

**MGMT 547:  
Successful Negotiations  
Autumn 2021, Section AB**

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Office Hours by appt, I am happy to meet!

Course website: [Canvas.uw.edu](https://Canvas.uw.edu)

Course meets in Paccar 293 at 3:30pm-5:20pm on these Mondays and Wednesdays:  
November 3<sup>rd</sup>, 8<sup>th</sup>, (no class Nov 10<sup>th</sup>), 15<sup>th</sup>, 17<sup>th</sup>, 22<sup>nd</sup>, 24<sup>th</sup>, 29<sup>th</sup>, December 1<sup>st</sup>, 6<sup>th</sup>, 8<sup>th</sup>.

**OVERVIEW**

Negotiation is a decision making process in which two or more parties with non-identical preferences seek to reach an agreement about how to allocate resources (Bazerman & Carroll, 1987; Falcão, 2012). This course will function primarily as a workshop in which students will learn frameworks in order to understand the process of negotiation and will have at least one face-to-face negotiation exercise per week in order to practice and develop skills. I'm grateful to have this opportunity to connect with you, and confident that we'll be able to develop your negotiation skills.

There are different perspectives within the negotiation literature which advocate different tactics, foci, and behaviors. In order to provide a rigorous overview of the topic, as well as prepare students for the types of behaviors they are likely to see, I will seek to integrate these different perspectives.

Much of the value of this course will come from your active participation in exercises and class discussions. Also, please arrive to each class on time including the first class. Naturally, the participation grade is very high because this is an experiential, interactive course that is based on students being present and doing exercises together with each other.

My goals for the course are:

1. For you to acquire an overview of negotiation concepts and frameworks from different schools of thought (e.g. Kellogg, Harvard Law).
2. To provide a series of exercises in which students negotiate with each other in class to practice applying the concepts taught.
3. To increase comfort and fluency in the process of negotiating and prepare students for negotiations that are likely to occur in their professional and personal lives.

4. To create a reflective space where we are all learning from each other and we can experiment with different choices, and to receive feedback from the other side.

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**

I hope that you will join my commitment to meeting the following principles as we approach your learning experience:

- 1. Let's be flexible:** All of us are dealing with a great deal of uncertainty and expectations. We are dealing with unanticipated challenges, unexpected changes and plans, and needing to learn new ways to teach and to learn.
  - Please extend grace towards yourself, your classmates and me about the fact that we are learning new things and experiencing new (and sometimes invisible) challenges. This is a great opportunity to exercise growth mindset!
  - Please also keep me informed as you see fit about the challenges and constraints that you are facing; I want to be a partner in helping you to solve problems. Usually, we have more alternatives for solutions earlier in the process than later, so please be proactive in reaching out.
- 2. Let's focus on each others' learning:** Because of the relational nature of negotiation, your learning in this class is *interdependent* with your classmates--If you do not 'show up' for a negotiation, your negotiation partner(s) learning is also negatively impacted. Therefore, please keep your classmates' learning top of mind in the following way:
  - I. **Be prompt and proactive about scheduling** the when, how, and whys of the assigned negotiations. Your preparation and negotiating will generally take place in class. However, if you miss a class session, I would ask you to make up the missed negotiation(s), ideally by negotiating out of class with another student from our class who also was absent on the same day. If your schedule changes and you are no longer able to negotiate at a previously agreed upon time, reach out to your negotiation partner ASAP with solutions.
  - II. **Be prepared.** Please read the readings (and/or watch the assigned videos) before class. I will give you some time in break-out rooms in class to discuss the readings, and that will be more useful to you and other students if you have read them. I will also use random call to ask students for their reactions to the readings.
  - III. **Practice radical candor:** Students often tell me that the most valuable aspect of the class is hearing feedback from their negotiation partners. You know how to give and receive feedback productively: Be vulnerable and make it easy for your partner to give you constructive feedback... and be honest, courageous and kind when giving that feedback to your partner.
- 3. Let's 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 with other students who have not yet completed their negotiations. 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. 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 up to you whether you 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 547 stays in MGMT 547*. 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:** My current plan is to use cases that I don't need to charge you for. However, if we run out of those, I may assign at least one later one that is not free.

