

# Negotiations Spring 2025

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## **Course Sections, Meeting Times**

MBA Section 1 (MGMT-6910-413): Tu/Th 12-1:30pm, TA: Shane Clune, sclune@wharton.upenn.edu  
MBA Section 2 (MGMT-6910-414): Tu/Th 1:45-3:15pm, TA: Sid Puri, sidpuri@wharton.upenn.edu

## **Course Description**

We negotiate daily with potential employers, coworkers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect what price we will pay, the amount of our salary and compensation, what movie we watch, and who will clean up the kitchen. Why do we sometimes get our way, while at other times walk away frustrated by our inability to achieve the agreement and resolution we want?

Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to help you develop expertise in managing negotiations that occur in a variety of business settings. It is designed to be relevant to a broad spectrum of problems faced by managers. As a manager, you not only need analytical skills to discover optimal solutions to problems, but also good relational skills to get these solutions accepted and implemented. This course will help you develop both.

The learning method is experiential. You will prepare for and engage in a variety of negotiation exercises (individually, and as a team). The objective is to explore your talents, skills, shortcomings, and strengths as a negotiator in a safe setting, to learn about yourself and how you respond in specific situations. If you discover a tendency that you think needs to be changed, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced. The skill set you develop here will serve you in both your personal and professional life.

## **Course Objectives**

- (1) Become a more *knowledgeable negotiator*. Develop a broader understanding of what negotiation is, a toolbox of effective negotiation principles, and a set of tactics derived from rigorous research.
- (2) Become a more *effective negotiator*. Learn how to apply this toolbox of principles and tactics in practice, improve outcomes for yourself, create win-win opportunities with others, and strengthen relationships through negotiations.
- (3) Become a more *reflective negotiator*. Adopt the habit of continually evaluating your negotiation strengths and challenges, and growing in your knowledge and effectiveness.

## Course Philosophy

**Emphasis on Learning and Development:** While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life within the safety of the classroom. These opportunities do not come often in a career. My goal as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course. My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable and the concepts of this course are deeply important to your future so let's make this course truly worthwhile for you.

## Honor Code

- (1) **Preparation:** You are expected to be prepared and on time for all negotiation exercises (see negotiation attendance policy). If a negotiation is distributed in advance of class, you must read it and prepare for the negotiation before class. When applicable, you must also complete a pre-negotiation survey (see "Negotiation Form Completion" section).
- (2) **Confidentiality:** Any information you receive for a negotiating exercise is confidential. Never assume that role materials are identical, even if a classmate is playing the same role. During a negotiation, you may verbally disclose to your counterpart any information in your confidential role instructions, if you wish, but do not physically show your confidential information to any other negotiator, even a teammate, until the debrief is completed.
- (3) **Don't Spoil the Outcome for Others:** When you have completed a simulation, please do NOT reveal your information to the other party, or with members of another team, before returning to the classroom and engaging in a class-wide discussion (which typically will not occur until the debrief during the next class). The simulations do not always end when you sign an agreement in a break-out room. After the negotiation debrief (class discussion) you may share your confidential information with other members of the class, but you are not obliged to do so. As noted below, you should never share your materials with individuals outside of the class.
- (4) **Lying:** Do not make up facts or information that materially change the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. If you are asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case), the appropriate answer is, "I don't know."
- (5) **Professionalism:** Be supportive, respectful, and constructive during classroom discussions. This class is intended to be a psychologically safe space for students to try new approaches and take risks in order to maximize their learning experiences. Class discussions and negotiation results stay in class.
- (6) **Outside Information:** Do not seek out information about a case prior to participating in it.
- (7) **External Sharing:** The materials from this course are copyright protected. Do not post anything about the negotiation exercises on a public website or make your role materials available to others outside of class in any way. Do not discuss cases or share notes with people outside of class.
- (8) **Use of ChatGPT:** The assignments and structure of this course are not ones that would lend themselves well to assistance from ChatGPT. That said, I want to be clear that the use of ChatGPT to aid in the completion of assignments, readings, or negotiation preparation is strictly prohibited and will impact your final grade.

### **Special Needs**

If you need accommodation for a disability, please let me know at your earliest convenience. I am willing to make adjustments to facilitate your participation and progress. I will treat information that you provide as private and confidential.

### **iDecisionGames Platform**

We will be using the iDecisionGames platform to facilitate negotiations and registering for the platform is mandatory. The cost is \$30/student. The iDecisionGames platform will assist with streamlining the negotiation process, particularly in the virtual negotiation context. You will use the platform to receive your role instructions, enter your results, and complete pre- and post-negotiation surveys via the iDecisionGames platform.

