

**MGMT 547:
Successful Negotiations
Autumn 2022, 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 395 at 3:30pm-5:20pm on the
first five Mondays and Wednesdays of Fall Quarter.

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) by negotiating out of class, ideally 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):

- *Preparation:* Have you done the required reading or video watching and do you have relevant insights or reactions from them?
- *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?

Making up participation points. If you miss a class session and want to make up the missed points, email me to receive the case materials (if I have not already posted them on the Canvas site), do the negotiation with someone in your personal life (although ideally it would be someone in the class who also missed the same class), and email me the details of your negotiation (for example, this could include: your broad preparation and strategy, who made the first move, was there an agreement, if so what were the details of the agreement, anything you would have done differently next time,

or something else/better) and your reflection on the experience by the Sunday after the last class (November 6th at 11:59pm).

2. Preparation paper (25 pts): The final preparation is due October 30th assignment provides an opportunity to apply the course concepts and frameworks **to a negotiation you are likely to face or you are currently facing in your own life.** Specifically, the paper will require you to strategize by thinking about the things you want to consider and prepare before you begin communicating with your negotiation counterpart or sit at the table. Your job is to consider your and your counterpart's interests, BATNAs, reservation points, aspirations, justifications, and any other relevant considerations (e.g., your/their reputation, your relationship or trust level, communication channels, team members and/or coordination, cultural issues or divides, etc.).

CONTENT/FORMAT: Your analysis should be no more than 3 double-spaced pages in length (use 1" margins, 12-point font). You could have one additional page for an appendix (such as a point scheme for your preferences). You could have a second additional page for references if you have any.

GRADING: This assignment is due October 30th and is worth 25 points:

- **Self-Awareness and Strategy (10 pts):** Are you introspective and thoughtful in assessing your own interests/preferences and quantifying them (possibly with a point scheme)? Have you considered opening demands or offers, who you expect to make them and what they will be? Do you know your own BATNA, reservation point, and aspiration point? Have you taken other relevant considerations into account?
- **Other-Awareness (5 pts):** Have you put effort into taking the perspective of your counterpart to consider what they may want or need? Have you made guesses or attempted to find out approximations of your counterpart's BATNA and reservation point?
- **Legitimacy (5 pts):** Have you thought of objective external standards that help support your interests/demands and considered some that your counterpart may come up with and perhaps how to respond to or neutralize them?
- **Accuracy (2 pts):** Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- **Writing (3 pts):** Did you communicate your ideas in a succinct, articulate, and logical manner? Did you proofread and edit? Did you follow the format and length guidelines?

3. Peer Feedback (30 pts across 6 docs): You will fill out a form to give feedback to your negotiation counterpart(s) in six of the negotiations that we do in class. The form for you to use is available on Canvas and I will also have paper forms available if you prefer that.

4. Self Reflection: (25 Pts): The final self reflection is due November 6th and provides an opportunity to reflect on successful and failed strategies and should allow you to improve your preparation for and performance in subsequent negotiations. Specifically, the paper will require you to evaluate your behavior and your classmates' behavior throughout the course. Your job is to reflect upon the peer feedback you have received, your performance in each of the negotiations, and the readings to codify the knowledge you have built.

CONTENT/FORMAT: The focus of your post-negotiation analysis should be on the insights you've gained that will lead to future negotiating success. I don't need to know the details or blow-by-blows of any particular negotiation, and instead am interested in your analysis. There are no formal guidelines or requirements for formatting or content, but I expect your analysis to answer most of these questions:

- What are my strengths as a negotiator?
 - What behaviors and tactics do I consistently practice that help me to claim value?
 - What behaviors and tactics do I consistently practice that help me to create value?
 - What strengths and compliments were consistently cited in my peer feedback?
- How do I need to grow as a negotiator?
 - What behaviors and tactics do I struggle to practice, and how does that hinder my ability to claim value?
 - What behaviors and tactics do I struggle to practice, and how does that hinder my ability to create value?
 - What missteps or opportunities for growth were consistently cited in my peer feedback?
- Application of theory
 - What did I learn in the course that was most surprising to me, and challenged my world view about negotiations?
 - What did I learn in the course that resonated most with me, and affirmed my world view about negotiations?
 - What is an area that I need to learn more about?
- Practice
 - What are my next action steps to increase my negotiation effectiveness?

- What do I need to do to build my confidence as a negotiator?
- What do I need to do to ensure I will continue to practice my negotiation skills?

DETAILS: Your analysis should be no more than 3 double-spaced pages in length (use 1" margins, 12-point font). Full paragraphs are not necessary; bullet points and charts are fine.