**Readings:** All required readings are available at no cost on Canvas.

## EVALUATION AND GRADING

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

### **1. Class Participation (20 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. Comments during Live Class Sessions
2. Timely completion and submission of participation surveys, entering in your negotiation outcomes, etc.

In all cases, participation 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. Preparation paper (25 pts)**: Details and grading rubrics for each individual preparation document are available on Canvas.

**3. Peer Feedback (30 pts across 6 docs)**: Details also available on Canvas.

**4. Self Reflection: (25 Pts)**: Details also available 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 reserve the right to 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:

<http://www.foster.washington.edu/academic/mba/currentstudents/Documents/Honor%20Code/Honor%20Code%20Booklet%202011-12.pdf>

**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](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://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.

### **Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

### **COVID-19 Related Considerations**

We need to follow all UW and Washington State regulations. That means that masks are required in class. The plan for this quarter is for this to be an in person course and I am designing it based on that being the case. If the rules change due to a significant increase in active cases, we will need to follow them, which would mean shifting the course onto Zoom. I am fully vaccinated as you probably are as well, but it looks like immunity may wane several months after vaccination. If you or I have an active case of COVID-19, we would also need to shift the course to Zoom for a quarantine period. I don't think any of us want to do that, so let's do our best not to catch COVID. I would update you by email as soon as I have any information about changes to the format of this course in the event that there are any.

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 25+ 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.

TENTATIVE COURSE OUTLINE: SUBJECT TO CHANGE!

<b>Module 1: Negotiation Basics I</b>			
Nov. 3 <sup>rd</sup> Nov. 8 <sup>th</sup>	Complete the following readings before class: Nov 3 <sup>rd</sup> : Focus on interests, not positions (Fisher et al., Ch. 3) Nov 3 <sup>rd</sup> : Invent options for mutual gain (Fisher et al., Ch. 4)	Joint Bid	Texoil case
<b>Module 2: Negotiation Basics II</b>			
Nov 15 Nov 17	Complete the following reading before class: Nov 15 <sup>th</sup> : When to start your engines (Galinsky Schweitzer, Ch. 10, pay special attention to second half) Nov 15 <sup>th</sup> : Insist on using objective criteria (Fisher et al., Ch. 5) Also watch this video (an hour long) before Nov 17 class: <a href="https://www.youtube.com/watch?v=km2Hd_xgo9Q">https://www.youtube.com/watch?v=km2Hd_xgo9Q</a>	The Art Case	
<b>Module 3: Teams</b>			
Nov 22 Nov 24	Complete the following readings before class: Nov 22 <sup>nd</sup> : Don't bargain over positions (Fisher et al., Ch. 1) Nov 22 <sup>nd</sup> : Separate the people from the problem (Fisher et al., Ch. 2)	Game of Chicken case	
<b>Module 4: Culture</b>			
Nov 29 Dec 1	Complete the following readings before class: Nov 29 <sup>th</sup> : Map out the negotiation space (Malhotra Ch. 16)	Magos & Tala Comics	
<b>Module 5: Multi-Party</b>			
Dec 6 Dec 8	Complete the following readings before class: Dec 6 <sup>th</sup> : When negotiations get ugly (Malhotra & Bazerman, Ch. 12) Dec 6 <sup>th</sup> : When not to negotiate (Malhotra & Bazerman, Ch. 13)	Golden Standard case	

Things to note:

You will be provided with your role materials and given time to prepare for the negotiation in class. I do not expect you to prepare for the negotiation cases outside of class.

This schedule is tentative. When each module starts and ends depends on how long it takes for us to conduct each negotiation and debrief or analyze them. There are other cases I could add if we get through the ones written above faster than I expect.

Once more, please read the readings before the corresponding class session and be prepared to discuss them. I will use random call to cold-call.

I may add one or two more readings if I find others I think would be helpful.