COURSE OBJECTIVES

The best way to learn negotiation skills and actually internalize them is to negotiate in a setting where insight is offered, feedback is plentiful, personal reflection is encouraged, and careful analysis is required. This course is designed to foster learning through doing, to explore your own talents, skills, and shortcomings as a negotiator. The negotiation exercises will provide you with an opportunity to attempt strategies and tactics in a low-risk environment, to learn about yourself and how you respond in specific negotiation situations. If you discover a tendency that you think needs correction, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced.

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

- Experience the negotiation process, learning how to evaluate the costs and benefits of alternative actions.
- Improve your ability to analyze the negotiation situation and learn how to develop a strategic plan so as to improve your ability to negotiate effectively.
- Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- Understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.
- Improve your analytical abilities and your capacity to understand and predict the behavior of individuals, groups, and organizations in competitive situations.
- Develop a toolkit of useful negotiation skills, strategies, and approaches.

COURSE FORMAT

The course is highly experiential, and is therefore built around a series of negotiation exercises, debriefings, and readings. There will be a negotiation exercise in every class except our last class. Classes will also include lectures and class discussions.
Almost all exercises require preparation in advance. Some exercises require students to prepare outside of class as a team, either by phone, e-mail, or in person. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings. Students should also be prepared to stay a few minutes after class to arrange meetings with other members of the class.

**It is important to do the week’s readings AFTER class.** Please do not read ahead. The readings are selected to reinforce the learning points of each exercise, and the concepts will be more comprehensible if you have already experienced them directly.

**COURSE MATERIALS**

Readings will be available online. Negotiation materials will be handed out in class.

**COURSE REQUIREMENTS AND GRADING**

Your grade will be made up of:

1. Course contribution 25%
2. Planning documents 5%
3. Post-negotiation analysis 20%
4. On-going group negotiation 15%
5. Real life negotiation 35%

**1. Course Contribution: Attendance and Participation in Class Discussions (25% of grade)**

Because negotiation exercises are critical to the learning process in this course, students are expected to participate in all of them. If you must miss an exercise, it is your responsibility to contact me at least three days before the class session. This strict policy is necessary because your classmates rely on your attendance for their educational experience, and we must arrange logistics and pairings in advance.

Your participation in class discussion will be evaluated on the quality of your contributions and insights. You are expected to be prepared for class and to actively participate in all class discussions and negotiation exercises. You will be evaluated on the quality of your contribution to class discussions. 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 intuition or casual observation)
2. Contribute to moving the discussion and analysis forward
3. Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
4. Link relevant concepts to current events and experiences
2. Planning Documents (5% of grade)

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. To help you prepare for the role you will play in each negotiation, you should prepare a negotiation planning document before each negotiation. If you are negotiating as part of a team, you and the other team members should prepare one planning document together. An example of a planning document is included at the end of this syllabus.

You or your team (if you are negotiating as a team) should bring 1 copy of the assigned planning documents to class so that you can use it as a reference during your negotiation. Also, please type and submit the planning documents into IVLE during class.

Note that points will be deducted for planning documents turned in after the negotiation.

3. Post-Negotiation Analysis (20% of grade)

You will be required to turn in a post-negotiation analysis. The purpose of this analysis is to encourage you to reflect on your behavior and your classmates’ behaviors in a negotiation exercise, and to analyze what you have learned from your experience. Your analysis will also give me a sense of your individual progress and provide me with an idea of which topics require more class discussion. Your task in this post-negotiation analysis is to describe your reactions, perceptions, and significant insights gained from participation in a negotiation exercise. The analysis should not be a detailed report of everything that happened in the negotiation. Rather, it should focus on the following issues:

1. Provide a brief overview of the key events.
2. What were the critical factors that affected the negotiation situation and outcomes, and what can you say about these factors in general?
3. What did you learn about negotiation or conflict from this situation?
4. How do the concepts presented in lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style?
5. What would you do the same or differently in the future, or how would you like to behave in order to perform more effectively?

The post-negotiation analysis should not be more than 500 words (including title page, appendix, etc), and is to be uploaded to IVLE.

