

**ART AND SCIENCE OF NEGOTIATION***MAN6447 Section 8485**Spring 2017 Mod 3*

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*Office* 239 Stuzin  
*Office hours* 11:30-12:30 Stuzin Hall or by appointment

*Class time:* Mondays, 7:25-11:30 AM  
*Class location* Hough 340  
*Class dates* Jan 9, 23, 30; Feb. 6, 13. No class Jan 16 for MLK Jr. Day  
*Final presentations* Feb. 20

**COURSE DESCRIPTION**

Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are likely seeking to maximize their outcomes. We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many more. Often, these negotiations lead to conflict with these other parties. Although we negotiate often, many of us know very little about the strategy and psychology of effective negotiation.

This course will develop your expertise in managing transactional and dispute resolution negotiations that occur in a variety of business settings. This is important because, as a manager, it is not enough to have analytical skills that help you discover optimal solutions to problems – you also need good negotiation skills to get these solutions accepted and implemented by others. Further, given that negotiations dominate so many aspects of your life, this is one of those classes you will take at UF that not only develops your ability as a manager but also facilitates your effectiveness in a number of life domains.

The learning method is experiential. You will prepare for and simulate a variety of sample negotiations. A basic premise of the course is that there are general principles that are relevant across negotiation settings...those principles are the focus of the course.

Unlike real life, you will have access to three unique sets of data in this class:

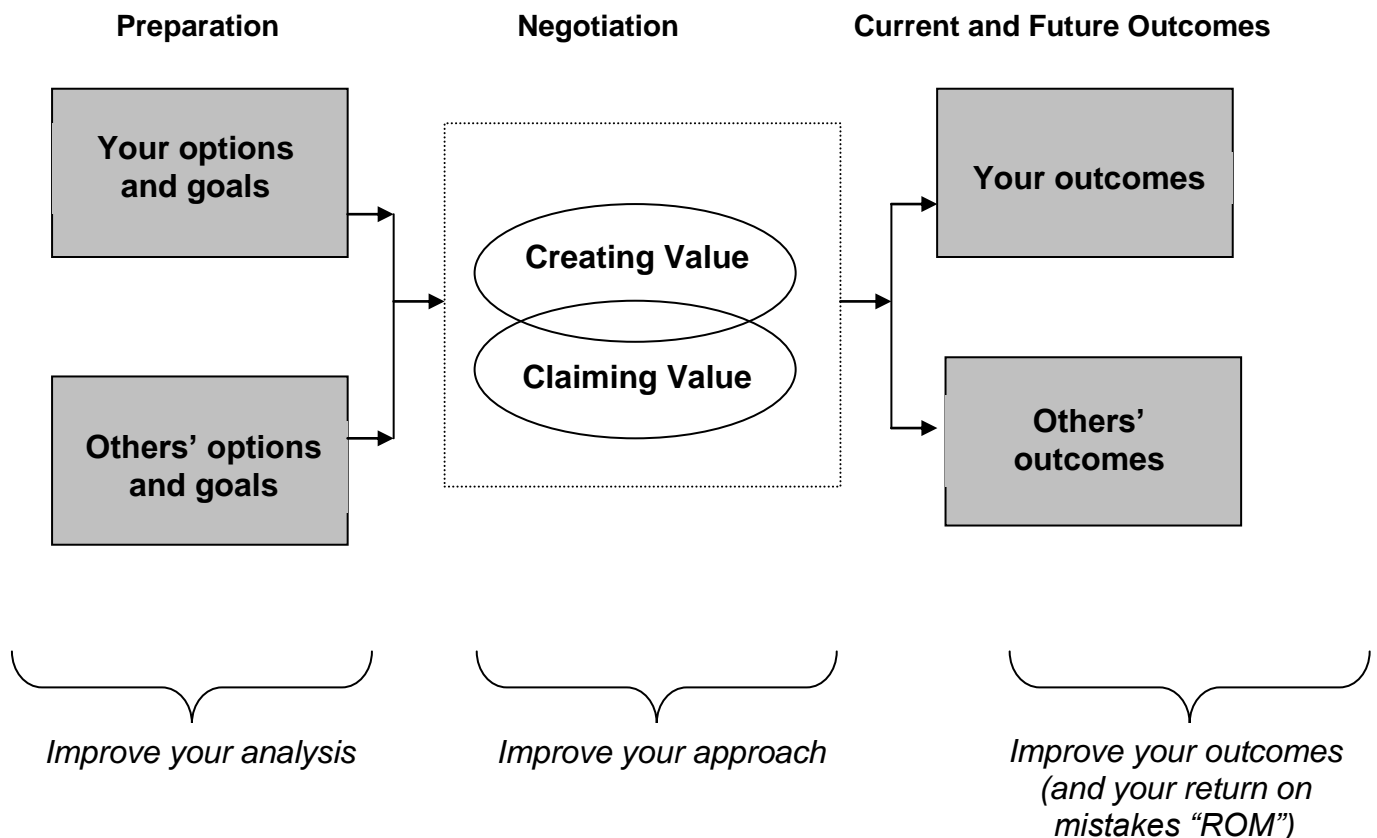
- 1) How you performed in this negotiation, relative to other people in your same role, with the same information, negotiating for the same objectives;
- 2) How successful you were in maximizing the potential “pie” in the negotiation, relative to what was objectively available to both you and the other party; and
- 3) How you were perceived by the other party.

