

Time: Tue or Wed 3:30-6:30pm

Location: TBA

Professor Drew Jacoby-Senghor

dsenghor@berkeley.edu

Office Hours: by appointment

Teaching Assistant:

To be enrolled in the class, you must be present for the first class.

COURSE OVERVIEW

Negotiations and conflicts are everywhere. From low stakes disputes about when and where to hold the next work meeting to high stakes clashes about strategic direction and boardroom contractual agreements, effective negotiators tend to fare better in the long run. Rather than shy away from disputes, effective negotiators get the most out of them both in terms of the instrumental value they carry away and in terms of the relationships and reputations they leave behind. Virtually everyone could stand to improve their negotiation skills and, fortunately, virtually everyone can develop in this area.

This course aims to help students improve their skills in two fundamental ways.

- **Knowledge-oriented.** To be more effective negotiators, students learn frameworks and concepts for analyzing negotiations and conflicts at a more sophisticated level. Students will acquire terms and models for identifying different types of conflicts and the potential costs and benefits of various strategies and tactics. By the end of the course, students should be able to interpret situations, plan tactics, and recognize and react to their counterpart's behavior.
- **Practice-oriented.** To be more effective negotiators, students complement their analytical tools with behavioral skills. Negotiations and conflicts ultimately come down to behaviors—how you open a potentially volatile conversation, how you uncover information, how you frame an offer or a concession. Practicing these behaviors and understanding other parties' reactions to them is essential to becoming a more effective negotiator. The course provides a platform for students to practice these skills hands-on, an opportunity to identify their strengths and weaknesses, and provides feedback, discussion, and occasions for reflection.

This course seeks to develop these skills and provide students with frameworks for analyzing negotiations at a more sophisticated level. We give you the opportunity to identify your strengths as a negotiator and to work on your weaknesses. The course will provide a conceptual framework to diagnose problems, promote agreement, and cut your losses where warranted. Perhaps most importantly, this course is an opportunity for you to experiment with different techniques and to explore what does and what does not work for you at the bargaining table.

COURSE FORMAT

This is a highly interactive course. Becoming the most effective negotiator is best achieved via hands-on experiences coupled with lectures, discussions, readings, and reflections on the underlying concepts.

There will be one or more role-play exercises in every class period. These exercises have been selected to help illustrate points in readings and lectures and to motivate further reflection. These exercises will put you in new, and potentially uncomfortable, situations, but within the safe environment of the classroom. In these exercises, you are urged to try out new behaviors and tactics based on your own reading and reflection.

The course begins with basic dynamics in negotiation and adds complexity in stages. Through role-play exercises, lecture, reading, and discussion, you will learn about negotiating multiple issues, negotiating with multiple parties, mediation, agents, and coalitions. Some exercises involve numerical analyses, others involve qualitative conflicts. By the end of the course, it is our hope that you will be able to approach most conflicts or negotiations comfortably and confidently: analyzing their nature, understanding your objectives, and plotting an approach that will give you the best shot at achieving your goals.

ATTENDANCE

Because this course is extremely experiential and is all about practicing and improving your negotiation skills using carefully curated role-play, **attendance is essential**. This is not only because I want you to get the most out of this class, but also because most exercises involve pairs or groups of students working together. Being absent without prior notice does not only hurt your own learning experience, but also that of your fellow classmates.

Thus, attendance is required for all class sessions and absences will carry a grade penalty (see Grading). On the flipside, if you attend and participate in class every week, you will likely do very well in the course. The first session sets the stage for the entire course and, therefore, attendance in the first session is mandatory.

READINGS

All readings are optional and are intended to be an additional resource for students to use to further develop their base of knowledge and skill set. The goal is to give you the opportunity to dig as deep as you wish in order to develop, strengthen, and hone your negotiation skills.

Readings will be drawn from several books and articles. Feel free to save money by buying previous editions of these books. **If purchasing books, consider your local bookstore; They need your love and support.**

- *Getting to Yes: Negotiating Agreement Without Giving In* (by Fisher, Ury, and Patton)
- *Difficult Conversations* (Stone, Patton, and Heen)
- *Essentials of Negotiation* (by Lewicki, Barry, and Saunders)

GRADING

There will be no exams and I keep assignments minimal. Instead, I ask for active participation in class. Part of this participation will involve preparing for negotiations in advance, reflecting on exercises, building models, and completing assignments that ask you to reflect on your development. Please note that a large portion of the grade is dedicated to attendance and in-class participation. My grading scheme reflects the importance I place on active hands-on-learning, and as such there is no way to make up for missing a class.

Four components make up your grade: 1) required attendance participation, 2) assignments, 3) a real-world negotiation analysis, and 4) a final paper.

