

University of Pennsylvania, The Wharton School  
Legal Studies and Business Ethics Department

LGST 206 & MGMT/OPIM 291 SECTION 406: Negotiation and Dispute Resolution  
Spring 2019 Syllabus

Instructor

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Office Hours: Tuesdays 1:00 – 2:30pm, Appointment Required

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**Course Description:** Effective negotiation underlies most successful business and social encounters. Perhaps there are naturally gifted negotiators, but the simple truth is that anyone can learn to negotiate effectively. Our time together in class will be focused on enabling you to become a more effective negotiator and conflict resolver. Through an experiential learning environment that emphasizes both skill and structure while providing a unique opportunity for candid and real-time feedback, you are encouraged to reflect on personal experience in order to gain a clearer sense of your individual goals, negotiation style, values, interests, and resources.

**Course Objectives:** My goal is that you will emerge with a better understanding of your decision making, develop solid communication skills, and feel empowered to become a more effective and confident negotiator. You will learn the importance of effective planning and communication skills and the impact of perception, trust, relationships, ethics, and reputation. This class emphasizes the importance of being open-minded and intensely curious, using active listening and mindfulness techniques to cultivate authentic connections with your counterparts. We will redefine success in negotiation, demonstrating that the best outcomes are win-win and can be attained when negotiators clearly identify and commit to their goals and interests and also understand their counterparts' interests. These attributes are valuable not just to ensure success in negotiation; they are also critical to personal and professional success.

**Required 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); Kerry Patterson, Joseph Grenny, Ron McMillan & Al Switzler, **Crucial Conversations: Tools for Talking When Stakes Are High** (2d. edition, McGraw-Hill 2011); Dale Carnegie, **How to Win Friends & Influence People** (Pocket Books 1998). Bulk Pack of additional readings.

**Confidentiality:** In Class 1 you must sign and submit the non-disclosure agreement attached to this syllabus (page 9). The information you receive as part of in-class negotiation exercises is confidential and may not be shared with anyone, including classmates assigned the same role for the negotiation exercise. It is expected that you will exhibit honesty, integrity and ethical conduct pursuant to the University Code of Academic Integrity. You must sign and submit the attached agreement before we get underway. If you would prefer not to sign, you must drop the course.

**Course Format:** This class is experiential in nature, with a mix of lecture, discussion, and interactive exercises. Negotiation exercises are role-play simulations conducted with your peers using confidential information to frame each scenario (see Confidentiality section above). When each simulation is complete, it's important that you **DO NOT assume that the negotiation is over just because you are finished deliberating with your counterpart(s)**. Only after we have completed the formal exercise debrief in class are you permitted to further discuss the results with individuals in our class only.

## GRADING FACTORS

Please note that assignments will not be accepted late and no extensions will be given. **Late assignments will receive a zero.** Please submit all assignments in hard copy format at the start of the class in which they are due. Please see the Assignment Schedule on page 5 for more details on each assignment.

**Attendance and Participation (10%)**: I strive to start class promptly and end on time. We will be doing a negotiation exercise in the majority of classes, thus, students who skip class, arrive late, or leave early disrupt the experience for all. Your participation requires your active engagement in class discussions and activities. If you cannot commit to attending every scheduled class in its entirety, please consider enrolling in this course in another semester when your schedule will permit your full participation. Absent a written medical excuse from a medical care provider, you will lose half a letter grade for each unexcused absence, tardiness, or early departure (i.e. from an A- to a B+; B+ to B, etc.). You may receive **an F** in the course if you miss significant portions of two or more classes.

There is a strict **NO ELECTRONICS POLICY**. Cell phones, laptops and other electronic devices disrupt the learning environment and are prohibited. All electronic devices must be turned off and put away prior to the start of class. If you wish to leave your cell phone on in “silent” mode because of an emergency situation, please let me know before class.

