Office Hours: Immediately following class and by appointment. In general, if you knock on my door and I open it, I will be happy to talk to you.

Course Materials

REQUIRED


Description

Effective negotiation is the art and science of securing an agreement between two or more independent parties. This course objective is to help you understand the behavior of individuals, groups and organizations in competitive situations and to improve your effectiveness in a variety of negotiation situations using this knowledge. A basic premise of the course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed for analytical solutions to be accepted and implemented.

This course facilitates the development of negotiation skills experientially and the understanding of negotiation in useful analytical frameworks. Emphasis is placed on negotiation exercises and role-playing. The exercises serve as catalysts for the evaluation and discussion of different types of negotiation situations.

Course Objectives

This course will enable you to develop strategies and skills that will help you maximize your effectiveness in one-on-one and multi-party negotiations.

Within the course context you will learn:

1. how to address your interests through addressing the needs and interests of the other side in personal, work and international contexts.

2. the importance of information in producing optimal negotiation outcomes and effective information acquisition skills.

3. the important role of leverage in achieving negotiation goals in high-conflict situations and techniques for enhancing your leverage.
Instructional Methods

To achieve these objectives, the course uses role-play exercises with class debriefing and discussions. Because debriefings increase awareness and understanding of your negotiation strengths and weaknesses, consistent class attendance is critical. Reading and role-play exercises provide essential background knowledge so these should be completed before class. Short lectures supplement readings, but all classes require extensive participation. Students will also complete several homework assignments and take in-class quizzes to improve their grasp of the concepts.

Course Requirements

5%: “Bargaining Style Assessment Tool.”
This tool is in Appendix A, of Bargaining for Advantage. Please complete and record on Vista course website. Please complete by 8:00 p.m. March 15.

45%: Three Preparation Memos. Each memorandum should include the following:

Negotiation Mission
Your mission as defined in No by Jim Camp. Your mission is behavioral and should be persuasive.

It should be along the lines of, “to show the other side that satisfying my interests is in their best interest” or “to show the other side that my proposal meets their needs better than any of their alternatives.”

Of course you will need to tailor these generic one-sentence statements to the specific details of your assigned negotiation.

Issues to Resolve
In this section identify the 3-4 issues that must be resolved during the negotiation. Also include among your list any issue that is important, but whose resolution may be put off until later. Rank and list these issues from most important to least important. Indicate the perceived (from your perspective) degree of conflict for each issue. Use the following: high conflict, medium conflict, or low conflict.

Include 2-3 lines of explanation

Interests
Identify your 3 most important interests
Identify the other side’s 3 most important interests

Provide 3-4 lines of explanation per sides

Information I need to know
Identify two-three pieces of information about the other side that you need or would like to know to advance your interests.

Goals
Identify your goals: what you hope to accomplish in the negotiation.

Tell me what you expect to do or give up to achieve goals.
Identify your likelihood of success in achieving your goals

(Provide a confidence interval around this interval, e.g., 70-80%).
Each planning memorandum is due at 8:00 a.m. on the first day of each weekend that we meet. **Use the E-Learning course assignment submission tool** to turn in your assignment.

**45%: Three Quizzes**  
Quizzes are scheduled for March 29, May 2, and June 12. Each quiz is worth 15% of your grade and will consist of 25-30 multiple choice questions and will cover materials presented in class and the readings. The quizzes are WebCT based, therefore **you must bring your laptop.** I recommend bringing a power adapter or an extra battery as well as an Ethernet cord for emergencies.

**5%: Attendance and Participation**  
Attendance is critical in this course due to its interactive nature. Not only do you lose, but your classmates lose as well. When you are not here, a classmate may not have a negotiation partner, or may have to share a role. These adjustments are not optimal. Therefore, missing a session will result in a reduction in your grade.

**Readings and Activities**

Except for the first assignment, please complete reading assignments prior to the week for which they are assigned. For example, the second reading assignment is listed for Week 2. Please complete this assignment prior to attending second week class. The first reading assignment should be completed prior to the second week of the course as well.

**Laptop Policy**

Experience has taught me (and lots of other professors) that students who use their laptops during class to multitask, e-mail, day trade, work on projects and so forth get less out of the course, are more dissatisfied with it, and perform less well than students who devote their full attention to the classroom experience. Moreover, these behaviors are distracting and annoying to students in the vicinity of the laptop user. I place a great emphasis on discussion. I strongly believe that one of the greatest value-added attributes of a graduate business class is learning from the experiences of classmates. Therefore, **please do not use your laptops or other internet or electronic devices during class, unless I specifically ask you to do so.** I will post slides prior to each class.
Note

The course is intended to be a vibrant flexible workshop designed to improve the negotiation skills of enrolled students. As such, I may add or delete reading assignments and class activities as the semester progresses in order to meet the needs of the class.