- Note that you will be required to download and use the Google Chrome browser for all exercises.
- Please memorize the login and password information for subsequent access.
- You can always click "forgot password" later if you forget it and reset your password.
- **You must register for iDecisionGames by going to Canvas > Assignments Tab > iDecisionGames Assignments > iDecisionGames Registration**

### **Required Readings**

- (1) *Coursepack*: Available on Canvas, in the Study.net tab. If you have issues accessing the coursepack, contact the Study.Net customer service team at customerservice@study.net.
- (2) *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher, William Ury, and Bruce Patton. Third Edition. Available at the Penn Bookstore.
- (3) *Bargaining for Advantage: Negotiation Strategies for Reasonable People*, by Richard Shell. Third Edition. Available at the Penn Bookstore.

### **Electronics Policy**

You will need to bring your computer to class on negotiations days to access role materials and are permitted to have your computer out while you are actively engaging in a negotiation, unless noted otherwise by Professor Arnett. Outside of active negotiations, computers and electronics are not permitted during class. If you want to be able to reference your role materials outside of the negotiation (e.g., during a debrief session), you should print the role materials and bring them to class with you.

## Assignments & Grading

I have developed a grading system that I believe is important for your learning.

<b>Attendance, Participation, and Negotiations</b>	<b>70%</b>
Class Attendance* and Participation	40%
Negotiation Form Completion (including timely completion of pre-negotiation forms, agreement forms, post-negotiation forms, evaluations of peers)	20%
Peer-Evaluated Preparation Score	10%
<b>Final Paper</b>	<b>30%</b>
<i>* Carefully read the Negotiation Day Absence Policy, including the second day of class</i>	

### **(1) Class Attendance and Participation (40%)**

#### *Overview*

Given the experiential nature of the course and pedagogy, enrollment is limited, and prepared and on-time attendance is mandatory. You will receive an attendance and participation grade for each class during the semester and this grade will be influenced by whether you are on time, present for the duration of the class (e.g., not leaving early), engaged (e.g., not using laptops/phones), and sharing quality comments (see paragraph on Participation below). Absences are unexcused except in rare cases (e.g., family or medical emergencies) and require a note from the MBA office. Unless your TA or Professor Arnett explicitly approves an absence as excused, you should assume that it is considered unexcused. Moreover, to ensure that you and your classmates gain valuable first-hand experience with negotiation, there is a strict attendance requirement for negotiation days (please carefully read the section below entitled Negotiation Day Absence Policy, including the first two days of class).

#### *Negotiation Day Absence Policy – **READ CAREFULLY***

You may miss one negotiation exercise without penalty if you provide me with advance notice and, if I request, make arrangements for a substitute. In keeping with the policy above, you must provide advance notice (email your TA and copy Professor Arnett) if you expect to be absent on any negotiation day (including the second day of class; see below). **If, in conjunction with any miss, you do not provide advance notice or fail to provide a substitute when required to do so, your letter grade in the class will be lowered (i.e., from A- to B+). The same will occur if you miss more than one negotiation, even if you provide advance notice.** If the next day of class (after your absence) involves a negotiation, you are required to be prepared for it (materials will typically be available via iDecisionGames, but if you have trouble accessing them it is your responsibility to reach out to your TA for assistance at least 24 hours prior to the negotiation day). **If you arrive to class on the day of a negotiation and have not read the role materials, this will count as a missed negotiation.**

Please note: the attendance and negotiation-day **policies described above apply to the second day of class**, January 23, as this day includes a negotiation. If you are enrolled in the class but absent this day, it will count as your one missed negotiation.

#### *Participation*

Participation is instrumental to the learning process in this course and is thus factored into your grade for each class. When you are not engaging in a negotiation in class, you will be participating in the class

during lectures, discussions, and class activities. Discussions will include sharing information about results, sharing information about strategies attempted from both sides of the negotiation, sharing reactions to the process, and sharing insights learned from the negotiation. Attendance and participation during negotiation debrief discussions are critical for several reasons: in real life, you will almost never have the opportunity to hear what the other party in a negotiation was thinking, why things happened the way they did, and what you could have done differently; your classmates' learning is dependent on hearing details about what you did and how you thought about approaching things during your negotiation; no matter how well or how badly you think you did during a negotiation, you will not know until you actually engage in the class-wide discussion; in addition to hearing from the class more broadly, you will often have the opportunity to debrief with your specific partner. To make sure that attendance and participation are fairly factored into your grade, your TA will help keep track of attendance and participation. Being late to class or being distracted during class will negatively impact your participation grade, whereas speaking up and sharing quality comments will positively impact your participation grade. Quality comments possess one or more of the following properties: 1) Offer a different and unique, but relevant, perspective based upon analysis and theory (not just intuition or casual observation); 2) Contribute to moving the discussion and analysis forward; 3) Build upon the comments of your classmates; 4) Include evidence, logic, and/or links to key course concepts; and 5) Link relevant concepts to current events. You should listen carefully to your fellow students and avoid making redundant or disparaging comments. Your goal should be to contribute in a meaningful way, not simply talking for the sake of talking. If you find that you have not spoken in two consecutive classes, this is an indication that you need to speak up. If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions will be vital to your career success across disciplines, so I urge you to use this semester as an opportunity to develop this important skill.