**Peer Evaluations (10%)**: Your class participation grade will be informed in part by your peers’ evaluations of your performance. Using a survey posted on Canvas at the end of the semester, you will rate your classmates on three dimensions using a 1-10 scale, 1 being worst and 10 being excellent: 1) Overall preparation for and commitment to the exercises and contributions to class discussions; 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. You will also provide constructive feedback to each of your negotiation partners by highlighting one or more of their strengths in the negotiation and suggesting one area for improvement. **It is your responsibility to keep track of your negotiation partners’ performance throughout the semester to inform your honest and constructive feedback.** Don’t let the peer evaluations intimidate you. They are not meant to dissuade you from exploring your negotiation style.

**Journal Entries (20%)**: Four (two-page, double-spaced) journal entries are due during this course. They will be graded according to the scale below. **Please see page 7 for the required format.**

**You must discuss readings\* assigned for the class in which the exercise was conducted for full credit (✓).**

Check plus (✓ +): Journal entry exceeds expectations— these are rare and given only at graders’ discretion.

Check (✓): All required points and assigned readings\* addressed in sufficient detail. (\*See page 6 for more details.)

Check minus (✓ -): Most points addressed but lacks analysis or inclusion of assigned readings in one or more areas.

**Personal Negotiation Analyses (20%)**: **Analysis #1**: You will write a two-page, double-spaced high-level reflective analysis of your past negotiation experiences and how those experiences influenced your desire to take this course. **Your analysis must include a discussion of your expectations for this course and your goals for honing your skill as a negotiator.** **Analysis #2**: Reflect on a negotiation of personal significance done outside of class and write a three-page, double-spaced introspective paper citing concepts from *Crucial Conversations* and *How to Win Friends & Influence People* to analyze your performance and the outcome. Discuss what you’ve gained from this class and how you’ve grown as a negotiator.

**Midterm Exam (20%)**: In Class 6, there will be a 30-question midterm, which you will be given 90 minutes to complete. The format will be multiple choice, true/false and short answer questions. Materials covered will include all required reading, content from in-class discussions, takeaways from negotiation exercises and journal entries completed through Class 5. The midterm will be closed book and closed notes and will not be graded on a curve.

**Analytical Paper (20%)**: You will analyze a high-profile, well-documented negotiation. **Your analysis – not summary – of the negotiation is the key determinant of your grade** and thus should be the majority of your paper's content. You are expected to tie your analysis to topics discussed in class and in the assigned readings. Please see the detailed description of the analytical paper on page 8 for more details.

## CLASS TOPICS AND ASSIGNMENTS

### **Class 1: January 22<sup>nd</sup> – Distributive Bargaining: The “Zone of Agreement”**

Required Reading: Bulk Pack (BP) #1; *Crucial Conversations* Ch. 1-2;  
*How to Win Friends & Influence People*, Part 1

Class Activity: Cessna Negotiation Exercise

**Due in Class: Bring printed syllabus; Signed Non-Disclosure Agreement**

### **Class 2: January 29<sup>th</sup> – Foundations #1 and #2: Bargaining Styles and Expectations**

Required Reading: Bargaining for Advantage (BFA) Intro and Ch. 1-2; BP #2-3; *Crucial Conversations* Ch. 3  
Class Activity: The Startup Job Negotiation Exercise

**Due in Class: Personal Negotiation Analysis 1 (see page 2 for details);  
Negotiation Style Analysis Results**

### **Class 3: February 5<sup>th</sup> – Foundation #3: Standards and Agents**

Required Reading: BFA Ch. 3; BP #4

Class Activity: House Sale Negotiation Exercise

**Due in Class: Journal Entry 1\***

For Journal Entry 1: The Startup Job

Required References: BFA Intro, Ch. 1-2; BP #2-3; *Crucial Conversations* Ch. 3

*\*See special instructions for Question 6 on page 6 of syllabus.*

### **Class 4: February 12<sup>th</sup> – Foundations #4 and #5: Relationships and Interests**

Required Reading: BFA Ch. 4-5, 7; BP #5; *Crucial Conversations* Ch. 4-5;  
*How to Win Friends & Influence People*, Part 2

Class Activity: House Sale Negotiation Exercise Debrief; The Opera Problem Negotiation Exercise

