

LGST & MGMT/OIDD 2910 SECTION 406: Negotiation and Dispute Resolution

Tuesday 3:30 – 6:30 PM

JMHH F45

Spring 2023 Syllabus

Instructor

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

Office: JMHH 652

Course Description: This class delivers practical knowledge of negotiation theory and reframes widely held approaches to and perceptions of bargaining – from contentious to collaborative and from win-lose to creative problem solving for value creation. Structured negotiation simulations with peers will provide you with opportunities to explore your negotiation style by applying learned concepts and to receive candid, real-time feedback.

Course Objectives: You will learn foundational principles of bargaining and be encouraged to explore your own approach to negotiation as you reflect on personal experience and gain a clearer sense of your goals, negotiation style, values, interests, and resources. 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.

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 below).

Required Reading: G. Richard Shell, *Bargaining for Advantage: Negotiation Strategies for Reasonable People* (3d. 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); Mori Taheripour, *Bring Yourself: How to Harness the Power of Connection to Negotiate Fearlessly* (Avery, 2020). **Bulk Pack of additional readings** (on Study.net, accessible via Canvas. Bulk Pack Table of Contents also listed in Appendix C).

Confidentiality: Before Class 1 begins, you must sign and submit the non-disclosure form on the Canvas assignments page. 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. 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 as a class are you permitted to further discuss the results with individuals in our class only. It is expected that you will exhibit honesty, integrity and ethical conduct pursuant to the University Code of Academic Integrity. If you would prefer not to sign, you must drop the course.

GRADING FACTORS

IN-CLASS PERFORMANCE	20%
Attendance and Participation	10%
Peer Feedback	10%
MIDTERM EXAM	20%
WRITTEN ASSIGNMENTS*	60%
Journal Entries (3) – <i>see required format in Appendix A</i>	15%
Personal Negotiation Analysis 1	10%
Personal Negotiation Analysis 2	10%
Team Analytical Paper and Presentation**	25%

****Please see the assignment schedule on page 4 of this syllabus for each assignment's due date and details.***

*****Detailed instructions can be found in Appendix B.***

Midterm Exam (20%): In Class 7, 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, and takeaways from negotiation exercises and their respective journal entries completed through Class 5. The midterm will be closed book, closed notes and will not be graded on a curve.

NOTES ABOUT IN-CLASS PERFORMANCE:

Attendance and Participation (10%): Your participation requires that you attend each class in its entirety and actively engage in class discussions and activities. It is imperative that you commit to giving your full attention to each class while in session and minimizing any potential disruptions to help you and your peers remain fully present. We will be doing a negotiation exercise in the majority of classes. These exercises are the basis for most of the assignments in this course, and no “make-ups” will be offered. 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+). **You may not receive a passing grade** in the course if you miss significant portions of two or more classes.

Peer Feedback (10%): Your class participation grade will be informed in part by your peers’ assessment of your performance. This is not meant to intimidate you or to dissuade you from using the skills learned in class to explore and get comfortable with your negotiation style. This feedback will help you gain valuable outside perspective as you grow as a negotiator, even outside of this class. There are two ways that you will provide feedback to your peers:

- I. **Debrief after each exercise:** Following each negotiation exercise, you will respectfully exchange constructive feedback with your counterpart(s) highlighting one or more of their strengths in the negotiation and suggest one area for improvement.
- II. **Canvas:** Using a survey tool posted on Canvas near the end of the term, you will rate your classmates on three dimensions using a 1-10 scale, 1 = poor and 10 = excellent. The three dimensions are: **1)** Overall preparation for and commitment to the exercises; **2)** Skill in one-time negotiations (future relationship is not taken into consideration); and **3)** Skill in negotiations where the future relationship matters significantly. **YOU MUST PROVIDE A RATING IN ALL THREE CATEGORIES FOR EACH OF YOUR COUNTERPARTS. YOU WILL EVALUATE ONLY THOSE STUDENTS YOU HAVE NEGOTIATED WITH IN EACH EXERCISE.**

PLEASE NOTE: It is your responsibility to keep track of your negotiation partners’ performance throughout the semester. The Peer Evaluation survey tool will be accessible near the end of the semester with evaluations due by 6:00pm EST on Friday, April 14th. You will need to track your peer feedback throughout the term in order to successfully complete your evaluations.

