

LGST 206-407
Spring 2021

NEGOTIATIONS

Class times	Wednesday 3-6 pm
Office Hours	TBA
Zoom Link	Please join the class through the zoom link on Canvas
Instructor	Nazlı Bhatia, PhD
Phone	412-877-6785 (cell phone)
E-mail	bhatiana@upenn.edu
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Course Description

We negotiate every day—with merchants, service providers, employers, co-workers, friends, and family—determining what price we will pay, the amount of our salary and compensation, what movies to watch, where to go to dinner, who will clean the kitchen, and so forth. Although negotiations are a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective negotiations. Why do we sometimes get our way, while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

This course will integrate theory and practice to improve your conceptual understanding of negotiation processes and refine your practical negotiation and conflict resolution skills. It will help you become a better negotiator as well as a more intelligent negotiation analyst and strategist. We will spend a significant amount of class time engaged in negotiation simulations and exercises. We will combine this learning with readings, lectures, discussions and extensive individual and small group review sessions. I encourage you to approach this course with an open mind and a willingness to experiment!

More specifically, the objectives of the course are:

1. To enhance your awareness of negotiation theory and behavior;
2. To increase your ability to analyze negotiation processes, professionally and personally;
3. To build your confidence and competence through the regular practice of negotiation;
4. To help you identify different types of negotiations and gain a strong understanding of the benefits, disadvantages and appropriateness of each in different settings; and
5. To provide you with tools for continued growth and development as a negotiator.

Taking This Class During a Global Pandemic

I am sure this was not the Wharton experience you imagined when you applied to the program. I am sure you did not expect to be taking a class as interactive as negotiations at home, in front of a computer. I am sure you must be disappointed and possibly frustrated (honestly, so am I). But I will also offer a piece of good news. Having taught negotiations since the beginning of the pandemic, I can tell you that it is doable and (gasp) still valuable. I will go even further, by taking this course remotely, you will be gaining a skillset that we now know will be critical to the workplace for the foreseeable future: negotiating online. So I ask you to start the class with an open mind. In return, I promise to be flexible and adaptable to your needs and constraints as we go through this journey together.

So how does this class work online?

We will be using an online platform, I-Decision Games, for the negotiation exercises. You will receive your role materials for the negotiation case and be matched with a partner from the class through this platform. You will conduct the negotiation asynchronously (but by the class start time specified at the end of this syllabus in the course schedule section, i.e. I am giving you class time for the negotiation as I would in an in-person version of the course). We will debrief the exercise in the synchronous session and also go over the learning points from the exercise. I will walk you through this process in the first class session and get you started on the platform we will be using.

GRADING:

There are 100 points to be gained in the class. Students with the most number of points receive the best grades. Below is the grade breakdown:

Preparation	30
Comprehensive prep plans (2)	20
Short prep plans (6).....	10
Collecting No's (3)	15
Peer Feedback	5
Reflection Papers (2).....	20
Final Paper	20
Personal Take-Aways	10

Note: All due dates can be found in the table below as well as on the Course Schedule at the end of this syllabus

This is a class where you learn by doing, which also means, in order to get the most out of the course, you need to be actively engaged with it.

Note: I understand that staying focused and engaged is especially difficult in the remote learning environment. To minimize distraction and fatigue, I have worked in a number of interactive activities to each session such as breakout room discussions, short decision making activities, video discussions, polls, etc. Your cooperation in these activities will enrich everyone's educational experience and make the class more fun.

Discussion boards: After each class, I will be posting discussion boards to continue the conversation. Participation in the discussion boards are optional but I have found them to be incredibly useful in the remote teaching environment. Discussion boards also enable you to connect to the class if you have technical difficulties during the in-person class.

Preparation (30 points)

Preparation is the single most important thing you can do that is entirely within your control to improve your performance in any negotiation. In this class, it is essential that you read and prepare for every negotiation exercise. If you are not adequately prepared, I can guarantee you that you will not perform well in the negotiation. Moreover, lack of preparation destroys the value of the class negotiations not only for you, but also for your negotiating partners.

To ensure you are prepared and to show you how to prepare, there will be two types of preparation assignments:

1. Two comprehensive prep plans that will be graded for content
2. Five short prep documents that will be graded for completion

Below is the information for each:

Comprehensive prep plans (20 points)

There are two comprehensive preparation plans, one individual and one team, due throughout the semester (10 points each). We will discuss these assignments in detail in class and the prep plan form that I expect you to use will be posted on Canvas.

Short prep plans (10 points)

For all remaining negotiations that require preparation in advance, you will submit a short prep plan where you will answer some brief questions, to be graded for completion. You can skip one short prep plan without penalty.

Collecting No's (15 points)

In this assignment, you will initiate a negotiation/make a request three times over the course of the semester in three different situations. The context of the request/negotiation can be big or small, personal or professional; I leave this completely up to you. However, I encourage you to use this assignment as an opportunity to ask for something you would normally consider non-negotiable. For example, can you return a product that was supposed to be final sale? Can you negotiate the term of an employment package that was presented as non-negotiable? Following the request/negotiation, you will submit a brief (250 word maximum, 3% deviance okay) report on why you think you succeeded or failed in getting what you want.