The second-to-last page of this syllabus provides a summary table of assignments.

» Required participation: 50% of grade

Participation includes several components:

- Attendance at all class sessions (see notes above on Attendance)
- Active, substantive involvement in simulations (see Role Play Ground Rules below)
- Engagement, discussion, and comments in class (quality is more important than quantity)
- Timely completion of participation exercises including:
 - *Initial online assessment.* Students will complete several online surveys that will provide feedback for themselves and their classmates.
 - *Pre-negotiation preparation documents.* For several class sessions, students will be asked to upload a document in advance of the session. These may include an overall strategy outline, talking points, and/or a quantitative model that outlines your valuation of deal elements.
 - *Email negotiation.* Students will engage in an email negotiation with a peer outside of class. A reflection and feedback component will follow this negotiation.
 - *Classmate video analysis:* Students will review a recording of a peer negotiating in class and provide feedback.

» Menu assignments: 20% of grade

To give students some flexibility in managing their workloads and tailoring their learning experience to their needs, six assignments are offered as a menu. To earn the highest grade in the course (an 'A'), students must earn full credit for **all** of these assignments. To pass the course, students must earn full credit for **at least one** of these assignments. These assignments will be described in greater detail as the course goes along.

- Conflict cycle analysis
- Reading reflection
- Negotiation coaching exercise
- Self video analysis
- Negotiation in the news

» Real world negotiation analysis: 20% of grade

This analysis can be either an individual or two-person project reviewing some kind of real world negotiation or conflict. The topic could be some kind of explicit transaction or deal, but could also be a qualitative dispute or conflict. One approach would be a “*real time*” analysis of an event that happens during the course itself, such as negotiating with an employer, bargaining with a contractor, or a personal dispute. For students looking to apply course concepts to new negotiations with real stakes, conducting a new real life negotiation is encouraged. The paper could cover planning for the conflict in advance (including assumptions or expectations), a description of the conflict itself as it unfolded, and a reflection and analysis of the conflict (e.g.,

Were any assumptions wrong? What were the economic and relational consequences of the conflict? How might the conflict have gone differently?). Another approach would be a thoughtful analysis of a *past conflict or deal*, including discussion of the background and context, the dynamics of the conflict or deal itself, and the consequences of the exchange. An effective analysis would also likely feature some observations about what went well/poorly and how things might have gone differently.

Creative approaches are encouraged. The overarching objective is to think carefully about a real world conflict or negotiation and apply some of the concepts and tools featured in the course. While the details of any given case are important to note and consider, another goal is to coax some larger and more enduring lessons (e.g., good practices) that may be applied elsewhere.

A paragraph or two describing your planned real world negotiation analysis is **due in Session 6**. Individual papers should be 4-6 double-spaced pages. No more than two pages should be devoted to describing the details of the negotiation, though one page should suffice for most negotiations. The remainder of the paper should focus on analysis. The expectations in terms of depth and coverage are expanded with two people on the project (although a two-person paper is not necessarily expected to be twice the length of an individual paper). The choice to work independently or in pairs is up to students. The paper is **due in Session 9**. We may discuss some of these analyses (if students volunteer to do so) in our final class session.

» Final paper: 10% (*optional*)

The form this paper takes is flexible, but several models have proven to be meaningful and substantive for students. One is a self-assessment paper in which you analyze yourself, including your style and its strengths and weaknesses, based on your experience in the course, the feedback you received, as well as other experiences. This analysis could culminate in an action plan for developing as a negotiator. Another effective model is to construct a coherent personal “theory of negotiation” that reflects what you believe are the fundamental dynamics and best practices of negotiation as they relate to you. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation manual that reflects a meaningful amount of reflection, synthesis, and application. Final papers should be 4-6 double-spaced pages long (length could vary for a negotiation exercise) and are **due in Session 10**.

Note that this paper is NOT mandatory. If you would like an “A” in the class, doing the assignment is necessary (but not sufficient to guarantee an “A”).

LATE ASSIGNMENT POLICY

Need to hand in something late? No need to ask for an extension! Just be aware that I subtract 25% per every day an assignment is late. There are two exceptions to this rule: (1) the prep work that you need in advance of negotiations which must be completed on time as it is the source for an activity that week; (2) the Final Paper (for which there are **no** exceptions).

ROLE PLAY GROUND RULES

Having a constructive learning environment is essential to this course’s effectiveness. Everyone plays a part in this. Here are some ground rules for our role-play exercises:

1. You are expected to be on time for class meetings and, when applicable, to arrive prepared for in-class negotiation exercises.