CLASS TOPICS AND REQUIRED READING

- Class 1:** **Jan. 17th – 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
- Class 2:** **Jan. 24th – 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
- Class 3:** **Jan. 31st – Foundation #3: Standards and Agents**
Required Reading: *BFA* Ch. 3; BP #4
Class Activity: Jade Bowl
- Class 4:** **Feb. 7th – Foundations #4 and #5: Relationships and Interests**
Required Reading: *BFA* Ch. 4-5, 7; BP #5; *GTU* Ch. 2, 4
Class Activity: The Opera Problem
- Class 5:** **Feb. 14th – Foundation #6: Leverage**
Required Reading: *BFA* Ch. 6, 8, 9, 11; BP #6
Class Activity: Criollo Pear
- Class 6:** **Feb. 21st – Guest Speaker & Team Analytical Paper Preparation**
- Class 7:** **Feb. 28th – MIDTERM EXAM**
- Mar. 7th – Spring Break**
- Class 8:** **Mar. 14th – Ethics**
Required Reading: *BFA* Ch. 12; *GTU* Ch. 7-8
Class Activity: Acme Roofing
- Class 9:** **Mar. 21st – TBD**
- Class 10:** **Mar. 28th – Coalitions**
Required Reading: *BFA* Ch. 10; *HWFIP* Part 3 sections 5-6, 10-11
Class Activity: Federated Science Fund
- Class 11:** **Apr. 4th – Cross-Cultural Negotiations: Cultural Norms and Values & Gender Dynamics**
Required Reading: BP #7-8; *Bring Yourself* Part I; *HWFIP* Part 4; *CC* Ch. 4-5
Class Activity: Guest Speaker
- Class 12:** **Apr. 11th – Multi-Party Negotiations**
Required Reading: BP #9-10; *Bring Yourself* Part II
Class Activity: The Hospital Committee
- Peer Evaluations due on Canvas by 6:00pm EST on Friday, April 14th**
- Class 13:** **Apr. 18th – Multi-Party Negotiations Wrap-Up Discussions & Peer Evaluations**
Class Activity: TBD
- Class 14:** **Apr. 25th – Closing**
Class Activity: Team Final Presentations

ASSIGNMENT SCHEDULE

Please submit all assignments electronically via Canvas on their assigned due date prior to the start of class.

Late assignments will not be accepted and extensions will not be given.

Date Due	Assignment	Assignment Instructions
Jan. 17	Non-Disclosure Agreement	Sign and submit via Canvas prior to the start of class.
Jan. 24	Negotiation Style Analysis	Complete analysis (BP #2) and and bring completed results to class with you.
Jan. 31	Personal Negotiation Analysis #1	Write a 2-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 goals for honing your skill as a negotiator through this course (i.e. What do you want to improve? What do you hope to learn about yourself?).
Feb. 7	Journal Entry 1: Jade Bowl	<u>Required Readings:</u> BFA Ch. 3; BP #4
Feb. 14	Journal Entry 2: The Opera Problem	<u>Required Readings:</u> BFA Ch. 4-5, 7; BP #5; GTY Ch. 2, 4
Feb. 28	MIDTERM EXAM	<u>Required Readings:</u> This exam will cover all assigned readings and in-class discussion notes from Classes 1-5.
Mar. 14	Team Analytical Paper Topic Description	One paragraph description of paper due. Your paper topic will be reviewed to ensure its feasibility, and feedback will be provided.
Mar. 21	Journal Entry 3: Acme Roofing	<u>Required Readings:</u> BFA Ch. 12; GTY Ch. 7-8 *See special instructions in Appendix A.
Apr. 11	Personal Negotiation Analysis #2	Reflect on a negotiation of personal significance done outside of class during this semester. Write a three-page, double-spaced introspective paper citing concepts from <i>Getting to Yes</i> , <i>Crucial Conversations</i> , <i>How to Win Friends and Influence People</i> , and <i>Bring Yourself Part I</i> to analyze your performance and the outcome. Discuss what you've gained from this class and how you've grown as a negotiator.
Apr. 14 at 6:00pm	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 your counterparts' skill and preparation. You must manually keep track of your partners as you go along and submit evaluations only for those with whom you've negotiated.
Apr. 25	Team Analytical Paper and Presentation	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 analysis should be focused on a case study or example of a high-profile or other well-documented (not personal) negotiation that demonstrates your topic. Your team will deliver a three-minute presentation highlighting your takeaways from the negotiation topic you analyzed in your paper. See Appendix B for more details.

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: _____

APPENDIX A: NEGOTIATION JOURNAL ENTRY REQUIRED FORMAT

GENERAL INSTRUCTIONS

Four 2-page (double-spaced) journal entries are due during this course. Journal entries are not mere summaries of the outcomes from our in-class exercises. They are an opportunity for you to assess your continuous development throughout the semester. To maximize the benefit of these journal entries, be thoughtful and introspective.

GRADING

Points Awarded	Criteria
6 points	Journal entry exceeds expectations and is awarded 1 bonus point . These go beyond the required content by offering thoughtful and deeply personal analysis.
5 points	Full credit . All content requirements addressed with at least two different assigned readings discussed in sufficient detail.
4 points	Most points addressed but lacks thorough analysis or inclusion of assigned readings.