Personal Take-Aways (10 points)

At the end of the semester, you will record a brief video (5 minutes maximum) where you talk about your personal take-aways from this class. Specifically, you will comment on how your understanding of negotiation evolved (or did not!) and how you plan to use the feedback you received in the course going forward. More information on this assignment will be provided later in the semester.

Reflection Papers (20 points)

There are two reflection papers due throughout the semester (10 points each). Reflection papers are an analysis of an in-class simulation. They should be 1,000 words maximum (3% deviance okay). The purpose of these papers is to help you achieve a greater level of awareness of yourself as a negotiator and foster a deeper understanding of the experience of negotiating. 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, feedback for yourself about what worked well and what you might do differently next time, and what unanswered questions you still have. In addition, each paper should reference at least one of the required readings and incorporate it into your self-reflection. That said, these papers are not a “test” of your research or formal writing skills. They are intended to be an exercise in self-awareness and an opportunity to engage in ongoing reflection and personal growth. I will post the grading rubric on Canvas.

You can write your first reflection paper on any in-class negotiation conducted up to the due date of this paper. Your second reflection paper can cover any in-class negotiation from the due date of the first reflection paper onwards.

Final Project: Real World Negotiation OR Case Analysis (20 points)

For the final project of the course, you have two options. Below is brief information on each:

Option 1: Real World Negotiation:

Analyze a real-life negotiation that you have participated in (during or prior to the course). You will reflect on your planning at the time of the negotiation and compare it to how you would have prepared for it after taking the course.

Then, you will analyse the process and outcome of the negotiation in light of your class learnings. The negotiation itself can be on any topic, personal or professional.

Option 2: Case Analysis

Analyze a negotiation from the news. This can be done for any type of negotiation (business, political, etc.). Similar to the above, the analysis should reflect your learnings from the class.

Both options will be presented as a narrated powerpoint presentation.

Peer Feedback (5 points)

After each negotiation exercise, you will rate your negotiation partner on three dimensions on a 100-point scale:

1. Preparation and commitment to the exercise.
2. Skill in gaining the best economic outcome for own side in the negotiation.
3. Skill in maintaining or strengthening the relationships outlined in the exercise.

- In addition to these quantitative measures, you will provide open-ended feedback on what they did well and what they can improve.

Your negotiation preparation score will be determined by the average of the ratings you received from all your counterparts during the semester.* You will receive only the aggregate ratings—responses will be de-identified.

**I will assess whether low outlier ratings are unduly influencing your score and adjust accordingly.*

READINGS:

Since I want to focus on learning by doing in the remote environment, I have kept assignments, including readings, relatively light. The assigned reading of the course is G. Richard Shell, *Bargaining for Advantage* (Penguin, 3rd edition 2018). Other readings will be posted on Canvas.

For those of you interested in learning more on negotiation, I recommend the below books: G. Richard Shell, *Bargaining for Advantage* (Penguin, 3rd edition 2018)

- Fisher, Ury & Patton, *Getting to Yes*, (Penguin, 3rd edition 2011)

And here are three fantastic leisure reads featuring a lot of negotiations.

- Burrough & Helyar, *Barbarians at the Gate*
- Packer, *Our Man: Richard Holbrooke and the End of the American Century*
- Leibovich, *This Town*

THE INSTRUCTOR:

I joined Penn in 2017 as a senior research fellow at the Psychology Department and a lecturer at the Wharton School. At Wharton, I teach negotiations in the undergraduate, MBA and Executive MBA programs. I received my PhD in Organizational Behavior and Theory at the Tepper School of Business at Carnegie Mellon University. Negotiation is my main area of expertise, both as a researcher and a teacher. I feel fortunate to have taught this fascinating topic to a diverse group of students in the United States, Europe and Middle East.

SOME FINAL NOTES:

Copyright:

I will record and make class sessions available to you online. Please understand that this exposes both the material that I have worked years to create and the details of negotiation cases that enable us to teach this class effectively. So I ask for your cooperation in using class material appropriately. That means you should use the material only for your educational purposes and not share them with anyone outside of class.

In addition, copyrighted material cannot be posted online. That means I will have to eliminate slides that contain copyrighted materials from the in-class materials before posting class slides online. I will do this by retaining the title of the slide so you can remember what it was about but leaving the content blank.

Office Hours:

Please sign up for office hours through Canvas Calendar. Instructions on how to do this is on Canvas. You can also email me for an appointment if my office hours don't work for you.

Late Assignment Policy:

Class preparation assignments and prep plans are not accepted late. For all other assignments, you can submit them late with a 10% late penalty per day the assignment is late.

Extra Credit Policy:

I like to think I am already fair when it comes to grading, thus eliminating the need for students to ask for extra credit at the end of the semester.

