COURSE DESCRIPTION

The purpose of this course is to help you understand the theory and processes of negotiation in a variety of settings. This course helps students develop negotiation skills by addressing a variety of negotiation topics experientially by 1) preparing for and simulating a range of negotiation situations and 2) analyzing students’ negotiation outcomes and strategies. We integrate students’ experiences with negotiation theory in a weekly debrief. Readings complement the classroom experience and reinforce key messages from the experiences.

COURSE MATERIALS

Materials
There are three things you need for this course, and you may want to pre-order or have either a credit card or $125 with you on the first night of class:

1. A course packet of readings (approx. $50), which will be available for purchase at the end of the first class, and / or is sold by:
   Jon and Jody Hansen, University Publishing Solutions, LLC
   302 Ryders Lane, East Brunswick, NJ 08816
   Tel 732-220-1211 Fax 732-418-1921
   www.upublishing.com
   You can pre-order this case packet on the website and pick it up from them when they come to our class at the end of the first night.

2. A “course ticket” which is a separate payment (of about $75) that pays your copyright fees for the actual negotiation cases that you will download each week. You will also pay this fee to University Publishing Solutions, either on the first night of class or online. **YOU MUST PAY THIS FEE TO RECEIVE YOUR GRADE IN THE COURSE.** You need to hand me the receipt for this with your name on it to make sure I have a record of your payment.

3. The textbook is Getting to Yes: Negotiating Agreement Without Giving In, Second Edition (1991) by Fisher and Ury (referred to in the Course Outline as GTY). It can be found in the bookstore or elsewhere.

Notes on Blackboard Postings:

(1) Slides used in class are posted on Blackboard. If you would like to have the slides in front of you, please print them out and bring them to class. PLEASE REFRAIN FROM READING
THEM BEFORE THE CLASS DISCUSSION, though, since in some cases they might provide information that would ruin a class exercise for you. Thank you!

(2) Cases are posted for you to download. Please only download YOUR ROLE in the negotiation—in class each week you will know which role is yours (and will need to find out from me if you’re absent). If there is something labeled GENERAL INFO, everybody reads it as an introduction to the case. (If you read the other side’s materials, you may “win” in this classroom exercise, but you won’t learn a thing about what to do next time, in the real world, with no “roles” to look at!)

**Please see http://www.blackboard.rutgers.edu for assignments, slides, and weather-related cancellations. (Please also note: e-mails get attention more quickly than voicemail.)**

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**LEARNING OBJECTIVES**

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

- Learn to analyze negotiation situations
- Know how to develop a strategic plan for effective negotiations
- Build your confidence as a negotiator
- Improve your ability to negotiate effectively

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**FORMAT**

1. You will negotiate a case each week (advanced preparation is required; sometimes in teams). You can go anywhere you like to negotiate but you cannot put off the negotiation for another time. When finished, write down the details of the agreement (or the fact that no agreement was reached) to bring to class the following week, then go home (you don’t need to check back in with me that same night). Also jot down notes for yourself on any noteworthy features of the negotiation to help you share your experiences with the class during the discussion.

2. The following week, come to the podium before class to report your outcome and your partners’ name(s). I will make a spreadsheet of outcomes and then we will debrief / discuss the case. Participation is expected in the discussions.

3. At the end of each class, you will choose your partner(s) for the following week and choose roles to later download from Blackboard. Please write down the name of your partner(s) on your case information sheets—and who is assigned to each role—it won’t be so easy to remember who you agreed to negotiate with week after week, especially when groups get larger than two.

4. If you are absent, the burden is on YOU to get the materials you need to prepare for the following week’s class (listed on the last page of this syllabus). Absence requires two actions on your part: (a) notify me via e-mail right before the class-to-be-missed to ask...
me to find you a partner for the following week when the pairings occur during class (this e-mail cannot be sent far ahead of time—within one week of the to-be-missed class only please), and (b) send a second message right after the class you’ve missed to find out which role to download for the coming week. I will not contact you spontaneously—I know this sounds burdensome but the system works. It is your job to make sure you have what you need so that you can fully participate in the next class. Please also note that if there are no partners available, you will be doubled up with another person in the same role.

5. FYI: There are several “skills building” topics in which we cover some of the biggest negotiation situations most of us will face in our lives: job negotiations, house-buying negotiations, and car-buying negotiations, as well as conducting negotiations over e-mail.

