

**LGST 206 & MGMT/OIDD 291 SECTION 406: Negotiation and Dispute Resolution
Spring 2021 Syllabus**

Instructor

M. Taheripour

Email: taheripo@wharton.upenn.edu

Office Hours: Tuesdays 12:00 – 2:00 pm, Appointment Required

Class sessions will be conducted in a synchronous, virtual format.

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 will be 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 in addition to the impact of perception, trust, relationships, ethics, and reputation. This class emphasizes the importance of being open-minded and intensely curious by using active listening and mindfulness techniques to cultivate authentic connections with your counterparts. We will redefine success during negotiations, demonstrating that the best outcomes are win-win and can be attained when negotiators clearly identify and commit to their goals and interests while also understanding their counterparts' interests.

At a time when personal connections are necessary for our physical, mental and emotional well-being, this class will help you develop meaningful relationships, provide a safe and non-judgmental environment for personal growth and empower you to find your voice and persuasively communicate your interests. The readings, assignments and discussions in this course are intentionally designed to help you improve and leverage your ability to have constructive conversations that advance you toward your personal and professional goals.

Required Reading: Dale Carnegie, **How to Win Friends & Influence People** (Pocket Books, 1998); 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); G. Richard Shell, **Bargaining for Advantage: Negotiation Strategies for Reasonable People** (3d. edition, Penguin, 2018); Mori Taheripour, **Bring Yourself: How to Harness the Power of Connection to Negotiate Fearlessly** (Avery, 2020); Bulk Pack of additional readings.

Recommended: Simon Rycraft, **Negotiation Hacks: Expert Tactics To Get What You Want** (Hacks Capital, 2020)

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)**. After we have completed the formal exercise debrief in class, you are only permitted to discuss the results with individuals in our course.

GRADING FACTORS

Please note that late assignments will not be accepted and extensions will not be granted. **Late assignments will receive a zero.** Please submit all assignments electronically via Canvas by 3:00 p.m. Eastern Time on the day of the class for 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 everyone. Your participation requires your active engagement in class discussions and activities. Your attendance is crucial in getting the most out of this class with respect to community building with your classmates and your own personal growth. The power of this class cannot be captured on recording. It is truly a personal journey that requires your commitment to the learning and your presence in discussions and exercises. Online (see below) and in-class discussions will significantly influence this grade.

Discussion Boards: The discussion boards are a platform to weigh in on important and thought-provoking subjects and compliment our exchanges in class. Discussion boards will be open for you to initiate dialogue after Classes 1 and 2 until 3:00 p.m. on the following Friday. After that time, the board will not accept new posts but will remain open for responses to existing threads.

Peer Evaluations (10%): Your class participation grade will be informed in part by peer evaluations of your performance. Using a survey posted on Canvas, you will submit performance ratings and written feedback for classmates you negotiated with during in-class exercises. **Please see page 5 for the evaluation criteria.** These evaluations are meant to provide constructive feedback to help you further develop your negotiation skills. They are not meant to intimidate you or to dissuade you from exploring and getting comfortable with your negotiation style.

PLEASE NOTE: It is your responsibility to keep track of your negotiation partners' performance throughout the semester to inform your evaluations at the end of the term.

Journal Entries (20%): Four (4) negotiation journal entries (each *no more than* two pages, double-spaced) are due throughout this semester. They will be graded according to the scale below. **Please see page 6 for the required format.**

You must discuss readings* assigned for the class in which the exercise was conducted for full credit (4 points).

5 points: Journal entry exceeds expectations and is awarded 1 bonus point, at grader's discretion. It is well written and deeply introspective with discussion about how your learnings in this class are helping you to achieve your personal growth goals.

4 points: All required points and assigned readings* discussed in sufficient detail. (*See page 6 for detailed instructions.)

3 points: Most required points addressed but lacking self-reflection or application of assigned readings in one or more areas.

Speaker Reflection: In lieu of a journal entry for Class 11, you will submit a 250-word (1 page maximum) summary of your takeaways from the guest speaker's presentation. Your reflection should focus on how you will apply what you learned to future negotiations.