CONTENT REQUIREMENTS AND FORMAT

Journal entries should be no longer than **two pages (double-spaced)**, with an emphasis on the quality and depth of your analysis. You can provide numbered responses to each of the content requirements below or write one cohesive assessment as long as all points are clearly addressed. **You must cite at least two (2) different readings assigned for the class in which the exercise was conducted (i.e. 2 different BP articles, 2 different books, or 1 book and 1 BP article) to support your reflection.** Simple parenthetical citations listing the author and article name, or book title and chapter number are sufficient.

Your Name:

Counterpart's Name(s):

Date:

Name of Negotiation Exercise:

1. State the outcome of the negotiation and **briefly** describe the main reason for the result. This should be the shortest section of your journal entry, as it serves only as an overview and not an exhaustive account of the negotiation.
2. Which readings offered helpful tactical advice that you applied during the negotiation process? **Cite at least TWO (2) readings** (see above) and discuss how you applied concepts from each to your preparation and performance.
3. Reflect on what you consider to be 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.
5. Summarize your most important take-away from the class debrief and discussion. How will you apply this insight to future negotiations?
6. With the negotiation outcome and debrief in mind, what constructive feedback did you give to your counterpart(s)? What did they do well, and how could they improve?

ADDITIONAL CONTENT REQUIREMENTS FOR JOURNAL ENTRY 3

Describe which of the three "Schools of Bargaining Ethics" (*Bargaining for Advantage*, Chapter 12) you most identify with and what factors from your personal background (i.e. culture, family dynamics, past bargaining experiences) may have influenced you to adopt that ideology. How has this class changed or reinforced your perspective on the role of ethics in negotiation?

**APPENDIX B:
TEAM ANALYTICAL PAPER AND PRESENTATION: DETAILED DESCRIPTION**

SUBMIT A PARAGRAPH DESCRIBING YOUR TOPIC ON CANVAS BY 3:00 PM, MARCH 14th

**ANALYTICAL PAPER IS DUE ON CANVAS BY 3:00 PM, APRIL 25TH
TEAM PRESENTATIONS ARE DURING CLASS 14 ON APRIL 25TH**

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 6 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: 6 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.**

APPENDIX C: BULK PACK TABLE OF CONTENTS

The Bulk Pack is the collection of readings on Study.net accessible via Canvas. The article number shown in the table of contents corresponds with the "BP #" listed as required reading for each class.

1. How to Negotiate Practically Anything
Hopkins, Michael S. "How to Negotiate Practically Anything." Inc. 1 Feb. 1989
2. Negotiation Style Exercise
The Thomas-Kilmann Conflict Mode Instrument. Copyright, Consulting Psychologists Press, Inc.
3. 15 Rules for Negotiating a Job Offer
Malhotra, Deepak. "15 Rules for Negotiating a Job Offer." Harvard Business Review. 1 Apr. 2014.
4. Authority of an Agent: When is Less Better?
Mnookin, Robert H., et al. Negotiating on Behalf of Others. Sage Publications (1999): 59-85.
5. Are You Asking The Right Questions?
Putnam, Linda L. "Are you asking the right questions?" Negotiation: Decision Making and Communication Strategies 8.3 (2005): 7-9.
6. Breakthrough Bargaining
Kolb, Deborah M and Judith Williams. "Breakthrough Bargaining." Harvard Business Review. February 2001.
7. Getting to Si, Ja, Oui, Hai, and Da
Meyer, Erin. "Getting to Si, Ja, Oui, Hai, and Da." Harvard Business Review. Dec. 2015
8. Changing the Narrative: Women as Negotiators—and Leaders
Kray, Laura J., and Jessica A. Kennedy. "Changing the Narrative: Women as Negotiators—and Leaders." California Management Review, vol. 60, no. 1, Nov. 2017, pp. 70–87
9. Negotiating with Emotion
Leary, Kimberly et. al. "Negotiating with Emotion." Harvard Business Review. 1 Jan. 2013.
10. Real Influence: Persuade Without Pushing and Gain Without Giving In – Mastering Level-Four Listening
Goulston, Mark. Real Influence: Persuade Without Pushing and Gain Without Giving In. ISBN-13: 978-0-8144-2015-7 (hbk.) Goulston, Mark; Ullmen, John (2013-01-02).

APPENDIX D: NEGOTIATION AND DISPUTE RESOLUTION CLASS FAQ

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 (pg. 5)

2. Q: Do I have to reference all of the readings in my reflection?
A: No. In order to receive full credit (4 points), you must **cite at least two (2) different readings** assigned for the class in which the exercise was conducted (i.e. 2 different BP articles, 2 different books, or 1 book and 1 BP article) and discuss how you applied concepts from each to your preparation and performance. Parenthetical citations listing the author and article name, or book title and chapter number are sufficient.

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 *Getting to Yes*, *Crucial Conversations*, *How to Win Friends and Influence People*, and *Bring Yourself Part I*. Discuss 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 submitting it 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.