

MGMT 547: Successful Negotiations

Elizabeth Umphress, PhD
Office: 575 Paccar Hall
Cell: 979-218-2541
eu4@uw.edu

COURSE INFORMATION

The central topic of this course is to understand how to negotiate in competitive situations.

Course Objectives

In this course you will be introduced to the various theories and processes of negotiation. We will discuss negotiation principles that are based on research from the fields of psychology, social psychology, sociology, industrial organizational psychology, and organizational behavior. This course is designed to be relevant to a broad spectrum of negotiation problems that are faced by employees and organizational leaders. Specifically, you will develop the necessary skills to discover optimal solutions to problems faced in negotiations, and the best means to implement those solutions. Although I will utilize a number of means to communicate negotiation concepts, I find that the most effective means to teach negotiation principles is by having individuals actually experience those principles, or experiential learning. Therefore, you will have the opportunity to practice your negotiation skills in class during many negotiation simulations. The following is a list of the objectives for this course:

- To acquire a fundamental understanding of negotiations. We will discuss a useful framework through which you can analyze negotiating situations that you encounter.
- To gain a broad intellectual understanding of the central concepts in negotiation. These concepts will be building blocks from which you can systematically understand and evaluate a negotiation process.
- To develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- To improve your ability to analyze the behavior and motives of negotiators in settings who have both competitive and cooperative elements.
- To provide experience in the negotiation process, including learning to evaluate the costs and benefits of alternative actions and how to manage the negotiating process.

Required Reading

- All course readings are available via Canvas.
- The first 2 cases will be provided on Canvas, and 3 other cases will be purchased for \$10.50 via the Dispute Resolution Research Center (DRRC). You will receive an email to purchase the DRRC cases before the start of the course. The cases will be released after the first day of the course.

Points Allocated to Course Requirements

1. Analysis of and Preparation for Cases	
a. Pre-negotiation Plans	40
b. Post-negotiation Analyses	10
2. Final Project	50
<hr/>	
TOTAL POINTS	100

Course Requirements

1. Analysis of and Preparation for Cases: 50 pts.

a. Pre-negotiation Plans: 40pts.

As you will learn in this course, preparation before negotiations may be the most important step in assuring that you receive the most beneficial and appropriate outcomes from a negotiation. As such, one of the goals in this course is to develop the skills and abilities that are required to prepare for any type of negotiation. To develop these skills and abilities, you will be required to develop and submit a pre-negotiation plan for 4 cases in this course. Your pre-negotiation plans are completely **confidential** and are not to be shared with anyone before class. You may choose to share information included in your pre-negotiation plan during the negotiation if you desire, but you are not required to do so. These plans are to help you reach your most desired outcome in the negotiation. A pre-negotiation plan should include but not limited to:

- A summary of the negotiation issue(s) or problem(s) (1pt)
- Your BATNA (2 pts), Reservation Point (2pts), and Target (2pts)
- Broad goals and objectives in the negotiation (1pt)
- Potential problems that you have anticipated in the negotiation and how you plan to deal with these problems (2pts)

Each pre-negotiation plan can be no longer than **3** double-spaced pages in length. **No late pre-negotiation plans will be accepted**, so please ensure that you upload the appropriate document on time.

b. Post-negotiation Analyses: 10 pts.

After a negotiation, it is helpful to think back to what actually happened in the negotiation to determine how you can improve your negotiation skills and abilities. To facilitate this learning process, you will be required to analyze your negotiation after it is completed. This assignment should give you the opportunity to link what you have learned through class lectures and discussions to the actual negotiation. You will complete 5 post-negotiation analyses on Canvas. Here are the questions that you will answer on canvas:

- How do your outcome(s) in the negotiation compare to your planned outcome(s) listed in your pre-negotiation plan? (0.25 pt)
- What was your outcome(s) in the negotiation? Did they differ from other members of your class that played your role in the negotiation? (0.25 pt)
- Rate and comment about your satisfaction rate and that of your partner (.5 pt)
- Provide strengths and areas of improvement for your partner (.5pt)
- What would or should you have done differently in the negotiation? Why? (.5 pt)

You will also provide feedback to your negotiation partners. This will be done on the Canvas site using the Peer Review function. When reviewing the post-negotiation analysis of your negotiation partner, focus your feedback on these questions:

Question 3:

Indicate how satisfied you were with the negotiation, and comment on the degree to which your partner was accurate in assessing your satisfaction.

Question 4:

Comment on both your partner's analysis of their own strengths and areas for improvement, as well as their analysis of yours. Provide additional information if you had a different perception.