2. You should not show your confidential role instructions to other parties during a negotiation, nor should you directly read them aloud. At your discretion, you can choose to speak about your interests to the other side. Once the negotiation is complete, you should still keep your instructions private, unless instructed otherwise. We will debrief most of our cases collectively in class.
3. Feel free to “ad lib” in these exercises to provide rationales and explanations for your character’s preferences—say things you think the character would say. That said, you should adopt the given payoff tables as reflecting your preferences. You should not make up facts that materially change the power distribution of the exercise.
4. The exercises are an opportunity to experiment. Unusual tactics (or at least ones that are different for you) add variety and can benefit the group discussion. However, steer clear of anything that verges on physical intimidation, sexual harassment, or personal abuse.

EXERCISES, RECORDS, AND RESEARCH

Because I want to encourage experimentation, I do not grade based on your negotiation outcomes. Yet I do carefully record the outcomes and, for some exercises, your answers to questions in the exercise materials. Sometimes I will show the overall patterns in this data to demonstrate points about negotiation principles. The data are also used in a continual process of refining exercises and developing new ones. Just as prior students have contributed to your learning experience by contributing this data, you will be contributing to future classes by answering questions about your outcome and tactics in the course of the exercises. Identifying information is removed from the datasets after the term ends, so the records become anonymous at this point. At times in the past, faculty have drawn on these “anonymized” datasets reflecting years of classes for statistical analyses related to research hypotheses concerning negotiation dynamics. If you prefer that any records from your participation in class be deleted from datasets if they are used for any research purpose, please tell the instructor or teaching assistant and your record will be deleted after the class is complete.

SESSION 1 (August 27/28): Introduction

<i>Readings (read after session)</i>	<i>Essentials of Negotiation</i> Ch 1 “The nature of negotiation” <i>Getting to Yes</i> Ch 6
<i>Assignments given</i>	Real-world negotiation paper (due Session 11) Final paper (due Session 12) Online assessment 2 (due BEFORE Session 2)
<i>Assignments due</i>	Initial online assessment 1 (complete BEFORE Session 1)

SESSION 2 (September 3/4): Distributive bargaining

<i>Readings (read after session)</i>	<i>Essentials of Negotiation</i> Ch 2 <i>Getting to Yes</i> Ch 8
<i>Assignments given</i>	Distributive action planning (due Session 3) Video analysis comments to assigned classmate (due Session 5) Self video analysis (due Session 9)
<i>Assignments due</i>	Initial assessment 2 (due BEFORE Session 2)

SESSION 3 (September 10/11): Positional bargaining

<i>Readings (read after session)</i>	<i>Getting to Yes</i> Ch. 1-3 <i>Difficult Conversations</i> Ch 5-6 <i>Constructive conflict</i> (Follet)
<i>Assignments due</i>	Distributive Action Planning

SESSION 4 (September 17/18): Integrative bargaining, Part 1

<i>Readings (read after session)</i>	<i>Essentials of Negotiation</i> Ch 3 <i>Getting to Yes</i> Ch 4-5 <i>Know your objectives</i> (Benoliel & Cashdan)
<i>Assignments given</i>	Prepare Park Bar Excel model (complete BEFORE Session 5) Negotiation in the news (due in Session 9)

SESSION 5 (September 24/25): Integrative bargaining, Part 2

<i>Readings (read after session)</i>	<i>Essentials of Negotiation Ch 4 Difficult Conversations Ch 1-4 "Scoring a deal" (Ames, Larrick, & Morris)</i>
<i>Assignments given</i>	Email negotiation (due in Session 6)
<i>Assignments due</i>	Excel model for Park Bar Video analysis comments to assigned classmate

PART 2: NEGOTIATION DYNAMICS

SESSION 6 (October 1/2): Conflict + Mediation

<i>Readings (read after session)</i>	<i>Essentials of Negotiation Ch 5-6 Difficult Conversations Ch 5-12 Managing Conflict (Watkins Ch 7) How to choose effectively and How to promote cooperation (Axelrod)</i>
<i>Assignments given</i>	Email negotiation analysis (due in Session 7) Conflict cycle exercise (due in Session 7)
<i>Assignments due</i>	Email negotiation

No class Oct 8/9 or Oct 15/16

SESSION 7 (October 22/23): Interpersonal and contextual dynamics

<i>Readings (read after session)</i>	<i>Your bargaining style (Shell Ch 1) Why you need to ask (Babcock & Laschever)</i>
<i>Assignments given</i>	Conflict cycle exercise (due in Session 9) Reading reflection (due Session 10)
<i>Assignments due</i>	Email negotiation analysis Conflict cycle exercise Draft plan for real world negotiation paper