You are encouraged to share your post-negotiation analysis with the other people who were involved in your negotiation; your feedback could be quite helpful to your peers.

4. On-going Group Negotiation (15% of grade)

You will be working in a group with other classmates on a multi-round negotiation, some of which will be completed outside of class. Your group will be assigned either the role of union negotiators
or management representatives, and will be paired with another group for three rounds of negotiations. Your group will work together to develop negotiating strategies and complete the negotiations.

Before each of the three negotiations, you will receive detailed information regarding the negotiation. After each negotiation, your group should turn in the outcomes of the negotiation. In addition, after the first round your group will be asked to turn in the scoring system you developed for the negotiation. (We’ll talk more about scoring systems in class.)

**Round 1 Scoring System (10% of grade)**
The scoring systems developed by your group will be evaluated as part of your overall grade. In particular, the scoring system you design for the first round will constitute 10% of your grade. Your scoring systems will be graded based on your understanding and application of an additive scoring system and your integration of issues in the case.

**Round 2 Outcome for On-going Negotiation (5% of grade)**
For the second round, each group’s outcomes will count for 5% of your grade. This grade will be based on how well your results compare to those of your peers in the same role. This on-going negotiation is the only instance in which your performance in a negotiation exercise will affect your grade. Your outcomes can be submitted to me the night of the negotiation.

5. **Real Life Negotiation Analysis (35% of grade)**

Although our course on negotiations has just begun, you have all 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. To encourage you to think about the many everyday opportunities you have to negotiate, and to improve your negotiation skills, you are being asked to **go out and negotiate!**

You can negotiate for anything you would like. Be creative. Your negotiation could involve a good or service from a merchant, a salary or bonus with an employer, a discount from a service provider, or anything else. Also, note that you **do not have to buy anything** to complete this assignment (e.g., negotiating with a child over bedtime). Similarly, your negotiations do not need to be a success – often, we learn as much from negotiations that fail as from those that succeed.

There are only two rules for this assignment:

1. You may **not** tell the person you are negotiating with that this is for a class project until the negotiation is complete (and even then, it’s probably not necessary).
2. You are not allowed to engage in a negotiation that you do not intend to follow through with if the outcome you desire is obtained.

After you have finished negotiating, you should write an analysis of the negotiation that includes a planning document, scoring system (if applicable), and a post-negotiation analysis. Your analysis should not exceed 1000 words (including title page, appendix, etc). This paper is not due until the last class, so you should have plenty of time to find an interesting negotiating opportunity. As with the post-negotiation analysis, the key is to focus on an **analysis** rather than a description of the
negotiation. Your grade for this project will be based on your creativity and your analysis of the preparation, process, and outcome of the negotiation.

**HONOR CODE**

The honor code applies to this class as follows:

- ✓ You may use any strategy, short of physical violence, to reach an agreement, including misrepresentation. However, in selecting a negotiation strategy it is important to remember that a strategy may have ramifications that go beyond the particular negotiation in which it was used.
- ✓ You may not make up facts that materially change the power distribution of the exercise, e.g., your family just bought the company with which you are currently negotiating. If you are asked a question that calls for information that is not in your confidential instructions, you may say, “I don’t know.”
- ✓ You may tell the other side what you wish, but do not show them your confidential role instructions.
- ✓ It is not appropriate to borrow notes or discuss cases with people outside of class.
- ✓ Class discussion stays in class.
- ✓ Material used in this class including but not limited to handouts, exercises, cases, discussion questions, charts, and graphs are copyrighted and may not be used for purposes other than the education experience of this class without the written consent of the instructor.

**RESEARCH**

The research at NUS has been instrumental in developing the University’s reputation as one of the premier institutions for teaching negotiations. As a result, cutting-edge research on negotiations is conducted at NUS. You have an opportunity to benefit from this research in this course. Just as prior NUS students have contributed to your learning experience by participating in research, you contribute to the experiences of future students. If you do not want your outcomes from any exercise used for research purposes, please notify me. Negotiation results for research purposes are always aggregated and anonymous.