OVERVIEW
This course is designed to extend your basic negotiations skill set to include strategies and skills that may be particularly useful in non-conventional negotiation settings. We will begin by reviewing basic negotiation principles covered in MGMT 547 (a recommended, but not required course). Then, you’ll practice those basic principles across a wide variety of negotiation settings.

This course is designed to improve your ability to negotiate effectively across a myriad of settings and complex situations. Thus, we will focus on building your ability to:

- Recognize when negotiation frameworks, tools, and strategies will be useful (even if the interaction is not formally or informally labeled as a negotiation)
- Develop a self-awareness of your own strengths and weaknesses as a negotiator
- Assess and anticipate the likely actions of those with whom you will negotiate
- React to contextual and social cues to create the best possible outcomes for yourself and other important stakeholders

MGMT 548 is different from MGMT 547 because rather than focusing on general negotiation techniques and tips, we will use each session to explore how context and situation affects the negotiation process. Therefore, we’ll begin with a brief review of negotiation frameworks and tools, and spend the rest of the quarter seeing how those frameworks play out in different situations.

MGMT 548 is the same as MGMT 547 in that we will focus on building your negotiation prowess in two related ways: PRACTICE and THEORY. You will be doing a lot of negotiating, and we will, as a class, focus on why and when given approaches work (or don’t).

SPECIFIC COURSE POLICIES
1. **You must be at every session and on time.** MGMT 548 has an attendance policy that is strictly enforced. This policy is not in place to punish you or make your life more difficult, but rather to benefit you and your classmates. If you are not in class, one of your classmates is left without a negotiation partner, and consequently your classmate’s experience suffers. Thus, the attendance policy is designed to ensure that you extend proper courtesies to your classmates, and also that they extend these same courtesies to you.

I will excuse one absence without penalty under the following conditions: An excused absence is defined as an absence for a serious personal or professional matter (e.g., an interview for your dream job, your own wedding, a death in the family, etc.), for which I have been given as much prior notice as possible (i.e., I know about the absence as soon as you know about it). In addition, for the absence to count as
excused, you must make arrangements with your negotiation partner(s) to negotiate the exercise before the scheduled class period. The only exception to this would be well documented medical emergencies or situations which make it physically impossible for you to provide me with advanced notice. Failure to be on time for the start of a negotiation also counts as an unexcused absence.

Each unexcused absence will result in a .1 deduction in your final grade (i.e., from a 4.0 to a 3.9).

2. Be prepared. Please come to class having adequately read and prepared for that day's class and negotiation. If you haven’t prepared your role properly, your classmate’s experience will suffer (and vice-versa). Therefore, it is essential that you have thoroughly read and prepared the negotiation exercise for each class. Failure to adequately prepare for a negotiation exercise is considered an unexcused absence, even if you are physically present in class. This includes double checking to make sure that you have the correct role sheet and have prepared for the proper role.

3. Stick to the honor code. As always, the honor code is in effect. In addition to the usual behaviors mandated by the honor code, this class requires that you follow some additional procedures:

* Before a negotiation: Read only the material assigned for your role and do not share your role information with other students in the course. Do not talk about confidential aspects of the exercises when you are within earshot of other students who may not have completed the negotiation yet (e.g., in the MBA Lounge), even if these students are not part of your conversation. Never assume material is identical even if a classmate is playing the same role, unless you are told that you can share information and strategize together. Like the attendance policy, this requirement exists to protect the learning experience for you and your classmates.

* During a negotiation: You may say anything you’d like, but you may not let your negotiation counterparts read your confidential role materials. You are free to take any approach you wish, but I will encourage you to try to achieve your desired outcomes without telling bald-faced lies. In other words, while negotiating, do not make up facts that change the power relationship between the parties. It is fine to misrepresent your preferences (e.g., telling a potential employer that salary is not the most important issue to you in choosing a job, even though you’re dying to make the big bucks), but you should try to avoid inventing facts that you know to be untrue (e.g., stating that another company has already offered you a job for $120k a year when you have no such offer). This does not mean, however, that you need to disclose all information that you have if you do not believe it strategic to do so. Feel free to duck, dodge, and spin your opponent’s questions to your benefit, but recognize that your strategic choices may result in reputational consequences that extend beyond the present negotiation. In class, I will discuss why I make this recommendation to you.

* After the negotiation: The quality of your educational experience is greatly dependent on your collective abilities and motivations to share your experiences. After each negotiation, I will ask you to describe your experiences. I hope that you will be honest, forthcoming, and respectful of each other as you describe what occurred. To encourage open and honest discussions, I ask that what happens in MGMT 548 stays in MGMT 548. Any course materials and content including but not limited to handouts, slides, discussions, and role sheets should not be shared. You cannot give your copies of role sheets to anyone, either inside or out of this class (i.e., your friend who is planning to take the course next year).

COURSE MATERIALS

Coursepack/Negotiation user fees: There are copyrighted role sheets and usage fees associated with the negotiation simulations ($27.50). You will receive an invoice from Kellogg’s Dispute Resolution Research Center with instructions for how to pay these fees. I will explain this process on the first day of class. If the class fees are a financial hardship, please contact me so we can come to a solution that does not derail your learning.

Readings: All required readings are available at no cost on Canvas. Deadlines for reading are indicated on the last page of the syllabus.
Recommended/Optional readings:
There are many articles and books available on Negotiation- some good, some bad, and some dangerously terrible. Books that I recommend and that are highly relevant to this class include:
1. Negotiating the Impossible (2016) by Deepak Malhotra

EVALUATION AND GRADING
Your final grade in the course will be comprised of the following components.