**Due in Class: Analytical Paper Topic**

### **Class 5: February 19<sup>th</sup> – Foundation #6: Leverage**

Required Reading: BFA Ch. 6, 8-9; BP #6; *How to Win Friends & Influence People*, Part 3 sections 1-6

Class Activity: Pheasant Egg Negotiation Exercise

**Due in Class: Journal Entry 2**

For Journal Entry 2: The Opera Problem

Required References: BFA Ch. 4-5, 7; BP #5; *Crucial Conversations* Ch. 4-5

Recommended Reference: *How to Win Friends & Influence People*, Part 2

### **Class 6: February 26<sup>th</sup> – MIDTERM EXAM**

### **No Class on March 5<sup>th</sup> – SPRING BREAK**

**Class 7: March 12<sup>th</sup> – Ethics**

Required Reading: BFA Ch. 11; *Crucial Conversations* Ch. 6

Class Activity: Acme Roofing

**Class 8: March 19<sup>th</sup> – Coalitions**

Required Reading: BFA Ch. 10; BP #7; *Crucial Conversations* Ch. 7-9;

*How to Win Friends & Influence People*, Part 3 sections 7-12

Class Activity: Federated Science Fund Negotiation Exercise

**Due in Class: Journal Entry 3\***

For Journal Entry 3\*: Acme Roofing

Required References: BFA Ch. 11; *Crucial Conversations* Ch. 6

\*See special instructions for Question 4 on page 6 of syllabus.

**Class 9: March 26<sup>th</sup> – Cross-Cultural Negotiations**

Required Reading: BP #8-9

Class Activity: Guest Speaker

**Due in Class: Journal Entry 4**

For Journal Entry 4: Federated Science Fund

Required References: BFA Ch. 10; BP #7; *Crucial Conversations* Ch. 7-9;

*How to Win Friends & Influence People*, Part 3 sections 7-12

**Class 10: April 2<sup>nd</sup> – Multi-Party Negotiations**

Required Reading: BP #10; *Crucial Conversations* Ch. 10-11 and Afterword

Class Activity: The Kidney Case Exercise

**Class 11: April 9<sup>th</sup> – TBD**

Required Reading: *How to Win Friends & Influence People*, Part 4

**Due in Class: Personal Negotiation Analysis 2 (see page 2 for details)**

For Personal Negotiation Analysis:

Required References: *Crucial Conversations* and *How to Win Friends & Influence People*

**Reminder: Peer Evaluations due on April 15<sup>th</sup> at 5PM**

**Class 12: April 16<sup>th</sup> – TBD**

Required Reading: *Getting to Yes* Ch. 1-4

Class Activity: TBD

**Class 13: April 23<sup>rd</sup> – TBD**

Required Reading: *Getting to Yes* Ch. 6-8, Conclusion, Ten Questions People Ask About Getting to Yes