GRADING: This assignment is worth 25 points:

- *Courage (5 pts):* Do your described actions reflect a sincere desire to further your negotiation skills? Are you taking risks, trying new things, or just trying to get through the class?
- *Accuracy (5 pts):* Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- *Application (5 pts):* Are you able to integrate information from the readings and class discussions into lessons learned from participating in the negotiation exercises?
- *Self Awareness & Humility (5 pts):* Are you introspective and thoughtful in assessing your successes and where you need to improve? Does your reflection indicate a thoughtful and sincere reflection regarding the peer feedback you received?
- *Writing (5 pts):* Did you communicate your ideas in a succinct, articulate, and logical manner? Did you proofread and edit? Did you follow the format and length guidelines?

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 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/).

COVID-19 Related Considerations

We need to follow all UW and Washington State regulations. I would suggest that you wear a KN94 or better mask. 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 could 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 I have an active case of COVID-19, we may 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! (I mean it)

Module 1: Negotiation Basics I			
Sept 28 th Oct 3 rd	<p>Complete the following readings/video before class:</p> <p>Sept 28th: Don't bargain over positions (Fisher, Ury, & Patton, 2011, Ch. 1) Sept 28th: Separate the people from the problem (Fisher, Ury, & Patton, 2011, Ch. 2)</p> <p>Oct 3rd: Focus on interests, not positions (Fisher, Ury, & Patton, 2011, Ch. 3) Oct 3rd: Invent options for mutual gain (Fisher, Ury, & Patton, 2011, Ch. 4) Oct 3rd: Watch this video (10 minutes long) https://www.youtube.com/watch?v=HMOFLH96SP0</p>	Joint Bid	Texoil case
Module 2: Negotiation Basics II			
Oct 5 th Oct 10 th	<p>Complete the following reading before class:</p> <p>Oct 5th: When to start your engines (Galinsky & Schweitzer, 2015, Ch. 10, pay special attention to second half) Oct 5th: Insist on using objective criteria (Fisher, Ury, & Patton, 2011, Ch. 5)</p> <p>Oct 10th: Communication Channels & Hatred (Thompson, 2013, Excerpts 1) Oct 10th: Negotiating from a Position of Weakness (Malhotra & Bazerman, 2007, Ch. 11)</p>	The Art Case	Castaways
Module 3: Multi-Party			
Oct 12 th Oct 17 th	<p>Complete the following readings before class:</p> <p>Oct 12th: When negotiations get ugly (Malhotra & Bazerman, 2007, Ch. 12) Oct 12th: Falcão 2015 https://knowledge.insead.edu/leadership-organisations/when-multi-party-negotiations-hit-gridlock</p> <p>Oct 17th: When not to negotiate (Malhotra & Bazerman, 2007, Ch. 13)</p>	Golden Standard case	
Module 4: Teams and Hiring			
Oct 19 th Oct 24 th	<p>Complete the following readings/videos before class:</p> <p>Oct 19th: Watch this video (25 minutes long) https://www.youtube.com/watch?v=MXFpOWDAhvM</p> <p>Oct 24th: 15 Rules for Negotiating a Job Offer (Malhotra, 2014) Oct 24th: Watch this video (an hour long) https://www.youtube.com/watch?v=km2Hd_xgo9Q</p>	Game of Chicken case	The Job Negotiation
Module 5: Culture and Conclusion			
Oct 26 th Oct 31 st	<p>Complete the following readings before class:</p> <p>Oct 26th: Map out the negotiation space (Malhotra, 2016, Ch. 16)</p> <p>Oct 31st: Important Things to Remember (Thompson, 2013, Excerpts 2)</p>	Magos & Tala Comics	

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. Or we might not get through all the cases I have listed if we get really into the discussions and debriefs.

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. Students who have insightful reactions to the required readings will get more participation points than those who do not. I have read at least a dozen books on negotiation and I am only assigning the chapters and excerpts that I think are the most valuable for your learning and success.

BIOGRAPHY

I received my B.S. in Decision Science from Carnegie Mellon University in Pittsburgh, and my M.Sc. and Ph.D. from INSEAD in Singapore. I joined the UW Foster School of Business in July 2019 and besides this course I teach the core management course in the Evening MBA and the elective Mindful Decision Making in the Full Time and Evening MBA programs. I previously taught at Católica Lisbon School of Business and Economics for four years. My research - on how mindfulness meditation can improve decision-making but reduce motivation, cultural differences in how judgmental people are toward individuals who are different, and how multicultural experience can make people smarter and more creative as well as help them get more job offers - has been published in academic journals. My popular press writing has appeared in outlets including Forbes, Harvard Business Review, The Washington Post, and The New York Times. I wrote my undergraduate honors thesis and one of the chapters of my dissertation on negotiation and continue to have an interest in conducting research on negotiation. The cultural aspects of the course are informed by how I visited 45 countries and spent at least a month in Bulgaria, France, Italy, Portugal, Russia, Singapore, South Korea, and Thailand. My website is www.andyhafenbrack.com