

Advanced Topics in Negotiation
OPIM 292
Spring 2011

Instructor

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Course Objectives

This course is designed to teach negotiation principles and to enable student to develop their negotiation skills. This course builds upon and assumes familiarity with the negotiation concepts covered in the **prerequisite** for this course: "Negotiations." I will assume that students have a basic foundation of core negotiation concepts (e.g., BATNA, integrative negotiations, Pareto efficiency, Reciprocity). I realize that students will come to this class from a variety of negotiation courses, but I will expect them to be familiar with concepts in "Bargaining for Advantage." If you had another text in your Negotiation course (e.g., "Getting to Yes"), you should be sure to read "Bargaining for Advantage."

In this course, we extend the study and practice of negotiations, and we develop a deeper understanding for how specific aspects of the negotiation process (e.g., emotions, deadlines, trust violations) impact outcomes. Through course lectures, readings, and exercises, students will develop a rich framework for thinking about the negotiation process and acquire tools for guiding the negotiation process.

Course Format

This course has several components. In this class, students are expected to participate in class discussions, deliver a presentation, participate in negotiation simulations and conduct negotiations outside of class.

Attendance and Laptop Policy

Arriving late, arriving unprepared, or missing class harms the learning environment in the class and will harm your grade. Though I know that some of you are accustomed to taking notes on your laptops, laptop use in this class is not allowed. Other electronic devices including Blackberries, iPhones, etc. are also not permitted during lectures and class discussions.

Readings

There is a bulkpack for this course. In addition to these readings, there is a one required text:

Made to Stick: Why Some Ideas Survive and Others Die by Chip
Heath & Dan Heath – Random House, 2007

I will also distribute case materials in class.

Quiz

There will be four short quizzes during the semester. These quizzes will cover material from the assigned readings, lectures, guest speakers, and class discussion. The quizzes will include a number of short answer questions.

Presentation

As a group, you will be required to deliver a 20 minute presentation and create a 1-2 page handout for fellow students on a designated topic. This will comprise a significant part of your course grade. You will be required to submit onto Webcafe regular updates regarding your presentation.

The topic list corresponds to the topics in the syllabus. You will be expected to do a substantial amount of preparation for this presentation. In addition to reading assigned material, I expect you to find additional material on your own.

The academic sources you find can be either books or journal articles. For example, conduct an ABI Inform or PsychInfo search using the library's electronic database. (Click on Electronic Resources and the Databases from the following link: <http://www.library.upenn.edu/>) Good academic journals that publish negotiation related research include:

Journal of Applied Psychology, Journal of Personality and Social Psychology, Journal of Applied Social Psychology, Organizational Behavior and Human Decision Processes, Journal of Experimental Psychology, Academy of Management Journal, International Journal of Conflict Management, Negotiation Journal, Journal of Conflict Resolution, Negotiation and Conflict Management Research

You will also need to e-mail me a set of Power Point slides one week prior to your presentation.

I will evaluate your presentation along the following dimensions:

- (1) Informative: To what extent have we learned something important from your presentation?
- (2) Actionable: To what extent can we use/act on the information you gave us?
- (3) Interesting: To what extent were you able to keep class interest in your presentation?

There are many ways to achieve these objectives. For example, you may have specific slides that describe ways to implement your ideas. You may use short exercises or short video clips to maintain interest. The book "Made to Stick" has good general suggestions.

In general, slides are more effective when they have less, rather than more text. (Only on rare occasions should text on a slide be smaller than 21 point font.)

Class Participation and Peer Evaluation

There are two components of the class participation and peer evaluation grade. Half of your class participation grade will be determined by the instructor. Please note that the quality of class participation is often uncorrelated with the quantity of class participation.

The other half of your class participation grade will be determined by your classmates. At the end of the term, your classmates will evaluate you along three dimensions:

- (1) How would you rate this classmate's contribution to class discussion?
- (2) How effective was this classmate in developing relationships during the negotiation process?

Actual Negotiation Write-ups

There are four 'Actual Negotiation' assignments due during the semester. This assignment is described below.