Imagine if you knew these three things in every negotiation you faced – and how quickly you could improve your performance and improve what I call your “return on mistakes” (ROM). You should see a huge spike in your ROM in this class.

**LEARNING OBJECTIVES**

As a result of this course, I hope you will:

1. Gain a broad intellectual understanding of the central concepts of negotiation, including (but not limited to ...)
  - a. BATNA
  - b. Reservation Price
  - c. ZOPA
  - d. Value Creation
  - e. Value Claiming
2. Translate this understanding into an improvement in your ability to ...
  - a. Recognize opportunities to negotiate (as well as opportunities to walk away)
  - b. Effectively analyze conflict situations and prepare for individual and multi-party negotiations
  - c. Actually negotiate (especially in work settings)
  - d. Identify strategies for preventing negotiation breakdowns
  - e. Analyze and learn from the negotiation
3. Deepen your understanding of your own negotiation and conflict management style tendencies, as well as your strengths and weaknesses as a negotiator
4. Improve at least one situation in your life through negotiation, between now and the end of our course



## COURSE FORMAT

To achieve these objectives, the course uses role-play exercises (in and outside of class) with class debriefing and discussions. Because debriefings increase awareness and understanding of your negotiation strengths and weaknesses, **class attendance is absolutely CRITICAL**. Role-play exercises provide essential background knowledge so these must be completed before class. Short lectures supplement readings and integrate course material, but all classes require extensive participation. You will also complete several short experiential homework assignments to improve your grasp of the concepts.

## READINGS AND MATERIALS

### Required Textbook

Thompson, L. (2012). *The mind and heart of the negotiator* (5<sup>th</sup> ed.). Prentice-Hall.

### Required Class Handout Fee

The vast majority of the role-play exercises we will use are proprietary materials produced by the Kellogg School of Management's Dispute Resolution Research Center located at Northwestern University. These are among the most highly regarded negotiation training materials available; hence, there is a fee for their usage. **You must pay for the fees for these materials by Wednesday, January 11**. Detailed instructions on how to do so are on the last page of this syllabus. Target will not provide you the materials; they deliver them directly to me and I distribute them in the appropriate classes. Email [service@target-copy.com](mailto:service@target-copy.com) if you experience any problems. .