Keep in mind that the following **Rules** and **Honor Code** standards apply to the class:

- You are expected to be prepared and on time for all negotiation exercises (see the attendance policy below).
- You may not ask your partner to reschedule a negotiation outside of class-time. Doing this creates an unfair burden on your peers.
- You may not show your confidential role information to the other parties, though you may tell the other side whatever you like about your confidential information.
- You may use any strategy, short of physical violence, to reach an agreement, including misrepresentation. However, in selecting a strategy it is wise to consider that using it may have ramifications far beyond the particular negotiation.
- You may not make up facts or information that materially change the power distribution of the exercise, e.g. your family has just bought the company you are currently negotiating with for a job.
- It is not appropriate to borrow notes, discuss cases, or share exams with people outside the class. This includes web searches on the names of the cases. Of course you will find the information about both side’s priorities in the negotiation, but you will effectively learn nothing by conducting the course this way. Negotiated outcomes aren’t graded for just this reason—challenge yourself, and be willing to fail in order to learn.
- Lastly, DO NOT agree to any deal you are not willing to defend to the rest of the class. “Oh, I never would have said yes in the real world” does not exhibit integrity in this setting.

A note on research: Our class is possible because of the findings from research programs at this and all other major universities, which generate knowledge about negotiation effectiveness. By the same token, we may have the opportunity in this class to participate in ongoing research. This would mean that some outcomes from some exercises are collected and analyzed (all without names, of course), for the purposes of gathering information about negotiation processes. If this raises concerns for you, please see me.
COURSE REQUIREMENTS OVERVIEW

- 5% Attendance and Class Participation
- 30% course assignments:
  - Goal Statements (5% for both, PASS-FAIL)
  - TAKE-HOME QUIZ #1: Moms.com Planning Document (10%)
  - Team Project #1: ABC-Local 190 Round 1 Scoring System (10%)
  - Collecting No’s (5% and PASS-FAIL)
- 25% Midterm Exam: In-Class, Closed-Book, and generally Really Hard!
- 40% Final in three parts:
  - TAKE-HOME QUIZ #2: Analyze a Real World Negotiation (10%)
  - Go out and Negotiate! (20%)
  - Team Project #2: Case Analysis (10%)

Guidelines for written work and grading

1. Please use a reasonable font-size (like 12 pt.), even in tables.
2. Page limits are enforced (within reason—an extra sentence is fine, an extra page is not).
3. Hard copies of all assignments are due in class on the assigned dates, but double-sided printing is fine with me. I WILL NOT accept e-mailed assignments, unless there are extreme circumstances and you have gotten my prior permission. (“I forgot to print it out” does not qualify). If I do not make this rule, upwards of 30% of the class decides to e-mail their work instead.
4. Of course grammar matters. For example, Loose ≠ Lose, Lead ≠ Led, To/Two/Too and Their/There/There are different words. Please pay attention to apostrophes, commas, etc.
5. I do not give more than 30% A-grades in any one class (and often only give closer to 20%). Thus, there is a forced curve in the class and your standing in the class is ranked relative to every other student at the end of the semester. Extra credit opportunities, should they arise, are “extra” in the sense that you do not need to complete them to pass the class, but are factored in before the awarding of final grades, making it unlikely that you will fall into the “A” group if you do not choose to complete these extra assignments.
6. Most assignments are graded on a 5-point scale (with half-points). I use a "build or burn" model for grading, which means the following:
   - A paper that does just what it was supposed to and fulfills the basic requirements in a competent way gets a 3. Thus, do not interpret a 3 as a grade of 60 out of 100 and failing. Instead, think of that as “meets the bar”.
   - Getting above a 3 means you did something extra—had one or more significant insights into approach, sophisticated analyses on details, were very thorough in discussing both your side and the other side, etc.
   - Getting all the way to a 5 means you went well above and beyond, and very few are typically given for any one assignment.
   - Below a 3 means that something critical was missing.
7. Just FYI: assignments that ask you to observe situations (like Analyze the Tactics, and the Team Case Analysis) are generally graded more easily than are assignments that ask you
to create or apply your own material (like the Planning Document, Scoring System, and Go Out and Negotiate).

ATTENDANCE & PARTICIPATION (5%)

Attendance and Participation
You are expected to attend, on time, and participate in all negotiation exercises and class discussions. You are expected to be prepared for the negotiation each week. You may miss only two negotiation exercises in the semester without penalty if you notify me in advance (48 hours, ideally). Lack of preparation for an exercise will be treated like an absence for that exercise. Please note that there is a negotiation exercise on the first day of class. If you miss more than the two allotted negotiations, or if you miss class without prior notice or are unprepared to negotiate, your grade will suffer.