Class Activity: TBD

**Due in Class: Analytical Paper (see page 7 for details)**

**Class 14: April 30<sup>th</sup> – Closing**

## SCHEDULE OF ASSIGNMENTS

Date Due	Assignment	Assignment Instructions
Jan. 29	Personal Negotiation Analysis #1	Write a two-page, double-spaced reflective analysis of your past negotiation experiences and how those experiences influenced your desire to take this course. Your analysis must include a discussion of your expectations for this course and your goals for honing your skill as a negotiator. What would you like to improve? What are you hoping to learn (about yourself, about the bargaining process, etc.)?
Feb. 5	Journal Entry 1: New Recruit	<u>Required References:</u> BFA Intro, Ch. 1-2; BP #2-3; <i>Crucial Conversations</i> Ch. 3
Feb. 12	Analytical Paper Description	One paragraph description of paper due. Your paper topic will be reviewed to ensure its feasibility and feedback will be provided.
Feb. 19	Journal Entry 2: The Opera Problem	<u>Required References:</u> BFA Ch. 4-5, 7; BP #5; <i>Crucial Conversations</i> Ch. 4-5; <i>How to Win Friends &amp; Influence People</i> , Part 2
Feb. 26	Midterm Exam	You will be given 90 minutes to complete a 30-question exam. The format of the midterm will be multiple choice, true/false and short answer questions. Materials covered will include all required reading, takeaways from in-class discussions and negotiation exercises assigned prior to the exam.  <b>The midterm must be completed individually and will be closed book and closed notes.</b>
March 19	Journal Entry 3: Acme Roofing	<u>Required References:</u> BFA Ch. 11; <i>Crucial Conversations</i> Ch. 6
March 26	Journal Entry 4: Federated Science Fund	<u>Required References:</u> BFA Ch. 10; BP #7; <i>Crucial Conversations</i> Ch. 7-9; <i>How to Win Friends &amp; Influence People</i> , Part 3 sections 7-12
April 9	Personal Negotiation Analysis #2	Reflect on a negotiation of personal significance done outside of class and write a three-page, double-spaced introspective paper citing concepts from <i>Crucial Conversations</i> and <i>How to Win Friends &amp; Influence People</i> to analyze your performance and the outcome. Discuss what you've gained from this class and how you've grown as a negotiator.
April 15	Peer Evaluations	You will provide feedback on your peers' negotiation performance over the full term. <b>You must manually keep track of your partners as you go along</b> and submit evaluations only for those with whom you've negotiated.
April 23	Analytical Paper	Analyze a high-profile, well-documented negotiation. Your paper should include the relevant facts of the negotiation, related negotiation research, as well as your analysis. Your analysis is the most significant aspect of your paper and therefore should be the majority of your content. You must tie your analysis to topics discussed in class and in the assigned readings. See page 8 for more details.

# NEGOTIATION JOURNAL ENTRY REQUIRED FORMAT

**Your Name:**

**Counterpart's Name(s):**

**Date:**

**Name of Negotiation Exercise:**

1. State the result of the negotiation and provide a very brief description of the best explanation for this result. Do not summarize the negotiation process; rather, highlight the outcome and describe the main reason for the result. This should be the shortest section of your journal entry.
2. Reflect on your most critical mistake in the negotiation. Looking back, what would you have done differently, and how might it have changed the outcome?
3. Summarize your most important take-away from the debriefing. How will you apply this insight to future negotiations?
4. **Discuss which readings you felt were most helpful for your preparation and performance and which readings you didn't find as applicable and why.**

**\*\*\*Special Instructions for Journal Entry 3:** Describe the three "Schools of Bargaining Ethics" (BFA Chapter 11). Discuss which approach you most identify with and why.

5. Describe **at least two examples** of how you tried to apply the negotiation theory from the assigned readings to the actual negotiation.
6. Identify the negotiation skill you'd like to personally develop (given the outcome of this negotiation) and, if applicable, any realized improvement from the previous week's negotiation experience.

**\*\*\*Special Instructions for Journal Entry 1:** Discuss what you learned about yourself during the first negotiation. Did anything surprise you? What would you like to improve upon going forward?

7. With the negotiation outcome and debrief in mind, what constructive feedback would you give to your counterpart(s)? What did they do well, and how could they improve?

## GENERAL INSTRUCTIONS

Please write no more than **two pages, double-spaced** placing emphasis on the quality of your insights over quantity. To maximize the benefit of these journal entries, please be thoughtful and reflective. I encourage you to be honest and transparent, as doing so will allow you and me to evaluate your personal growth throughout the semester.

You may complete your journal entries in any form (with separate responses to each question or as one cohesive piece) as long as all points are clearly addressed, and the assigned readings are referenced. Assigned readings may be addressed in response to any of the above points. **You must provide feedback on the relevance of all assigned readings (i.e. all book chapters and bulk pack articles) and give at least two examples of how you applied concepts from the readings you found most helpful for full credit—a check ✓.** Simple parenthetical citations listing the author and article name, or book title and chapter number are sufficient.

## **ANALYTICAL PAPER: DETAILED DESCRIPTION**

**SUBMIT A PARAGRAPH DESCRIBING YOUR TOPIC IN CLASS 4, FEBRUARY 12<sup>th</sup>**

**THE PAPER IS DUE AT THE BEGINNING OF CLASS 13, APRIL 23<sup>rd</sup>**

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. The topic you choose must reflect a well-documented and well-known/high profile negotiation. **Do not use this paper to write about a personal negotiation** you face or have faced in the past. Personal topics are to be used as the focus of your Personal Negotiation Analysis assignments.