**Failure to pay for course material before *Wednesday January 11* will result in a loss of 5% of your class grade and the inability to participate in exercises.**

## ASSIGNMENTS AND GRADING

Evaluation of your performance will be based on the following component assignments, described in detail on the next pages:

Final Assignment	20-30%	<i>(based on your participation in projects and your group presentation)</i>
Participation in projects	0-10%	<i>(based on timely completion)</i>
Class Participation and Preparation	25%	<i>(based on attendance, preparation, pop quizzes)</i>
Graded Negotiations	20%	<i>(based on your negotiated outcomes)</i>
Peer Feedback	15%	<i>(timely submission of thoughtful peer feedback)</i>
Negotiation Exercise Analysis Paper	10%	<i>(based on your written analysis of the negotiation)</i>
Extra Credit	4%	<i>(based on video submissions)</i>

### Grade calculation

Course grades are calculated by summing the points across components. 100 points are possible. No “curves” or rounding will be used to determine grades. The following cutoffs will be used: **A**=95-100 points; **A-**=90-94.99 points; **B+**=85–89.99 points; **B**=80–85.99, **B-**=75–84.99 points; etc.

### Component assignments

Component assignments are outlined below.

## **1. FINAL ASSIGNMENT AND PARTICIPATION IN PROJECTS (30 points)**

**Final assignment.** In lieu of a final exam or paper, the final assignment for this course is a group presentation which will be held during finals’ week. In particular, this assignment requires that you analyze a high-stakes negotiation, thus providing an opportunity to apply your knowledge of negotiation theory to a real-world context.

To complete this assignment, you must form a 4-5 person group, choose a current or recent negotiation from the news (or your professional work experience), analyze the negotiation using the topics we cover in class and then critique the negotiation process and outcome (if the negotiation is completed) or recommend a negotiation strategy (if the negotiation has not yet been completed). You and your group will then make a 20 minute presentation to the class briefly describing the issue and then carefully presenting the results of your analysis and recommendations. You will also be required to submit a hardcopy of your slides.

The final presentation is worth between 20% and 30% of your grade, depending on your participation in the projects (described below).

Your grade for the final assignment will be determined by three factors: the teaching team’s evaluation of your presentation, a peer evaluation of your presentation by at least one student from another section of the course, and by your own group members’ evaluation of your contribution to the project. The first two will determine your team’s initial grade. The teammate evaluation will be used to adjust your initial grade and may lead your own grade to be higher or lower than this initial grade. Specifically, your grade may be higher if the other members of your group saw you as having made a particularly large contribution to the project, or lower if there is a good amount of agreement that you did not do your fair share of the work. **For every missing group member evaluation, your group’s initial grade will be docked 1 point.**

**Participation in projects.** Satisfactory completion of the course projects (described below) will reduce the number of points your final presentation “counts”. If you complete all projects satisfactorily, you will earn 10 points and your final presentation will then be only 20% of your grade. If, on the other hand, you only complete one, you will earn 5 points and your presentation will be 25% of your grade. Completing none will mean that the final presentation will “count” the full 30%.

It is up to you whether you wish to participate in these projects. However, previous students have found the feedback they receive on these assignments to be helpful and the learning they gain to be substantial.

*Project 1: Personality Survey (5 points).* One potentially useful aspect of negotiation is to understand yourself, how your personality and attitudes affect your negotiation skills, how you perceive others, and how others perceive you as a negotiator. Very often, we aren't who we think we are and we do not necessarily know how our thoughts and attitudes influence how we behave and how others perceive us. Yet a realistic appraisal of our dispositions, attitudes, and social standing is essential for us to reach accurate judgments. The purpose of this online survey is to give you some tools to better understand yourself.

*Project 2: Reputation survey (5 points).* One thing that negotiators certainly have to do is to protect their reputation. Moreover, people's reputation builds fairly quickly in the negotiation community. Reputation can help you or hurt you in negotiations, but many times we are not aware of our reputation and what others think about us. The purpose of this online survey is to give you some ideas about the reputation you built for yourself in this course.

**These project surveys are anonymous and confidential.** I will use the UF ID and your name only for the participation score. After I will record your participation I will delete your name and UF ID from the data set. I will analyze the data only after I have deleted your identification information. I will use the data in an aggregated form to discuss issues that are related to personality and reputation in class.