TWO GOAL STATEMENTS (5%, PASS-FAIL)

- GOAL STATEMENT #1: In a 1-2 page memo, please state your goals for yourself in this class. Discuss your negotiation strengths and weaknesses and set some specific goals. Due at the beginning of class Week 2.
- GOAL STATEMENT #2: In a follow-up memo (also 1-2 pages), review your Week 1 goal statement, and comment on your current status (what have you achieved?) and your goals for the continued improvement of your negotiation skills (what do you still have left to work on?). Due the last day of class.

TAKE-HOME QUIZ #1: PLANNING DOCUMENT (10%)

Though you are required to complete a planning document each week to help you prepare fully for your role in each negotiation, only one planning document will be collected and graded. (The rest are just for your own personal use and are not collected). Thus, the quiz is a check to see that you can adequately plan for a complex negotiation: the Moms.Com case in Class 4. Examples of planning documents, in several different formats (chart, list, table, etc.) are in the course packet. You can use these documents as a template or as a general guideline for you to design your own planning document.

Planning documents must include:
- A full analysis of your own needs, priorities, alternatives, and cutoff points
- As much as possible on the same items for your counterpart(s). (But you don’t always have all the information on the other side, of course. So, when you don’t have information about your counterpart(s), you should make the best guesses you can, and make sure you note that the information is just a guess.)
- A well-developed and complete strategy for how to approach the negotiations, how to get the information you need, and / or how to get your own wishes established in the conversation.

MIDTERM EXAM (25%)
The exam will cover material from the readings and class discussions (in-class discussions are generally more heavily weighted). The format is half short-answer and half multiple-choice, and takes 90 minutes of class time. The exam is designed to make sure you have the basic concepts at
your fingertips, can identify tactics when you see them, and can provide reasonable examples of each of the parts of negotiations that we have discussed in class.

**ABC-LOCAL 190 PRE-Round 1 SCORING SYSTEM (10%)—TURN IN ONE PER TEAM** (your side of the negotiation is your team)

Introduction to ABC-Local 190: You will be involved in three rounds of a labor-union negotiation with another team. Each round consists of a different point in time, with different background materials. So, although the players will not change from round to round, the situations are unique and you will not have the chance to go back and re-negotiate parts from previous contracts / situations.

Assignment: Please review the materials for the first round of negotiation before proceeding with this assignment. You will turn in a copy of this assignment before you go to negotiate Round 1 with the other team, therefore make sure to print an extra copy to turn in other than the one you intend to use during the negotiation itself.

The framework presented in the chapter called Tradeoffs and Concessions in the course packet can help you begin the design of your scoring system for this round of the negotiation. A scoring system must be measurable, complete, and internally consistent. Every issue you think might be relevant to the upcoming negotiation should be included in the scoring system, whether or not it appears in the case materials. Each issue must be converted to a quantitative scale, and the numbers must have meaning so that it is obvious to someone not on your team what tradeoffs would be acceptable to you, what packages you would approve or reject, with appropriate cutoff points clear for both minimum and target levels. In addition to the scoring system, please develop and attach a separate page with possible alternative packages—with at least some worth the same amount—that you feel would be acceptable to your side. Include the specific elements of each deal (what value each would assume), as well as an overall rating or prioritization for how acceptable the deal would be for your side. This will help you think about the issues in terms of how they might be combined into packages before you enter the negotiation, and will help demonstrate that your number-system does indeed produce negotiation options that are meaningful. In addition, you may find it helpful to create a planning document for the Round 1 negotiation.

A note on this project—getting this right usually requires several iterations whereby you quantify your issues, try the system out, find the “bugs” and re-work it until it makes more sense. This is cumbersome but is the only way it works in the real world—to be useful, you need to know that you can rely on the numbers that you assign.

Guidelines for approaching this project:
1. List all of the issues that you think it might be useful to be able to discuss during this negotiation: even if this goes beyond what are specifically presented in the case materials
2. Rank those issues in terms of which are most / least important to you
3. Provide options within each issue for things you could agree to—for example, if one of the issues on your list is amount of vacation time, put in the different options you
think you may want to be able to include, such as 1 week, 2 weeks, 3 weeks, 4 weeks, and 5 weeks.

4. Quantify the issues and the options within each issue:
   a. For example, allocate 100 points among all issues (50 points to the most important issue, 30 to the next, etc.)
   b. Within each issue, how many points will each option earn you?

5. Now, play with the numbers: create packages, decide how many points you need overall to make a deal, and how many you’d realistically like to stretch for, etc. Make sure whatever numbers you set work in ALL cases, not just the first package you tried putting together. For example, can you arrive at your minimum-acceptability number of points without getting any salary, for example? If so, re-work the numbers!