### ***Students Must Attend Their Own Class Section***

Students must attend their own sections (i.e., students are not permitted to attend different sections of the class). Negotiations classes are structured around the assumption that a specific number of students will be present in each section. On negotiation days, you are an irreplaceable aspect of your partner's negotiation experience and can only provide your negotiation partner with a peer evaluation if you are in their same section. On debrief days, your partner relies on you for feedback based on their negotiation behavior and performance, as well as insight into why you responded to their negotiation behaviors in the ways that you did. Moreover, your classmates rely on learning from you. Oftentimes, the entire section may have only one person who approached the negotiation in a specific way or who reached a specific type of negotiation outcome; your classmates count on you to learn why you approached the negotiation the way you did and how you reached your specific outcome. Finally, across the semester, the collective learning of the class is advanced by being able to reference and build upon common experiences and themes that have emerged in each specific section.

### ***Name Tents, Preferred Names, Preferred Pronouns***

To facilitate attendance and participation, please be sure to always bring a name tent to class (we will have materials available on the first few days) and make sure your name is visible on both sides of the tent. You are also welcome to put preferred pronouns on your name tent. If you have a preferred name, other than the name listed in Canvas / Instruction Center, or preferred pronouns that you would like us to be aware of, please email this information to Professor Arnett and your section's TA by the end of the 2<sup>nd</sup> day of class.

## **(2) Negotiation Form Completion (20%)**

Negotiation Form Completion will be determined based on whether you have completed all pre-negotiation forms, negotiation agreement forms, and post-negotiation forms (including peer evaluations) by the specified deadlines. Failure to meet these deadlines can negatively impact your Negotiation Form Completion grade for the course. All forms can be completed in the iDecisionGames platform.

Negotiation agreement forms are where you specify the terms of your agreement. These are due by the end of class on the day of the negotiation unless specified otherwise in the Class Schedule below. Negotiation agreement forms are graded with a simple Complete / Incomplete.

Pre-negotiation forms include things like planning documents (e.g., you have a mandatory planning document that you must complete for the Texoil negotiation) but may also include more general questions. Pre-negotiation forms must be completed before class on the day of the negotiation.

Post-negotiation forms include questions such as your thoughts about the negotiation. This assignment has two key purposes: 1. It encourages reflection and a connection between your own experience and course concepts, thereby strengthening understanding; 2. It facilitates the course debrief by allowing you to think through things before questions, and for me to get a sense of what you are thinking about. Post negotiation surveys are typically completed in the iDecisionGames platform and are made available once you have completed the negotiation. Post negotiation surveys are due at the beginning of class on the day of the debrief, but when possible you should complete this at the same time as the negotiation agreement form so that you are sure to complete this on time (this is especially important since you will often evaluate your partner as part of completing this form; see Peer Evaluations below).

Grading for pre-negotiation forms (e.g., planning documents) and post-negotiation forms (including peer evaluation questions) will be as follows:

2 = Completed with effort, thought, and within the specified time frame

1 = Completed but was lacking a bit in effort or thought, or was not within the specified time frame.

0 = Did not complete

You will receive full credit for the pre-negotiation forms (e.g., planning documents) and post-negotiation forms, so long as you complete it with apparent effort and thought, within the specified time frame.

## **(3) Peer Evaluations (10%)**

After several of the negotiation exercises, your partner will rate you along two dimensions: 1) overall preparation for the exercise, 2) overall engagement during the negotiation. These partner ratings will be aggregated to create your peer evaluation score.

You will also be asked to complete the same peer evaluation questions for your partner as part of your Negotiation Form Completion grade (details above). These questions will be embedded in your post-negotiation survey form. It is essential that you complete all peer evaluation forms in a timely fashion so that your partner is fairly and accurately evaluated. Thus, peer evaluations are due at the beginning of class on the day of the debrief, but when possible you should complete this at the same time as the negotiation agreement form so that you are sure to complete this on time.