In order to give you personal feedback you will need to create an ID code. The code should be 5 digits long. This number will be used by you later to find your score. The code can consist of any combination of letters and numbers. Also, write your code down so, if you forget, you can reference it later. You need to use the same code throughout the class.

The due dates are as follows:

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PROJECT	DUE DATE
Personality survey	January 12 at 11:59 PM
Reputation survey	February 14 at 11:30 AM

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Once the deadline passes, you will not be able to participate in these surveys for credit. They will remain online, however. I will post links to these surveys on the course website several days before they are due.

## **2. CLASS PARTICIPATION AND PREPARATION (25 points)**

Research shows that students learn more when they actively participate in discussions. Because debriefing the role-play activities contributes significantly to learning, you are expected to **attend** and **participate actively** during class exercises, discussions, and negotiation debriefings.

**Attendance (7 points).** One critical component of participation is **attendance**. Students who miss all or some portion of the class not only miss out on exercises and discussions, they also disrupt class exercises and cause other students to miss the opportunity to learn from them. Therefore, *you should be present on time* for **EVERY** scheduled class session. *Students who miss, are late, or leave early for more than one class period will find it nearly impossible to achieve an A in the course.* If you must miss class for some reason, email me as soon as possible.

**You will lose 1 point for each unexcused absence.** Absences are unexcused if I am not notified by email 24 hours prior to the class you will miss. **You will also lose 1 point if you arrive AFTER the exercise has started given the disruption it causes to your classmates.**

**Preparation (18 points):** Pre-negotiation planning and preparation are critical aspects to any negotiation. Preparation entails both a command of the negotiation theory presented in lecture and the textbook as well as that week's assigned exercises.

*Negotiation theory knowledge (9 points):* I will evaluate your understanding of negotiation theory via three in-class, multiple-choice **pop quizzes**.

*Class exercise preparation (9 points):* **You are expected to be prepared for every class negotiation.** You should read the assigned readings and role information provided for the exercise. In addition, you should be able to answer questions about the role and preparation if asked prior to starting the negotiation. You will need to come to class with a hardcopy of your preparation document in hand (note: a planning and preparation template will be made available on the class website) as one copy will be collected on occasion.

You should try your hardest to do well for yourself in every negotiation. It will be counted as an unexcused absence if you:

- Ask for the role information during or just before class
- Come to class without your role or any preparation for your role
- I observe that you are unprepared by your actions in the negotiation

**You will lose 1 point per exercise if you are not prepared for the exercises in each class.**

### **3. GRADED NEGOTIATIONS (20 points)**

Negotiations feel markedly different when the outcomes have real consequences. To give you the chance to experience this, you will negotiate against a classmate for points toward your grades. You will complete two graded negotiations, one in Week 3 and one in Week 4. I will let you know which negotiations are graded before the negotiation starts.

For each graded negotiation exercise you have the chance to receive up to 10 points. Your score will be determined by comparing your performance to other people who played the same role across all three sections of the class. The scoring will be done by quartile, as follows:

QUARTILE	POINTS PER GRADED NEGOTIATION
1 <sup>st</sup> (Top)	10
2 <sup>nd</sup>	8.75
3 <sup>rd</sup>	7.5
4 <sup>th</sup> (Bottom)	6.25
<i>Absent</i>	0
<i>No agreement (first graded negotiation only)</i>	0

#### 4. PEER FEEDBACK AND SETTLEMENTS (15 points)

**You are expected to give honest and constructive feedback to your negotiation partner(s) after completing the negotiation exercise.** You should give at least two pieces of positive feedback and two pieces of improvement/constructive feedback.

In addition, you will be required to fill out feedback and settlement agreement forms throughout the course. You will submit this information in a web survey; a separate link will be supplied for each specified exercise and provided by me on the class website. The feedback will help you to identify what strategies/ tactics were effective, ineffective and why, what behaviors were helpful or acted as an impediment to the process, etc. I will discuss the results of these exercises in class and will also provide you with individual feedback about your success in the negotiation exercise. These web surveys must be completed within 24 hours of the end of the class in which you completed that exercise. At the end of the course you will get general feedback about how your peers viewed you as a negotiator.