6. Make alternative packages worth about the same amount. Explain how the same overall points actually do make packages that are pretty much equally appealing to you. (If they aren’t equal-feeling, go back and re-work the numbers again until they are).

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COLLECTING NO’S ASSIGNMENT (5%, PASS-FAIL)

The purpose of this exercise is to give you experience in making requests and feeling out the line between YES and NO. Note: Some of you may not enjoy this exercise, but bear with me—many who have done this have later reflected on its high value as a learning tool. If you’re reluctant to do this at work, then by all means, don’t! Find situations with strangers in stores, for example, or with friends to whom you can later explain things without damaging any relationships.

- Your task in this exercise is to collect the answer “no” to requests that you pose (not information questions, such as, “Is the sky green?”)
- People may say “no” directly or may say something else you understand to mean “no”.
- Pose requests SPECIFICALLY DESIGNED FOR THIS ASSIGNMENT ONLY. Don’t simply record all the questions you needed to ask anyway that got no’s (or worse, things that happened entirely in the past). Go ahead and push the envelope—see what it takes to make people say no to you!

Here are the rules:

2. Requests must be legal, and something the person really could do, even though it might be unreasonable.
3. You cannot tell people you are making this request as part of a class assignment (at least until after the question has been asked and answered).
4. You must ask a minimum of 10 different people.
5. You must ask each person a different question / request.
6. Continue to make requests until you have collected 10 no’s. Thus, you need a minimum of 10 people and a minimum of 10 different questions, but you may need more.

**PART A:** Record three details for each question (whether you got a yes or a no): (a) What did you request? (b) What response did you receive? and (c) What was your reaction to the response? **PART B:** Pick one of the requests for which you received a no and make that same request of the same person a second time. If you receive another no, wait until later and make the same request yet a third time. Record what the person says each time.

**PART C:** Pick at least one of the requests for which you received a no and ask the person who said no, “What would have to happen for you to say yes to my request?” Record the answer.
TAKE-HOME QUIZ #2: ANALYZE THE TACTICS IN A REAL WORLD NEGOTIATION (10%)

The purpose of this assignment is to give you experience in recognizing the negotiations that are happening around you all the time, and identify the tactics and strategies used. For this reason, this assignment requires you to find an outside negotiation situation to describe (BUT NOT ONE THAT YOU WERE INVOLVED IN PERSONALLY—that will come in the next assignment!). The situation you select may be from real life (for example from current events or from an interview with someone else who has experienced a complex negotiation), or from a fictional narrative (movie, book, etc.). Length: two page maximum

**Situation:**
What happened in the situation, very briefly (executive summary format—keeping to just a few sentences)? Just set the context here.

**Persuasion / Tactics: At least 4**
Describe in a few sentences each how the tactic was used and if it was helpful or harmful. Use the list below for examples. (bullet points or short paragraphs)

- Anchoring
- Agenda Setting
- Bogey
- Chicken
- Contrast Effects (Foot in Door, Door in Face, That’s Not All)
- Commitment and Consistency
- Expertise
- External Standards
- Fairness (what type)
- Flattery / Good Mood
- Good Cop / Bad Cop
- Highball / Lowball
- Intimidation / Aggressive Behavior
- Nibble
- Power of Options
- Priming
- Reactance
- Reciprocity
- Reinforcement
- Scarcity
- Show Small Flaws
- Similarity
- Snow Job
- Social Proof
- Timing issues / Time Pressure
GO OUT AND NEGOTIATE! (20%)

Now it’s your turn! You have been negotiating for years, perhaps without even thinking about the exchanges as negotiations. Likewise, in the past, you have probably overlooked many opportunities for potential negotiations. This assignment is a chance for you to demonstrate your skills in each of three areas: Planning, Executing, and Analyzing. (Note: for this assignment, do not analyze a negotiation you were involved in previously, but conduct a new negotiation armed with the knowledge you’ve gained in the course thus far.)

- You can negotiate for anything you would like. Examples include goods or services, a situation at work, the terms of a relationship, settling a dispute, making plans, or just about anything else. There are no boundaries here.
- Make sure the negotiation is complex enough to show off your skills. **Examples of too-simple negotiations include:**
  - You bring in a competitor’s price to an electronics store (or car dealer even) and get a lower price.
  - You call your phone or cable company with threats to switch providers.
  - You ask your cleaning service (or other service provider or seller) for a discount, and get it, just for having asked.