SESSION 8 (October 29/30): Trust and deception

<i>Readings (read after session)</i>	<i>Essentials of Negotiation Ch 8-9 Confronting lies and deception (Malhotra & Bazerman, Ch 9) Bargaining with the devil ... (Shell Ch 11)</i>
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Assignments given Prepare for mediation case (conducted in next class)
Negotiation coaching exercise (due Session 11)

Assignments due Self video analysis (menu assignment)

PART 3: COMPLEX NEGOTIATIONS

SESSION 9 (November 5/6): Agents + Diversity

*Readings
(read after session)* *Essentials of Negotiation* Ch 10-11

Assignments due Negotiation in the news (menu assignment)

SESSION 10 (November 12/13): Coalitions

*Readings
(read after session)* *Enhancing your negotiating power* (Benoliel & Cashdan)
Multiple parties, coalitions, and teams (Thompson Ch 9)
Get all the parties right (Lax & Sebenius)
Map the players, change the game (Ames)

Assignments given Prepare Excel model for Metro Tower (due **BEFORE** Session 11)

Assignments due Reading reflection (menu assignment)

SESSION 11 (November 19/20): Team negotiation

*Readings
(read after session)* *Essentials of Negotiation* Ch 12
Getting to Yes "In conclusion"
A primer on personal development (Ames, Mason, & Carney)

Assignments due Excel model for Metro Tower
Real-world negotiation paper

SESSION 12 (Dec 3/4): Conclusion

Assignments due Final paper
Negotiation coaching exercise (menu assignment)

SUMMARY OF ASSIGNMENTS

Assignment	Format	Grading	Due
Initial assessment 1	Complete online survey (see Canvas site under "Pages" on left panel)	Required	BEFORE Session 1
Initial assessment 2	Complete online survey (see Canvas site under "Pages" on left panel)	Required	BEFORE Session 2
Distributive Action Planning	Upload to course website	Required	Session 3
Classmate video analysis	Upload to course website	Required	Session 5
Excel model for Park Bar	Upload worksheet to course website (be prepared to use in class)	Required	Session 5
Email negotiation	Complete email negotiation and capture entire transcript in Word doc	Required	Session 6
Email negotiation analysis	Upload annotated transcript to course website	Required	Session 7
Draft plan for real world paper	Upload to course website	Required	Session 7
Conflict cycle exercise	Upload to course website	Menu assignment	Session 7
Self video analysis	Upload to course website	Menu assignment	Session 8
Negotiation in the news	Upload to course website	Menu assignment	Session 9
Reading reflection	Upload to course website	Menu assignment	Session 10
Excel model for Metro Tower	Upload worksheet to course website (be prepared to use in class)	Required	Session 11
Real world negotiation analysis	Upload to course website	Required	Session 11
Negotiation coaching exercise	Upload to course website	Menu assignment	Session 12
Final paper	Upload to course website	Required for A	Session 12

READER: TABLE OF CONTENTS

Author(s)	Reading
Benoliel, Michael and Cashdan, Linda	"Know your objectives" (Ch II from <i>The Upper Hand</i>)
Ames, Daniel, Larrick, Richard, & Morris, Michael	"Scoring a deal: Valuing outcomes in multi-issue negotiations" (<i>Columbia CaseWorks</i> article)
Follett, Mary Parker	"Constructive conflict"
Shell, G. Richard	"The first foundation: Your bargaining style" (Ch 1 from <i>Bargaining for Advantage</i>)
Babcock, Linda and Laschever, Sara	"Why you need to ask" (Ch I from <i>Ask for It</i>)
Axelrod, Robert	"How to choose effectively" and "How to promote cooperation" (Chs 6 and 7 from <i>The Evolution of Cooperation</i>)
Watkins, Michael	"Managing conflict" (Ch 7 from <i>Breakthrough Business Negotiation</i>)
Shell, G. Richard	"Bargaining with the devil without losing your soul" (Ch 11 from <i>Bargaining for Advantage</i>)
Malhotra, Deepak and Bazerman, Max	"Confronting lies and deception" (Ch 9 in <i>Negotiation Genius</i>)
Benoliel, Michael and Cashdan, Linda	"Enhance your negotiating power" (Ch VII from <i>The Upper Hand</i>)
Thompson, Leigh	"Multiple parties, coalitions, and teams" (Ch 9 in <i>The Mind and Heart of the Negotiator</i>)
Lax, David and Sebenius, James	"Get all the parties right" (Ch 4 from <i>3D Negotiation</i>)
Ames, Daniel	"Map the players, change the game: Evaluating who is—and should be—involved in deals and decisions" (<i>Columbia CaseWorks</i> article)
Ames, Daniel, Mason, Malia and Carney, Dana	"A primer on personal development" (<i>Columbia CaseWorks</i> article)