**For each feedback form you fail to complete, 1 to 4 points (depending on the exercise) will be deducted from your peer feedback and settlement points.** *Make sure to keep careful records of your settlements and feedback received as this is critical data required for successfully completing the assignments in the class.*

#### 5. NEGOTIATION EXERCISE ANALYSES (10 points)

A central goal of the course is for you to improve your negotiation and conflict management skills. Research shows that this process is facilitated by reflection on past performance. Thus, you will write a paper in which you will analyze your negotiation performance, including both your tactics and your nonverbal behaviors.

To give you more insight into your negotiation performance, the negotiations that these papers are based on must be videoed (using a laptop, phone or a borrowed camera from the library). Thus your paper will be based not only on how you recall you did but also based on watching of your performance. You must upload this video along with your paper to get full credit.

Grades for the negotiation exercise analyses will be based on your **written analyses** of your and your counterpart's negotiation performance, rather than your actual performance or outcomes.

**Your paper must be double-spaced, no more than 5 pages in length (excluding attachments), and submitted to Canvas by the beginning of Class 4.** Additional details will be provided on Canvas. Late analyses will be penalized **2 points per day late**, unless alternative arrangements are made well before the scheduled due dates.

#### **6. EXTRA CREDIT (4 points)**

For those who wish to gain extra credit in the course, you may do so by finding or recording up to two brief (no longer than 5 minute) video clips of exemplary distributive or integrative negotiations. For each video you submit, you must:

- Provide a working URL link
- Identify what type of negotiation it is (distributive, integrative, agent-based, etc.)
- Briefly explain why you think it is an excellent example of that type of negotiation.

You will receive 2 points of extra credit upon approval of each video, for a maximum of 4 extra credit points. All submissions for extra credit must be received by Class 6.

### **MUTUAL EXPECTATIONS AND FEEDBACK**

To create a vibrant and constructive learning environment, we should all strive (at a minimum) to create and maintain a norm for high professional standards. These expectations are mutual, so everyone is accountable—including me. The following points summarize our mutual expectations for this course:

- Honesty and integrity in our work
- High standards of excellence & professionalism in all work products
- Solid preparation for all class meetings and exercises
- Avoidance of put-downs and other signs of disrespect toward others
- Active, enthusiastic participation, including arriving on time or early
- Openness and tolerance for diverse perspectives
- Motivation to work hard and enjoy the class!

Your feedback is of great importance to me as an educator. As a result, I will ask you to provide your key “takeaways” and feedback in an ungraded “Two Minute Memo” at the end of every class. I also typically solicit confidential, anonymous feedback every semester. You are welcome to provide me with direct feedback as well (either via email or by appointment).

### **ADDITIONAL CLASS POLICIES**

1. **Special Needs.** Students with disabilities needing academic accommodations should
  - Register with and provide documentation to Disability Resources (392-1261), and
  - Bring a letter to the instructor from the Disability Resources office indicating that you need academic accommodations.

Please do this as soon as possible, preferably within the first week of class.



If you have a religious obligation that requires accommodation, please see me as soon as possible, preferably within the first week of class.

2. **Laptop, Tablet and Cell Phone Policy.** As a courtesy to all students, the use of laptops, tablets and cell phones is not permitted in class.
3. **Expectation of Constructive Feedback.** The in-class and out-of-class exercises require you to provide feedback to others. Such feedback is effective only if it is constructive. Constructive feedback focuses on *specific behaviors or issues*, not on others' personalities. Furthermore, it is given in the spirit of helping others improve, not to undermine their confidence.
4. **Academic Integrity.** I expect academic honesty from all students. Specific activities that constitute academic dishonesty include:
  - Copying passages from other sources (whether written by you previously or by someone else) or paraphrasing without referencing the original source;
  - Reading your partner's confidential role information for an exercise before or during that negotiation exercise or disclosing your own confidential information; and
  - Consulting anyone (especially past MAN 6447 students) about a role-play exercise we have not yet conducted or discussed.