Yes, these are effective negotiations. But no, they don’t make for a good paper.
- After you have completed your bargaining, you should write a two- to three-page paper (double spaced, 12-pt font). Please divide your paper into the three areas mentioned above:
  - **Planning:** How did you approach the negotiation? (7 pts)
  - **Executing:** This is the negotiation itself. What happened? This part should be description only, and should be the shortest of the three segments. (6 pts)
  - **Analysis:** Explicitly label the elements of the course that appear in your negotiation. What worked and what didn’t, and why? What would you do differently next time? (7 pts)

TEAM CASE ANALYSIS (10%)—TURN IN ONE PER TEAM

The team case analysis is based on the three-round ABC-Local 190 negotiation you completed in class. **DO NOT PROCEED TO READ THIS SECTION UNTIL AFTER ALL THREE ROUNDS OF THE NEGOTIATION HAVE BEEN COMPLETED.**

The ABC-Local 190 negotiation was based on an actual negotiation between the George Hormel Company and Local P-9 of the United Food and Commercial Workers Union. You will see a film, “American Dream” which depicts these situations, and the case in your course-packet (The Hormel Strike at Austin, MN) also describes the situation surrounding these negotiations in detail, as supplemental information. Your team will analyze the Hormel negotiations and compare and contrast the actual negotiations to those you were involved in between ABC and Local 190. Please answer BOTH of the following questions in no more than three pages total (double-spaced, 12 pt font).

1) What were the THREE key strategic errors made by the ________ side in the Hormel negotiations (choose one side)? For each error, provide one brief paragraph explaining why you selected it as a top strategic error. (Make sure that your errors are distinct, so that you don’t repeat the same error using different words). —continues on next page—
2) It is easy to imagine that your negotiations were quite different from the Hormel ones—your livelihoods weren’t on the line, for one thing, and you are all now trained negotiators for another! But it is likely that your experiences did overlap in some regards. Write several paragraphs that discuss one aspect of your multi-round negotiation experience that was similar to that experienced by Hormel/P-90 as described in the movie and the article about Hormel. Your answer should focus, of course, on the negotiation aspects of the experience. What, if anything, would you do differently if you could do ABC-Local 190 all over again?
## COURSE SCHEDULE

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<th>Readings</th>
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<td>Intro</td>
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<td>Biopharm-Seltelk (given in class)</td>
<td>Texoil</td>
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<tr>
<td>Class 2 1/29</td>
<td>Cars</td>
<td>(CP) Prepare, Prepare</td>
<td>**Turn in Goal#1 SKILLS: CARS Texoil</td>
<td>Federated Science</td>
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<tr>
<td>Class 4 2/12</td>
<td>Coalitions</td>
<td>(CP) Strategy-Tactic Dist (CP) Getting things done…coalitions</td>
<td>Fed Sci debrief, **Turn in Plan Doc Moms.com neg</td>
<td>Viking Materials</td>
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<tr>
<td>Class 5 2/19</td>
<td>Integrative Neg.</td>
<td>GTY Chapters 1-2-3 (CP) Rational Strategies</td>
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<tr>
<td>Class 6 2/26</td>
<td>Interests, Rights &amp; Power</td>
<td>GTY Chapters 4-5 (CP) Post Settlements (CP) Three approaches</td>
<td>**Turn in Nos Viking Debrief ABC Prep</td>
<td>Bullard Houses</td>
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<td>Class 7 3/5</td>
<td>Midterm</td>
<td>GTY Chapters 6-7-8 (CP) Tradeoffs-Concession</td>
<td>Midterm Bullard Neg</td>
<td>Virtual Victorian (bring outcomes to class on 4/2)</td>
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<tr>
<td>Class 8 3/12</td>
<td>Info Exch 2</td>
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<td>**Turn in Scoring Sys Bullard Debrief ABC Round 1 neg</td>
<td>ABC Round 2 Materials</td>
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<td>Class 9 4/2</td>
<td>Agents &amp; Tech</td>
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<td>**Turn in RWN I SKILLS: Houses / Tech ABC Round 2 neg</td>
<td>Mouse materials</td>
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<tr>
<td>Class 10 4/9</td>
<td>Conflict Styles</td>
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<tr>
<td>Class 11 4/16</td>
<td>Culture</td>
<td>(optional reading) (CP) Negotiating with foreigners</td>
<td>**Turn in RWN II Mouse debrief ABC Round 3</td>
<td>Watch Film for case analysis via Blackboard</td>
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<tr>
<td>Class 12 4/23</td>
<td>Jobs</td>
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<td>SKILLS: Jobs Team meetings</td>
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<tr>
<td>Class 13 4/30</td>
<td>Wrap-up day</td>
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<td>**Turn in Goal#2 **Turn in Team Case ABC Debrief</td>
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