Please use the comment tool in Canvas to provide feedback for your negotiation partner. The comment tool is looks like a balloon and once you click on it, you can select text below on which to comment.



2. Live Negotiation Final Project: 50 pts.

In this class, there will be no exams. Instead, a final project will be used to gauge your understanding of the negotiation principles learned during the class. This project will provide you with an opportunity to integrate the concepts you have learned from the readings, simulations and lectures, and to apply these theoretical ideas to a “real world” negotiation.

Sometime during the course, you must actually conduct a real-world negotiation. The substance of this negotiation may be anything of value: a major purchase, something related to a job or employment search, relations with peers or coworkers, etc.

The following rules apply for the live negotiation (and check with me if there is any doubt in mind—at all—about whether the negotiation you have chosen fits the criteria suitably):

- You must negotiate for something nontrivial (i.e., you should care how the negotiation turns out).

- The opponent(s) may **not** be another student in this class, the instructor, or other instructors at UW.
- The opponent(s) must not be aware either before or during the negotiation that it will be used to satisfy course requirements.
- You must articulate (privately, in writing) a pre-negotiation plan before the live negotiation, and, if necessary, adjust your plan during the negotiation.

Before January 11th, fill out the Final Project Decision Statement quiz on Canvas to present your idea for your live negotiation.

Your final paper on the live negotiation must be no longer than 10 double-spaced pages. Your paper should describe your reactions, perceptions, impressions, and significant insights gained from participant in (and reflection on) the negotiation. You should write about yourself and the behavior of your opponent(s).

Writing the paper should encourage you to engage in thoughtful analysis and understanding of the negotiation. Although there are many creative formats for papers, a good paper usually includes the following elements:

- Summary of negotiation - a description of what actually occurred (5 points)
- Analysis - analysis of the events that occurred in the negotiation (10 points)
- Learning outcomes for future negotiations - a discussion of what could or should have been done differently and why (15 points)
- Integration of class concepts - integration of readings, theory, and concepts as appropriate (15 points)
- Self-evaluation - a summary of self-evaluation of your own negotiation style, strengths and weaknesses (5 points)

Technology in the Classroom

Please refrain from using cell phones and other technology during our sessions, except during the breaks. Current research suggests that the use of other technology in the classroom not only impedes your learning, but also the learning of your classmates.

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.

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/>).”

Student Conduct

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. 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/Pages/honorcode.aspx>).

Course Honor Code

In addition to Foster rules associated with classroom conduct, there is a course honor code which is detailed below:

- You are to read only the role information to which you are assigned. It is not appropriate to borrow or discuss cases with people outside of class. Also, it is inappropriate to attempt to get information about specific cases on the internet.
- You may not show your confidential role instructions to the other parties, though you are free to tell the other side whatever you would like about your confidential information.
- Do not make up facts or information that materially change the power distribution of the exercise - for example, that your family has just bought the company you are currently negotiating with for a job.
- You may use any strategy except that of physical violence to reach your desired outcome.
- You may not share details of the cases and class discussions with students outside of the class.

COURSE SYLLABUS

- Class 1 (Jan 4th) INTRODUCTION**
- Reading:** **Should you make the first offer?**
- Class: Overview of Negotiation Myths and Realities
Negotiate and debrief Ugli Orange
-
- Class 2 (Jan 11th) CREATING VALUE**
- Due:** **Pre-negotiation Plan for New Reorganization**
Post-negotiation Ugli Orange
Final Project Decision Statement Quiz
- Class: Negotiate and debrief New Reorganization
-
- Class 3 (Jan 18th) INTEGRATIVE BARGAINING**
- Reading:** **Betting On the Future**
- Due:** **Pre-negotiation Plan for StopWatch**
Post-negotiation Analysis for New Reorganization
- Class: Negotiate and debrief StopWatch
-
- Class 4 (Jan 25th)* CROSS- CULTURAL NEGOTIAIONS**
- Due:** **Pre-negotiation Plan for Cobalt Systems and SilverLight**
Post-negotiation Analysis for StopWatch
- Class: Negotiate and debrief Cobalt Systems and SilverLight
-
- Class 5 (Feb 1st)* GROUPS AND COALITIONS**
- Due:** **Pre-negotiation Plan for Harborco**
Post-negotiation Analysis for Cobalt Systems and SilverLight
- Class: Negotiate and debrief Harborco
Post-negotiation Analysis for Harborco (due Feb 8th)

FINAL PROJECT DUE MARCH 16th BY Midnight

* Please note that this session will likely be online because the negotiations for these sessions involve 4+ individuals and it will be difficult to social distance to conduct these negotiations.