#### **(4) Final Paper (30%)**

##### **OPTION 1: In-class Negotiation Analysis:**

Analyze your negotiation experience in one of the in-class negotiation exercises during the semester. You could pick the negotiation that you found most interesting, challenging, successful or unsuccessful – the key is that it provided the greatest insight and learning for you and that you can reflect upon that learning and connect it to course concepts discussed in lecture and the readings in your paper.

##### **OPTION 2: Real-life Negotiation Analysis:**

Engage in your own negotiation in the real-world during the semester and analyze it. For this negotiation, you should negotiate something of personal value to you. Your paper should report on your plan in advance of the negotiation, your strategy, and the negotiation outcome. You can negotiate for anything meaningful for you—a job contract with a potential employer, your monthly rent, something you want to buy at a market, a conflict with your roommate etc. I only ask that it be something for which there are real stakes involved and uncertainty about the outcome in advance such that you need a plan, you take it seriously, and you can write a thoughtful analysis of the experience. For example, “negotiating” with your friend about where to go to dinner is not likely something that requires much preparation or carries much consequence – but negotiating over a purchase, a job, or resolving a dispute likely does. If you are unsure if your context qualifies, feel free to email me your idea. This option is a great way to push yourself to test out some of the skills and strategies we will discuss over the course of the semester outside of the classroom and in the real world and thereby start to see how negotiating can change your life in meaningful ways.

##### **Paper guidelines:**

Whichever option you take, you will reflect on your behavior and your counterpart’s behavior in the negotiation and how each contributed to the success or failure of the negotiation. This should not be a detailed report of everything that happened in the negotiation; rather, it should focus on key insights, strategies, and concepts. Thus, rather than simply describing behaviors and outcomes, you should provide analysis of why they occurred, what you learned from them, and how they will change your negotiation behavior going forward. Your analysis of the negotiation should explore your feelings about the negotiation process and your developing sense of strengths, weaknesses, comforts, and discomforts. Note that the best papers spend more time exploring what you can do to improve and less time blaming others for various faults, defects, and failures. These papers should show a serious, explicit attempt to grapple with personal experiences in or outside the classroom and accurately reference course concepts, discussions, readings, and lectures as they apply. Exemplary papers will regularly weave in personal insights, real-world examples, and negotiation concepts and tie them together in a compelling way. At the margin, the grades will depend on overall effort, including personal frankness and reflection. Authenticity and a serious attempt to learn and practice course concepts are the objectives.

Your analysis should answer the following questions. You should provide an answer for each section below, however if an answer for one section has been provided in another section, you can reference the other section.

- (a) *Facts*: Provide a brief overview of key events. For example, who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points? What was the outcome?
- (b) *Insights about the negotiation and course concepts*: What insights can you derive about how different factors – such as your actions, choices, interests, and emotions – influenced the outcome and why? What did you learn about bargaining or conflict management from this situation? Be sure to integrate course concepts into your analysis. For instance, how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation as well as its outcome? You should dedicate the most space to this section of the paper.
- (c) *Insights about yourself and others*: What did you learn about yourself from this experience? How did you feel prior, during, and after the negotiations? Is there anything you wish you had done differently? What did you learn from the behavior of others in this experience? What objectives would you like to set for yourself for negotiations moving forward? How will you need to behave in order to perform more effectively?

Length: The paper should be no more than 5 pages double spaced (double spaced, 12-point Times New Roman font, 1” margins).

Grading: Papers will be graded on a 1-5 scale. Note that 5s will be rare; they are reserved for truly top-notch assignments. **Grades for assignments will be reduced by 0.25 points for each day late.**

#### **(5) Extra Credit**

You can earn up to two extra credit points in the course by submitting (in the extra credit assignment folder on Canvas) a reflection of a negotiation you engaged in *prior* to the class. You follow any format that you wish but you may find it useful to use a similar format to the final paper (Facts, Insights about the negotiation and course concepts, Insights about yourself and others). Length can be anywhere from 1-3 pages. You may find this assignment useful if you signed up for this course because of a negotiation experience in the past that led you to want to develop further as a negotiator and you would now like to apply what you learned to that past negotiation; you have found yourself thinking “if only I had known these concepts / strategies during X past negotiation” and you want a chance to reflect on what you could have done differently; or you simply want one more opportunity to reflect on yourself as a negotiator before the class ends. Note that, unlike the five point scale that final papers are graded on, this assignment will simply marked as “completed with effort” (which grants 2 points) or “completed but lacking a bit in effort” (which grants 1 point); you will receive full credit as long as you complete the assignment with apparent effort and thought.