Cases

I will grade a subset of the cases. I have not identified in advance which of the cases I will grade. Prepare for each case as if it is graded. I will compare performance within a role. (Your performance within a role will be compared with the performance of other students in the same role.) You will earn a score between 5 and 10 based upon your relative performance. For example, if there are 10 buyers, the

buyer with the most surplus will earn a 10, the buyer with the second highest surplus will earn a 9.5. The buyer with the lowest surplus will earn a 5.

Students who miss a case for any reason (job interviews, illness, etc.) will earn a score of 0. I will drop the two lowest case scores at the end of the term.

There are two additional rules about the cases: (1) Though you can reveal information during the course of negotiations, do not share confidential information with other students outside of your negotiation experience. I consider a violation of this rule to be a violation of the Wharton honor code.

(2) Do not reveal your point structure.

Guest Speakers

There will be two guest speakers this semester. I will coordinate these with the other negotiation sections. These speakers provide an outside, practical perspective on negotiations. Material from these speakers will be covered on the quiz. These speakers will speak 4:30-6pm probably on a Monday or Wednesday, and will be videotaped. I expect you to attend these speakers' talks, and consistent with this expectation, I have cancelled three classes.

Grading

- (1) Class participation and peer evaluation: 20%
 - (2) Presentation: 15%
 - (3) Quizzes: 30%
 - (4) Performance on Negotiation Cases: 20%
 - (5) Write-ups: 15%
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Negotiations

Actual Negotiation Write-up

During this course you are required to go out and actually negotiate for something—four times. You can negotiate for anything—dry cleaning services, a taxi bill, a restaurant meal, or a couch.

My preference is for you to negotiate in a setting where negotiations are uncommon (e.g., not in a flea market). You can be the buyer or the seller, and although you do not need to complete a transaction to complete the exercise, the good or service that you negotiate for should be something that you would actually buy or sell. (Note: the negotiations should take place after the course starts.)

In your write-up I will be looking for (and grading) the following:

- (1) An interesting negotiation setting. Any setting will work, but I would prefer to see you initiate a negotiation in a setting where negotiations are not the norm.
- (2) Preparation. You can write about spontaneous negotiations (e.g., after receiving bad service), but I am interested to see you document how you prepared for the negotiation.
- (3) Integration of class material. To what extent can you integrate theory and class lessons in analyzing this experience?
- (4) Identifying key lessons. What did you learn about yourself and/or others from this exercise?

Each write-up should be very short: 1/2 page long (1.5 spaced 12 point font).

<u>Date</u>	<u>Topic</u>	<u>In Class</u>	<u>Quiz</u>	<u>Hand in</u>	<u>Presentation</u>
R: 1/13	Intro/Crisis	Case #1			
T: 1/18	Deception				
R: 1/20	Deception, Trust, Apologies				
T: 1/25	Deadlines	Case #2		Presentation Sign-ups	
R: 1/27	Implicit Beliefs & Goal Setting				
T: 2/1	Face Threat Sensitivity	Case #3			
R: 2/3	Emotions	Case #4			
T: 2/8	Emotions		Quiz 1		
R: 2/10	Emotions			Act Neg 1	
T: 2/15	Emotions	Case #5 (start)			
R: 2/17	Multi-party	Case #5			
T: 2/22	Multi-party				
R: 2/24	Persuasion, Power	Case #6		Presentation: First Draft of Slides	
T: 3/1	Gender, Flirting and Backlash		Quiz 2	Act Neg 2	
R: 3/3	Multi-party conflict	Case Discussion			
T: 3/8	Spring Break				
R: 3/10	Spring Break				
T: 3/15	Effective Messages	Case #7			
R: 3/17	Power, Threats			Act Neg 3	Power
T: 3/22	Perspective Taking & Humor				Perspective Taking
Th: 3/24	Cancelled for Speaker				
T: 3/29	Stereotype Threat	Case #8			
R: 3/31	Multi-party	Case #8			
T: 4/5	Personality		Quiz 3		Personality
R: 4/7	Satisfaction			Act Neg 4	Satisfaction
T: 4/12	Teams	Case #9			
R: 4/14	Teams	Case #9			
T: 4/19	Cancelled for Speaker				
R: 4/21	Reputations, Location				Reputations
T: 4/26	Culture, Ego Depletion		Quiz 4	Peer Ratings	Culture 1 & 2