Personal Negotiation Analyses (30%):

Analysis #1: You will write a three-page, double-spaced reflective analysis of your past negotiation experiences and how those experiences influenced you 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 *Bring Yourself*, *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.

Team Project – Analytical Paper and Presentation (30%): You and a partner will choose a negotiation topic for an analytical paper using concepts learned through this course. **Your analysis – not summary – of the negotiation is the key determinant of your grade.** The paper will be due (submitted on Canvas) by 3:00 p.m. prior to Class 13. Additionally, your team will share takeaways from your analysis with the class in a **three-minute (not graded) oral presentation during Class 13.** For more details, please see the description of this assignment on page 7.

CLASS TOPICS AND ASSIGNMENTS

Class 1: January 26th – Distributive Bargaining: The “Zone of Agreement”

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

Class Activity: Cessna Negotiation Exercise; Review Syllabus

Due by 3:00 p.m. on Canvas: Signed Non-Disclosure Agreement (see page 9)

Class 2: February 2nd – Foundations #1 and #2: Bargaining Styles and Expectations

Required Reading: *Bargaining for Advantage (BFA)* Intro and Ch. 1-2; BP #2-3

Class Activity: The Startup Job Negotiation Exercise

Due in Class: Negotiation Style Analysis Results (BP #2)

Class 3: February 9th – Foundation #3: Standards and Agents

Required Reading: *BFA* Ch. 3; BP #4

Class Activity: Jade Bowl Negotiation Exercise

Due by 3:00 p.m. on Canvas: Personal Negotiation Analysis 1 (see page 2 for details)

Class 4: February 16th – Foundations #4 and #5: Relationships and Interests

Required Reading: *BFA* Ch. 4-5, 7; BP #5; *HWFIP* Part 2 sections 1, 5

Class Activity: The Opera Problem Negotiation Exercise

Due by 3:00 p.m. on Canvas: Journal Entry 1* and Analytical Paper Topic Description

For Journal Entry 1*: Jade Bowl

Required References: *BFA* Ch. 3; BP #4

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

Class 5: February 23rd – Team Analytical Paper Preparation

Class 6: March 2nd – Foundation #6: Leverage

Required Reading: *BFA* Ch. 6, 8, 9, 11; BP #6

Class Activity: Criollo Pears Negotiation Exercise

Due by 3:00 p.m. on Canvas: Journal Entry 2

For Journal Entry 2: The Opera Problem

Required References: *BFA* Ch. 4-5, 7; BP #5; *HWFIP* Part 2 sections 1, 5

Class 7: March 9th – Ethics

Required Reading: *BFA* Ch. 12; *HWFIP* Part 4; *CC* Ch. 4-5

Class Activity: Acme Roofing Negotiation Exercise

Due by 3:00 p.m. on Canvas: Journal Entry 3

For Journal Entry 3: Criollo Pears

Required References: *BFA* Ch. 6, 8, 9, 11; BP #6

Class 8: March 16th – Guest Speaker

Due by 3:00 p.m. on Canvas: Journal Entry 4*

For Journal Entry 4*: Acme Roofing

Required References: *BFA* Ch. 12; *HWFIP* Part 4; *CC* Ch. 4-5

**See special instructions for Question 2 on page 6 of syllabus*

Class 9: March 23rd – Coalitions

Required Reading: *BFA* Ch. 10; *HWFIP* Part 3 sections 5-6, 10-11

Class Activity: Federated Science Fund Negotiation Exercise

Class 10: March 30th – No Class

Class 11: April 6th – Cross-Cultural Negotiations

Required Reading: *Bring Yourself* Part I; BP #7-9

Class Activity: Guest Speaker; Peer Evaluation Feedback

Due by 3:00 p.m. on Canvas: Personal Negotiation Analysis 2 (see page 2 for details)

For Personal Negotiation Analysis 2:

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

Class 12: April 13th – Multi-Party Negotiations

Required Reading: *Bring Yourself* Part II Ch. 5-7; BP #10-11

Class Activity: The Hospital Committee Negotiation Exercise

Due by 3:00 p.m. on Canvas: Speaker Reflection

Reminder: Online Peer Evaluations due Thursday, April 16th by 3:00 p.m. on Canvas