## CLASS SCHEDULE

### MODULE I: NEGOTIATION CORE PRINCIPLES

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#### **Week 1: Introduction**

January 21

In class: Introduction to Negotiations  
Exercise: Kukui Nuts  
**Due:** **Register for iDecisionGames** (instructions in Canvas > Assignments)

January 23

Exercise: Biopharm-Seltek negotiation

#### **Week 2: Negotiating Basics**

January 28

In class: Biopharm-Seltek debrief  
Read for class: “The negotiation checklist” (Simons & Tripp)  
Read for class: Read for class: Bargaining for Advantage Chapter Ch. 9

January 30

Exercise: New Recruit negotiation

#### **Week 3: Creating and Claiming Value Part I**

February 4

In class: New Recruit debrief  
Read for class: Read for class: Bargaining for Advantage Chapter 8  
Read for class: “15 Rules for Negotiating a Job Offer” (Malhotra)

February 6

**NO IN PERSON CLASS (ASYNCHRONOUS NEGOTIATION)**  
**Outside of class: The Job Negotiation**  
**Due: The Job Negotiation must be completed and each party must submit the following materials to iDecisionGames by 5pm on Monday 2/10. Failure to submit by the deadline will count as a missed negotiation.**  
Although the assignment is not due until Monday 2/10, you will be able to (and are encouraged to) begin the negotiation after class on Tuesday, 2/4. Each party will need to submit the following to iDecisionGames: transcript of the negotiation (e.g., emails), terms of the agreement, and a post-negotiation survey (including a 1 paragraph reflection).

## Week 4: Creating and Claiming Value Part II

February 11

In class: Texoil negotiation  
Job Negotiation Debrief

**Due by class: Texoil Planning Document - complete in iDecisionGames before class**  
Read for class: “How to negotiate when you're (literally) far apart” (Swaab & Galinsky)

February 13

In class: Texoil debrief  
Read for class: Getting to Yes, Chapters 1-5 (Fisher, Ury, & Patton)

## Week 5: Conflict Resolution

February 18

In Class: Viking negotiation

February 20

In class: Viking debrief  
Read for class: Getting to Yes Chapters, Chapter 6-8 (Fisher, Ury, & Patton)  
Read for class: “Putting on the pressure: How to use threats at the bargaining table”  
(Galinsky & Liljenquist)  
Read for class: “How to Defuse Threats at the Bargaining Table” (Liljenquist & Galinsky)

## Week 6: Guest Speakers

February 25

In class: Guest speaker

February 27

In class: Guest speaker

## Week 7: Bargaining Styles

March 4

Due: **Bargaining Styles Questionnaire due by March 3rd at 11:59pm – submit results via Canvas**

In Class: **Bargaining Styles Debrief**  
Read: Bargaining for Advantage Chapter 1

March 6

TBA

## Week 8: NO CLASS

March 11 & 13 NO CLASS – ENJOY SPRING BREAK!

## **MODULE II: COMPLEX RELATIONAL AND STRUCTURAL FACTORS IN NEGOTIATIONS**

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### **Week 9: Identities in negotiation I**

March 18

Exercise: Module I Wrap Up (negotiation is on Thursday this week)

March 20

Exercise: RetailSoft negotiation and Debrief

Read for class: "Using research to generate advice" Bowles & Thomason

### **Week 10: Identities in negotiation II**

March 25

Exercise: Alpha-Beta negotiation

March 27

In class: Alpha-beta debrief

Read for class: "Getting to Si, Ja, Oui, Hai and Da" (Meyer)

### **Week 11: Social dilemmas**

April 1

Exercise: OPEQ negotiation (no advance prep, all materials provided during class)

April 3

In class: OPEQ Debrief

Read for class: "Resolving the prisoner's dilemma" (Dixit & Nalebuff)

### **Week 12: Multiparty negotiations**

April 8

In class: Three-Way Organization negotiation

April 10

In class: Three-Way Organization Debrief

Read for class: "Sources of power" (Watkins & Rosegrant)

### **Week 13: Inter-organizational negotiations**

April 15

Exercise: Moms.com negotiation

April 17

In class:

Moms.com debrief

**In Class:**

**Negotiation Award Nominations (bring laptops to class)**

### **Week 14: Guest Speakers**

April 22

In class:

Guest Speaker

April 24

In class:

Guest Speaker

### **Week 15: Wrap Up**

April 29

In class:

Negotiation Awards and Wrap Up

**Due:**

**Final Paper due at 11:59pm**

**Due:**

**All Extra Credit must be submitted by 11:59pm**