COURSE OUTLINE

First Meeting

1. Course Substance and The Nature of Negotiation
   - Your Negotiation Style
   - The Four Stages of Negotiation
   - Integrative & Distributive Bargaining

Exercises and Activities
   - AquaCorp Exercise

Readings:
   - Bargaining for Advantage Chapter 1
   - NO: Chapters 1, 2 and 3
   - Winning Decisions Chapter 1
   - Interview with Mary Parker Follett (on-line only)
   - 3-3 (old) Bob Wolfe Interview (On-Line Only)

Late March

2. Goal Setting, Distributive v. Integrative Bargaining
   - Goal Focus v. BATNA
   - Distributive Bargaining Tricks and Techniques

Exercises and Activities
   - Carpet Wars Exercise
   - Sally Soprano Exercise
   - MapleTech Exercise
   - The Dollar Auction

Readings:
   - Bargaining for Advantage Chapters 2 and 3
   - NO: Chapters 4 and 5
   - Winning Decisions Chapter 2, 3 and 4
May Meeting 3. **Relationships, Interests, and Needs**
- Are Relationships Important?
- Recognizing Needs and “Pain”

**Exercises and Activities**
- Role Reversal (use *Sally Soprano* Exercise)
- *MapleTech* Exercise
- *PowerScreen* Planning
- *PowerScreen* Exercise

**Readings:**
- *Bargaining for Advantage* Chapter 4 and 5
- *Winning Decisions* Chapters 5 and 8

Final Meeting 4. **Using Leverage in Negotiate and Standards,**
- Sources and Uses of Leverage
- Creating Leverage
- Influencing Negotiations
- Ethics in Negotiation

**Readings:**
- *Bargaining for Advantage* Chapter 6
- *No:* Chapters 6, 7 and 8
- *Negotiation* Section 3
  - 3-1 Winning at the Sport of Negotiation
  - 3-2 Negotiation (Distributive) Techniques
  - 3-3 Power Negotiating
GRADING POLICY

At the completion of each assignment, you will receive a letter grade. Intermediate feedback may take some other form, e.g. scoring for graded negotiations and incremental journal evaluations are numerical. Your grade for a completed assignment, e.g., the graded negotiations, the individual journals etc., will be either A, B or C, possibly augmented with a “plus”, or sometimes discounted with a “minus.”

Accordingly, you will receive a single letter grade each for the graded negotiations, individual journals, team journals, participation, and the media assignment. At the end of the course I will convert your grades into their numerical equivalents. I then multiply these numbers by their corresponding weights. The sum of these calculations provides your final numerical score. I then convert this numerical score to a letter grade to obtain your final course grade.

Assignment Grades
Here are the numerical equivalents for each letter grade that you can receive on an assignment:

- A: 4.00
- A-: 3.75 (used sparingly if at all)
- B+: 3.50
- B: 3.00
- B-: 2.75
- C+: 2.50
- C: 2.00 (lower grades are possible!)

Numerical Equivalents for Final Grades
I use the following conversions to translate your final numerical score into a letter grade:

- 3.75-4.00: A
- 3.25-3.75: B+
- 2.75-3.25: B
- 2.25-2.75: C+

Boundary scores receive the higher grade. E.g., a 3.75 is an A, not a B+.

Examples (NB: The listed assignments and weights are for illustration only. They differ from your actual assignments listed on initial pages of this syllabus).
1. Consider a student with the indicated grades

<table>
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<tr>
<th></th>
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<th>Num. Equiv.</th>
<th>Weight</th>
<th>Weighted Score</th>
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<td>Planning Mem</td>
<td>B-</td>
<td>2.75</td>
<td>.32</td>
<td>.88</td>
</tr>
<tr>
<td>Individual. Journal</td>
<td>B+</td>
<td>3.50</td>
<td>.25</td>
<td>.8775</td>
</tr>
<tr>
<td>Team Journal</td>
<td>B+</td>
<td>3.50</td>
<td>.18</td>
<td>.63</td>
</tr>
<tr>
<td>Gr. Negot.</td>
<td>B</td>
<td>3.00</td>
<td>.10</td>
<td>.30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>B+</td>
<td>3.50</td>
<td>.15</td>
<td>.525</td>
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This student receives a B final grade because his numerical score falls within the B range.
Consider this second example.

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<th>Num. Equiv.</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Mem</td>
<td>B+</td>
<td>3.00</td>
<td>.32</td>
</tr>
<tr>
<td>Individual.</td>
<td>A</td>
<td>4.00</td>
<td>.25</td>
</tr>
<tr>
<td>Team Journal</td>
<td>A</td>
<td>4.00</td>
<td>.18</td>
</tr>
<tr>
<td>Gr. Negot.</td>
<td>B+</td>
<td>3.50</td>
<td>.10</td>
</tr>
<tr>
<td>Final Exam.</td>
<td>A-</td>
<td>3.75</td>
<td>.15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>3.7525</td>
</tr>
</tbody>
</table>

This Student receives an A final grade because his numerical score falls within the A range.