1. Class Participation (30 pts)
Your participation grade will be based on the extent to which you demonstrate engagement in this course. There are several ways to demonstrate engagement:
   1. Class discussions: Comment quality will be assessed using the following criteria (in rough order of importance):
      - **Courage**: Do your comments reflect your sincere desire to further your negotiation skills? Are you taking appropriate risks, or just blending into the crowd?
      - **Accuracy**: Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
      - **Application**: Have you demonstrated your ability to apply a theoretical concept to a contemporary and personal business situation? Do you explicitly refer to theoretical concepts and frameworks, and use them to guide your behavior?
      - **Creativity**: Is your comment novel, unique and useful, or are you merely repeating or rephrasing what others have already said?
      - **Self Awareness**: Are you introspective and thoughtful in assessing your successes and where you need to improve? Do your comments and actions indicate that you are holding yourself accountable for your own education?

   2. Canvas Discussion Board: Sometimes your insights are not shared during the class discussions and debriefs, either because we don’t have time, you don’t enjoy speaking in class, or the insight occurs after class discussion ends. Therefore, I also maintain a Discussion Board on Canvas to allow offline discussions. Comments on Canvas are evaluated using the same criteria as above.

In addition to class participation, you will also complete the following assignments. Guidelines and grading rubrics for each of these assignments are available on Canvas.

2. Preparation documents (20 pts across 4 docs): Details and grading rubrics for each individual preparation document are available on Canvas.

3. Email Negotiation & Analysis (20 pts): In addition to in class exercises, you will also complete an email-negotiation. This assignment will be graded on your preparation and outcome of the negotiation.

4. No Bingo (15 pts): This assignment hones your abilities to make requests, graciously accept granted requests, and graciously recover from refused requests. Details on Canvas.

5. Peer Review (15 pts): Details on Canvas.

RESEARCH POLICY
All of the material presented in this course has been scientifically validated through careful empirical research, and some of the data have come from classes like this one. Following that tradition, I would like to be able to use the results of the negotiation exercises from this class for research purposes. Negotiation results used for research purposes always are aggregated and anonymous. If for some reason you do not want your outcomes from any exercise used for research purposes, please notify me.

HONOR CODE STATEMENT
I employ the policies and procedures espoused by the Foster School of Business Honor Code to maintain academic integrity in the course. The Honor Code of the Foster School of Business expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic
work. I employ Canvas’s TurnItIn feature (a plagiarism detection tool) to maintain academic integrity in my course. Suspected violations of the Honor Code will be referred to the Foster Honor Council as outlined within the Honor Code:

**Access and Accommodations:** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**ONE LAST THING…**

**Help me help you:** My only desire for the course is to create an environment that maximizes your learning. Thus, I have attempted to design the course in a way that’s best for you, not me. I have based my decisions on my knowledge of the field, business norms, and feedback from my prior students. The topics we cover are those that offer the best potential for helping you succeed. Similarly, the decisions I make about which assignments to require are based on feedback from prior students, pedagogical theory, and based on my desire to give everyone a chance to succeed.

However, I recognize that each of you enters the course with different experiences, strengths, weaknesses, and goals. If there is something about the course that is not facilitating your learning, please let me know (via email, discussion board, or in person) so that we can brainstorm ways to accommodate your particular situation. I can’t guarantee that I can solve every problem – a class of 40+ students requires some compromise, such that no one is likely to get what they want all of the time, but everyone is likely to get what they want some of the time – but I can guarantee that I will take your concerns seriously and take any steps I can to address them. If, however, I don’t know about a potential problem, I cannot help to fix it or address it.

Similarly, if any unique or unusual circumstances occur during the course (e.g., illness or death in your family, disability, stress or job issues, etc.) please tell me early and before problems occur. (Note that grading benefits are not guaranteed, but at least we can work together to assure the most positive possible outcomes.) If you tell me at the end of the course, or after unwanted outcomes (i.e., poor grades, etc), you leave me in a position that makes it difficult to help you.
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<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>In class Negotiation</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>M Apr 29</td>
<td>Negotiation Basics</td>
<td>Havana Plants</td>
<td>1. Five Essential strategies for creative negotiations</td>
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<td>2. Thinking Rationally about Negotiation</td>
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<td>3. Six habits of merely effective negotiators (547 review)</td>
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<td>2</td>
<td>M May 6</td>
<td>Contingency Contracts</td>
<td>Moms.com</td>
<td>1. Betting on the future</td>
<td>Moms.com Prep due</td>
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<td>2. In praise of the handshake</td>
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<td>3. How to manage your negotiating team</td>
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<td>3</td>
<td>M May 13</td>
<td>Cross Cultural Negotiations</td>
<td>Cobalt Systems</td>
<td>1. Getting to Si...</td>
<td>Cobalt Prep due.</td>
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<td>Guest Panel on XC Negotiations</td>
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<td>4</td>
<td>M May 20</td>
<td>Email Negotiation /Negotiating Under the Influence</td>
<td>Player</td>
<td>1. How to negotiate when you’re literally far apart</td>
<td>Player Prep due.</td>
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<td><strong>Class meets in Anthony’s Forum</strong></td>
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<td>2. The high cost of low trust</td>
<td>New Car outcomes must be reported by Sun 5/19 at 11:59 pm.</td>
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<td>2. How to break a stalemate</td>
<td>No Bingo Log due.</td>
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