You are also expected to follow the University of Florida's honor code in all assignments in this class. Any violation of the University of Florida Honor Code will not be tolerated. In submitting an assignment to me, you are thereby agreeing to the following statement "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about the University of Florida honor code, see:

<http://www.dso.ufl.edu/judicial/academichonestystudent.html>

5. **Nonnegotiable Grading Policies.** Many things in life are open to negotiation—however, the course grading policies are not among them. Although I encourage you to negotiate often, I cannot open this course's policies (e.g., grade penalties for absences) to negotiation with individual students. It would be unfair to other students. If you feel that your grade on an assignment was unfair, you may contest it by providing me with a written appeal, within ten days of receiving the grade, detailing why you think the grade is unfair.

<b>CLASS SCHEDULE</b>			
<b>Topics by Week</b>	<b>Exercises</b>	<b>Week's Deliverables and Deadlines</b>	<b>What to read AFTER class</b>
<b>WEEK 1 (Jan. 9)</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Nature of negotiation</li> </ul>	2 exercises	<ul style="list-style-type: none"> <li>• Materials fee to Target Copy (1/11 COB)</li> <li>• Personality survey (1/12 11:59 PM)</li> </ul>	Thompson, chapter 1
<b>WEEK 2 (Jan. 23)</b> <ul style="list-style-type: none"> <li>• Preparation; distributive bargaining</li> </ul>	2 exercises	<ul style="list-style-type: none"> <li>• Peer feedback &amp; settlement survey #1 (1/24 at 11:30 AM)</li> <li>• Group chosen for final assignment (1/24 at 11:30 AM)</li> </ul>	Thompson, chapters 2 and 3
<b>WEEK 3 (Jan. 30)</b> <ul style="list-style-type: none"> <li>• Integrative bargaining</li> </ul>	2 exercises, including Graded negotiation I	<ul style="list-style-type: none"> <li>• Peer feedback &amp; settlement survey #2 (1/31 at 11:30 AM)</li> <li>• Topic of final assignment selected (1/31 at 11:30 AM)</li> </ul>	Thompson, chapter 4
<b>WEEK 4 (Feb. 6)</b> <ul style="list-style-type: none"> <li>• Multiparty and coalition negotiations</li> <li>• Power and persuasion</li> </ul>	2 exercises, including Graded negotiation II	<ul style="list-style-type: none"> <li>• Negotiation exercise analysis paper due (2/6 at 7 AM)</li> <li>• Peer feedback &amp; settlement survey #3 (2/7 at 11:30 AM)</li> </ul>	Thompson, chapters 7 and 9
<b>WEEK 5 (Feb. 13)</b> <ul style="list-style-type: none"> <li>• Ethics/social dilemmas; negotiating via agents</li> <li>• Course review</li> </ul>	1 exercise	<ul style="list-style-type: none"> <li>• Peer feedback &amp; settlement survey #4 (2/14 at 11:30 AM)</li> <li>• Reputation survey (2/14 at 11:30 AM)</li> </ul>	Thompson, chapter 8, 11, pp. 169-178
<b>WEEK 6 (Feb. 20)</b> <ul style="list-style-type: none"> <li>• Final assignment presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Hard copy of presentation (2/20, start of class)</li> <li>• Extra credit submissions (2/20, start of class)</li> <li>• Peer evaluations (2/20, 11:30 AM)</li> </ul>	

*Note: schedule is subject to change.*

## Paying the Required Course Materials Fee

1. Please visit target-copy.com

2. Select the “Course Packs” menu

3. Enter your course code into the search field

4. Add the course material to your cart and Proceed to Checkout

5. Enter your billing information

6. Deselect to “Ship to a different address”

7. Type “ROYALTY FEE PAYMENT”

8. Select Local Pickup to avoid unnecessary shipping fees

9. Proceed to PayPal and complete your order

*\*All materials will be delivered directly to your professor and provided to you in class.*