those goals, what else you have learned, and what you should continue to work on.

I hope you enjoy the process of reflection and writing which this Journal asks of you. For some of your colleagues, it has become a lifelong project to improve their ability to negotiate and get "good outcomes" for themselves in life. Perhaps it can become that for you, as well.

Class 1 (1/20) Introduction and Course Overview

In Class: What is this course about?

Negotiate Case 1.

Assignment: Hand out Case 2 (to be completed before next class)

Class 2 (1/27) Distributive Bargaining

In Class: Discuss Case 2 (hand in result sheets)

Class 3 (2/3) Trust

In Class: Negotiate Case 4 in class.

Class 4 (2/10) Issues Surrounding Trust

In Class: Finish discussion of Case 4.

Assignment: 1. Finding "real world examples."
2. Hand out Case 3 (To be completed before next class)

Class 5 (2/17) Elements of Negotiation

In Class: Introduction to Elements of Negotiation.

Discussion of Case 3.

Assignment: Hand out Case 5 (to be completed before next class.)

Class 6 (2/24) **Interests, Options and BATNA**

In Class: In class lecture on BATNA

 Discussion of Elements of Negotiation.

 Discussion of Case 5.

Assignment: Handout Case 6.

Class 7 (3/2) **Creating Value**

In Class: Presentation and discussion of theoretically optimal outcomes and
 real world strategies for creating joint gains. Where does value
 come from?

 Discussion of Case 6.

Assignment: Gathering "real world examples."

First Journal Submission Due

Journals read by Student Readers (1 and 2).

No Class (3/9) **ENJOY YOUR SPRING BREAK**

Class 8 (3/16) **Measures of Fairness**

In Class: Finish discussion of Case 6 (hand in results sheets).

Assignment: 1. Hand out Case 7 (to be completed in two weeks)

 2. Prepare "ROLE REVERSAL EXERCISE"

 3. Journals read by Student Readers (3 and 4).

Class 9 (3/23) **Some Negotiating Tools**

In Class: Presentation and discussion of some tools the negotiator can use.

Explanation and assignment of "ROLE REVERSAL EXERCISE"

- Assignment:
1. Write a separate Journal entry entitled "Deception in Negotiation" and discuss your views on this subject.
 2. Hand out Case 8 and team assignments
 3. Journals returned by Readers with comments (authors now have their own Journals to study comments)

Class 10 (3/30) **Deception and Fairness in Negotiation**

In Class: Discussion about lying and deception. (How do we balance a need to gain information from others with our own desire to withhold information?)

Debrief Case 7 and hand in Result Sheets.

Assignment: Write a separate Journal entry entitled "Deception in Negotiation - Part 2" and critique the Readings, the class discussion, and your previous journal entry on this topic.

Class 11 (4/6) **Agents**

In Class: Discuss Case 8 (Hand in result sheets)

Assignment: Hand out Case 9 "General Instructions." Study them before next class.

Class 12 (4/13) **Complex, Multi–Issue Bargaining**

In Class: Case 9.

Assignment: Hand out Case 10 (to be completed before next class)

Class 13 (4/20) **What Is a Good Outcome?**

In Class: Finish discussing Case 9
 Debrief Case 10.

What is a Good Outcome?

Assignment: Prepare Final Journal Entry.

Class 14 (4/27)

In Class: Finish discussing Case 10 and hand in Result Sheets.

What have we learned? What needs more work or further consideration?

Final Remarks

Assignment: **Final Journal Submission Due**

Class 15 (5/4) **Extra Class Day**

In Class: Please keep this date open, between 3 pm – 6 pm, in the event that we need one more class meeting.

THIS CLASS WILL ONLY BE HELD IF NEEDED. IT WILL NOT BE REQUIRED AND WILL NOT COUNT TOWARD YOUR PARTICIPATION OR ATTENDANCE GRADE.