Class 13: April 20th – Team Final Presentations & Multi-Party Negotiation Wrap-Up Discussions

Class Activity: Team Final Presentations

Required Reading: *Bring Yourself* Part II Ch. 8-10

Due by 3:00 p.m. on Canvas: Team Analytical Paper (see page 7 for details)

Class 14: April 27th – CLOSING

ASSIGNMENT SCHEDULE

Date Due	Assignment	Assignment Instructions
Feb. 9	Personal Negotiation Analysis #1	Write a three-page, double-spaced reflective analysis of your past negotiation experiences and how those experiences influenced you 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, the bargaining process, etc.)?
Feb. 16	Journal Entry 1: Jade Bowl and Analytical Paper Topic Description	<p style="text-align: center;"><u>Required References:</u> BFA Ch. 3; BP #4</p> <p style="text-align: center;"><i>*See special instructions for Question 4 on page 6 of syllabus.</i></p> <p>One paragraph description of paper due. Your paper topic will be reviewed to ensure its feasibility and feedback will be provided.</p>
March 2	Journal Entry 2: The Opera Problem	<p style="text-align: center;"><u>Required References:</u> BFA Ch. 4-5, 7; BP #5; HWFIP Part 2 sections 1, 5</p>
March 9	Journal Entry 3: Criollo Pears	<p style="text-align: center;"><u>Required References:</u> BFA Ch. 6, 8, 9, 11; BP #6</p>
March 16	Journal Entry 4: Acme Roofing	<p style="text-align: center;"><u>Required References:</u> BFA Ch. 12; HWFIP Part 4; CC Ch. 4-5</p> <p style="text-align: center;"><i>*See special instructions for Question 2 on page 6 of syllabus</i></p>
April 6	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>Bring Yourself</i> , <i>Crucial Conversations</i> and <i>How to Win Friends & 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 13	Speaker Reflection: Cross-Cultural Negotiations	Write a 250-word reflection on your takeaways from the guest speaker presentation in Class 11. Your reflection should focus on how you plan to apply what you learned to strengthen your future negotiation performance.
April 16 @ 3 pm	Peer Evaluations	You will rate and provide written feedback on your peers' negotiation performance over the full term. Performance ratings use a 1-10 scale to assess the following: 1) Overall preparation for and commitment to the exercise; 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. Your written feedback will highlight one or more of your counterparts' strengths and suggest one area for improvement. You must manually keep track of your partners as you go along and submit evaluations only for those with whom you've negotiated.
April 20	Team Analytical Paper	Choose a negotiation topic to explore and conduct a thorough analysis supported by concepts learned in this course — both in class and in the assigned readings — as well as outside research. Your paper should include a case study or example of a high-profile or other well-documented real (not personal) negotiation to support your analysis and chosen area of focus. Your analysis is the most significant aspect of your paper and therefore should be the majority of your content. See page 7 for more details.
April 20	Team Presentation	Your team will deliver a three-minute presentation highlighting your takeaways from the negotiation topic you analyzed in your paper. See page 7 for details.

NEGOTIATION JOURNAL ENTRY REQUIRED FORMAT

GENERAL INSTRUCTIONS

Journal entries are not mere summaries of the outcomes from our in class exercises; rather they are an opportunity for you to reflect on your progress as you become a more confident and more effective negotiator. To maximize the benefit of these journal entries, please be thoughtful and introspective. I encourage you to be honest and transparent, as doing so will allow you and me to evaluate your personal growth throughout the semester.

Please write no more than **two pages (double-spaced)** placing emphasis on the quality of your insights. You may complete your journal entries with separate responses to each question or as one cohesive piece as long as all points are clearly addressed.

For full credit (4 points) you must cite at least two required readings from different sources* and discuss why you found those readings helpful and how you applied concepts from those readings to your preparation and performance in the negotiation exercise. To cite concepts from the readings, you may use simple parenthetical citations listing the author and article name, or book title and chapter number.

