

***Advanced Topics in Negotiation***  
***OIDD 2920***  
**2024**

*Instructor*

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Office Hours: Wednesday 1:30-3pm and by appointment

Class Sessions, 3:30-6:30pm

October 23, 30

November 6, 13, 20

December 4

*Course Objectives*

This course is designed to teach negotiation principles and to enable student to develop their negotiation skills. This course builds upon and assumes familiarity with negotiation concepts covered in the prerequisite for this course: "Negotiations." I will assume that students have a basic foundation of core negotiation concepts (e.g., BATNA, integrative negotiations, Pareto efficiency, Reciprocity). I realize that students will come to this class from a variety of negotiation courses, but I will expect you to be familiar with basic concepts (e.g., those covered in books like "Negotiation Genius," "Bargaining for Advantage," and "Heart and Mind of the Negotiator").

In this course, we extend the study and practice of negotiations, and we develop a deeper understanding of different types of negotiations (e.g., crisis negotiations) and how specific aspects of the negotiation process (e.g., emotions) impact outcomes. Though we will consider dyadic negotiations, we will focus on multi-party negotiations. Through course lectures, case discussions, readings, and exercises, students will develop a rich framework for thinking about the negotiation process and acquire tools for guiding the negotiation process.

*Course Format*

This course has several components. We will complete negotiation exercises in class. We will debrief our exercises, discuss historic negotiations, and cover negotiation theory. I will ask you to complete some write-ups and to conduct a negotiation outside of class. There is also a quiz at the end of the course. I expect high engagement in each component of the class. This class involves a very high level of participation. We will be conducting multi-party negotiations in class (e.g., with six parties) and we will be debriefing these exercises. This course is far more sensitive to attendance than other courses. If you will need to miss classes or if you will have a hard time showing-up to class on time, I would encourage you to enroll in a different course. Arriving late will harm your grade. Missing class sessions will harm your grade. There are only six class sessions. Missing one class session will lower your grade by a full letter grade. Missing two class sessions will cause you to fail the course.

*Readings*

There are a few short articles and one long article "Negotiation" (forthcoming in the *Handbook of Social Psychology*). I am asking you to read these materials outside of class.

I will also ask you to prepare negotiation case materials (but not before the first day of class). I will distribute these case materials via iDecisions.

I will also ask you to watch a video that I will post on Canvas.

### *Class Participation*

**During class discussions and lectures, do not use technology. That is, I am asking you not to use your cell phone, not to use your tablet, and not to use your laptop during class lectures and discussions.** You can use your technology during the negotiations themselves.

### *Peer Evaluation*

After each negotiation, I will ask you to complete a peer evaluation. I will give you a grade for completing this assignment. And you will receive a grade based on the scores you receive. At the end of each day, I am asking you and your classmates to evaluate each of you along two dimensions:

- (1) How would you rate this classmate's contribution to class discussion?
- (2) How effective was this classmate in developing relationships during the negotiation process?

### *Write-ups*

There is an "Actual Negotiation" assignment. This assignment is described below.

There is a "Prep Sheet for Negotiations" due for one of the negotiations. This is described below.

### *Quiz*

We will have a quiz at the end of course. The quiz will ask questions about the assigned readings and material we cover in class.

### *Negotiation Exercises*

Most of these exercises will be distributed via iDecisions. You will need to create an iDecisions account and access exercise materials online. You will need a tablet or laptop to do this. We will discuss this in class on the first day.

I will grade a subset of the negotiation exercises. I have not identified in advance which of the cases I will grade. Prepare for each case as if it is graded. I will compare performance within a role. (Your performance within a role will be compared with the performance of 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. Missing a case will earn a score of 0.

There are two additional rules about the cases: (1) Though you can reveal information during the course of negotiations, do not share confidential information with other students outside of your negotiation experience. I consider a violation of this rule to be a violation of the Wharton honor code. (2) Do not reveal your point structure.

### *Grading*

- (1) Instructor's class participation assessment: 20%
- (2) Peer evaluation: 25%
- (3) Performance on Negotiation Exercises: 15%
- (4) Write-up: 15%
- (5) Quiz: 25%

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## Negotiations

### Actual Negotiation Write-up

During this course you are required to go out and actually negotiate for something. You can negotiate for anything—dry cleaning services, a taxi bill, a restaurant meal, or a couch. This assignment should be the impetus for the negotiation. That is, I would like to see you initiate a negotiation that you would not have engaged in otherwise.

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 might actually want. (Note: the negotiations should take place after the course starts.)

In your write-up I will be looking for (and grading) 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/or others from this exercise?

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

## Prep Sheet for Negotiations

### Strategic Questions

- (1) What is your objective in this negotiation?
- (2) What happens if you reach an impasse?
- (3) What happens if a deal is reached that is particularly bad for you? How could this happen?
- (4) What is/are your counterparts' goals in this negotiation?
- (5) What leverage do you have in the negotiation?
- (6) What leverage do your counterparts have?
- (7) What would cause your counterparts to walk away from a deal?
- (8) Create an interests table with "roles" for each column and "issues" for each row. What information do you know/not know that you would like to know?
- (9) Who is likely to have similar/conflicting interests?
- (10) What coalitions might you like to form?
- (11) What coalitions might others form without you?

### Specific

- (1) What information would you like to learn from your counterpart? (See the Interests Table.)
- (2) What questions should you ask?
- (3) What might it tell you if you don't get a satisfying response to your questions?
- (4) What information would you like \*not\* to reveal?
- (5) What questions are you likely to be asked?
- (6) How might you answer a direct question about sensitive information?

<b><u>Session</u></b>	<b><u>Topic</u></b>	<b><u>In Class</u></b>	<b><u>Prepare/Hand in</u></b>	<b><u>Readings</u></b>
1	Distributive Negotiations	Exercise #1		Strategy; ERRO; HSP
2	Multi-party & Rankings	Exercise #2	Peer Eval	Team
3	Multi-party & Coalitions	Exercise #3	Peer Eval; Prep Sheet	Multiparty
4	Crisis & Active Listening	Exercise #4	Peer Eval; Waco Video	Questions
5	Multi-party & Teams	Exercise #5	Peer Eval; Act. Neg.	Getting to Si
6	Multi-party & Goals	Exercise #6	Peer Eval; Quiz	Alcohol