Viable topics may be found in sports and entertainment (NHL, salary negotiations, stadium financing deals), history (end of the Korean War, Cuban Missile Crisis), and business (AOL-Time Warner, RJR-Nabisco merger). The topic should be of interest to you and have enough information available to facilitate 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 to retrieve even the most rudimentary facts about the negotiation. 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. Please note that you should select a negotiation that has been completed in order for you to have a compelling analysis of its outcome.

While the papers will not be graded on a hard curve, it is in your best interest to choose a unique topic. Choosing a generic topic (i.e. one suggested here) may put you at a disadvantage as there is bound to be an element of comparison/relative grading between multiple papers submitted addressing the same topic.

The best papers, those at the “A” level, will include a wide range of citations, negotiations research beyond the materials presented in class, and analysis inclusive of more than a couple of references. The worst papers, those at the “C” level, will merely summarize the facts of a high-profile negotiation. We are looking for in-depth, thoughtful analysis and not a regurgitation of facts. All papers should include proper citations in MLA format for all sources used and a works cited page at the end of the paper.

You have flexibility in terms of the way you structure your paper.

**Do not exceed page limit: 8 pages, double-spaced (not including works cited)**

## NEGOTIATIONS FAQ

### BULK PACK

1) Q: What is it and where can I find it?

A: The Bulk Pack is the collection of readings on Study.net accessible via Canvas. Each article is numbered in the table of contents and corresponds with the “BP #” listed in the readings assigned for each class.

### JOURNAL ENTRIES

1. Q: How long do they have to be, and what main points should be addressed?

A: Journal entries may not exceed two pages, double-spaced and must follow the required format (see page 6).

2. Q: Do I have to reference all of the readings in my reflection?

A: Yes. In order to receive full credit (a check ✓), you must briefly discuss which readings you thought were helpful and which you didn't find to be as relevant and why. You must also describe two examples of how you applied concepts from any of the readings assigned for the class in which the exercise was conducted to your negotiation preparation and bargaining process.

3. Q: Is it possible to make up journal entries for a missed class?

A: No. Absence from class precludes participation in the negotiation exercise, which is the subject matter for the journal entries. Missing journal entries due to class absence will be graded as a zero.

### PERSONAL NEGOTIATION ANALYSES

1) Q: Is there a specific topic for the negotiation?

A: No, you are free to negotiate anything you like.

2) Q: What should the analysis include?

A: For both papers, your analysis should be personal and reflective as you retrospectively assess your personal negotiation experiences. For Analysis #2, your personal introspection should be anchored by an integrated discussion of what you learned from the required books *Crucial Conversations* and *How to Win Friends & Influence People* and how the concepts presented in those books have influenced your approach to negotiation.

### FINAL PAPER

1) Q: Are there a certain number of sources that are required?

A: No, there is no set number; however, better papers tend to use more sources. Good papers typically have a mix of sources that support the analysis and provide information on the topic. The average paper has **5-10** sources, including both class readings and outside references.

2) Q: Is it ok to focus on a negotiation topic (like game theory) that was not discussed in detail during class?

A: Yes, these are fair game. These can be some of the best papers, if the subject area is well researched.

3) Q: How much of the paper should be factual, and how much should be our analysis?

A: You should not have more than 1 page of factual material. A good paper has a rough percentage of **20% factual, 80% analytical** content.

4) Q: Can I change topics after I turn in my paper topic without telling Professor Taheripour or the TAs?

A: Yes, you can; though changing topics very late into the semester may leave you scrambling to finish the paper, and as noted previously, late assignments will not be accepted, and no extensions will be given. However, it is better to change topics and have a good paper than to stick with a topic on which you cannot find enough material, or one you are not interested in.

5) Q: Is it possible to get an extension?

A: No.

# 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 time during the semester.

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

- Keep role-specific, confidential information to themselves, except as they may choose to disclose it to their counterpart(s) 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; and
- 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 Negotiations course.**

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: \_\_\_\_\_