***Required reading sources are The Bulk Pack and each required book assigned for the class in which the exercise was completed.** You need only choose two different sources from which to cite and discuss applied concepts, regardless of how many chapters/articles from any one source are assigned for the class. For example, the required readings for Journal Entry 1 are BP #1; CC Ch. 1-2; and HWFIP Part 1. You could choose to cite and discuss how you applied one concept from BP #1 and one concept from CC Ch. 2 to meet the citation requirement.

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 outcome. This should be the shortest section of your journal entry.
2. **Discuss a minimum of TWO required readings that you you felt were most helpful for your preparation and performance and how you tried to apply concepts from those readings to the actual negotiation.**

***Additional Instructions for Journal Entry 4:** Describe the three "Schools of Bargaining Ethics" (*Bargaining for Advantage* Chapter 12). Discuss which approach you most identify with and why.

3. 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?
4. Identify the negotiation skill you'd like to personally develop (given the outcome of this negotiation) and any realized improvement from your negotiation experiences in previous classes.

***Additional 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?

5. Summarize your most important take-away from the debriefing. How will you apply this insight to future negotiations?
6. 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?

TEAM ANALYTICAL PAPER AND PRESENTATION: DETAILED DESCRIPTION

SUBMIT A PARAGRAPH DESCRIBING YOUR TOPIC IN CLASS 5, FEBRUARY 23rd

ANALYTICAL PAPER IS DUE ON CANVAS BY 3:00 PM, APRIL 20th
TEAM PRESENTATIONS ARE DURING CLASS 13, APRIL 20th

This is your chance for you and a partner to demonstrate your ability to analyze negotiations as a team of consultants, advisors, or strategists— something we will do throughout the course. In Class 3 you will be assigned a partner to work with on this final project. The two of you must select a negotiation topic of your choice (further details to be discussed in class) to explore and analyze through both a written paper and oral presentation. Your paper and presentation should include a case study or example of a high-profile or other well-documented negotiation to ground your analysis. **Both partners must equally contribute to the paper and deliver the presentation.** Only the paper will be graded.

Do not use a personal negotiation you face or have faced in the past as the case study or cited example for this project. Personal topics are to be used as the focus of your Personal Negotiation Analysis assignments. Viable topics include gender negotiation, cross-cultural negotiation, and conflict and dispute resolution. Case study examples may be found in (but are not limited to) sports and entertainment (athlete salary negotiations, collective bargaining agreements), history (Camp David Summit, Cuban Missile Crisis), and business (Disney and Lucasfilm, UPS and Teamsters). The topic should be of interest to both of you, and the negotiation you select for your case study should have enough information available to facilitate an in-depth analysis of the negotiation and discuss relevant and applicable takeaways.

ANALYTICAL PAPER

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/case study example (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 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. Papers that merely summarize the facts of the negotiation without a thesis and proper analysis will not be favorably graded. We are looking for in-depth and thoughtful analysis, not a regurgitation of facts. 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)

PRESENTATION

Your presentation must be **no more than three minutes in length**. It should focus on discussing applicable takeaways from the negotiation topic you selected through the lens of concepts learned in this class and through your outside research. You are welcome to use visual aids such as slides, timelines, or other media to enhance your presentation, **but they are not required.**

NEGOTIATION AND DISPUTE RESOLUTION CLASS FAQ'S

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 (4 points), 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 from 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 *Bring Yourself*, *Crucial Conversations* and *How to Win Friends & Influence People* and how the concepts presented in those books have influenced your approach to negotiation.

TEAM PROJECT

1) Q: Are there a certain number of sources that are required for the analytical paper?

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 topics, if the subject area is well researched.

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

A: You should not spend more than 1 page of your paper or a brief portion of your presentation on factual material. A good project has a rough percentage of **20% factual, 80% analytical** content.

4) Q: Can we change topics after we turn in our negotiation topic without telling Professor Taheripour or the TAs?

A: You may change your topic but should alert Professor Taheripour and the TAs. Please note that changing topics very late into the semester may leave you scrambling to finish the project, 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 project 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.**
- **Do not share, copy or distribute the exercises used in this 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: _____