

MLD 224 – BEHAVIORAL SCIENCE OF NEGOTIATIONS

LECTURES

Section A: 1:15 PM – 2:30 PM Mon/Wed

Section B: 2:45 AM – 4:00 PM Mon/Wed

SIMULATIONS

Section A: 4:15 PM – 6:00 PM Tue

Section B: 6:15 PM – 8 PM Tue

All class meetings are mandatory and will take place in Wexner, 332

Professor: Julia Minson

Office: Taubman, Rm. 362 – Office hours, Fridays 9:30 am-11:00 am or “walk-in”

Faculty Assistant: Catherine Kearns

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Additional course information: juliaminson.com/mld-224.html

We negotiate every day. We negotiate with co-workers, bosses, subordinates, clients, salespeople, romantic partners, and many others. This course is designed to build your understanding, skill, and confidence so that you achieve better outcomes in all your negotiations—large and small. In this course, you will learn how to increase the quality of the agreements you negotiate so as to maximize potential value, and also how to claim as much of that value for yourself as you can. You will learn to see opportunities to negotiate where you had never seen them before.

A basic premise of the course is that great negotiators are not born, but made through thoughtful, evidence-based skill building. Thus, the course is structured around three types of activities:

- Applying analytical skills to gain a strategic understanding of negotiation contexts
- Learning empirically validated techniques for advancing your interests
- Practice, practice, and more practice

The following is a partial list of course objectives:

- Gain a deep understanding of the strategic structure of negotiations. It is critical to learn to think rigorously about interests, goals, positions, alternatives, and power. These issues are often ambiguous and do not have singularly correct answers.
- Improve your ability to understand and predict the behavior of individuals, groups, and organizations in competitive and collaborative situations.
- Gain experience in negotiation, including learning to evaluate the costs and benefits of alternative actions and how to manage the negotiating process.
- Develop confidence as a negotiator.

Course Requirements and Grading Criteria:

- Simulation preparation, “hot debriefs,” and class discussion: 50%
- In-class quizzes: 20%
- “Real world” reflections: 15%
- Final project: 15%

Attendance and Punctuality Policy: You must attend all Monday and Wednesday class sessions and all Tuesday negotiation exercises or team check-in sessions. Unexcused absences are not permitted and will cost you 2% of the grade each. Because this course is built around social interaction and feedback, this policy is necessary to ensure your own and your classmates’ learning. If you have an excusable reason to miss class (own illness or illness of dependent, religious observance, military service), you must submit the excuse and the appropriate documentation in writing to the course email address. Job interviews, conferences, and travel delays are not excused. Lateness will be documented and will affect your participation grade.

Exercise Preparation (20% of the grade): Students are expected to fully complete a Prep Sheet in advance of each exercise. Preparation ensures that both you and your negotiation counterpart(s) derive maximum value from each exercise. You cannot get credit for an exercise unless you turn in a prep sheet and a debrief sheet. Prep sheets will be evaluated on a 0, 1, or 2 point scale.

Hot Debriefs (20% of the grade): Hot Debriefs are due immediately after completion of exercises and prior to departure, and serve as a means to capture your insights and feedback from negotiation exercises in a systematic manner. These debrief materials also aid in tracking skill acquisition and development over the semester. Hot debrief sheets will be evaluated on a 0, 1, or 2 point scale.

Class discussion (10% of the grade): Your participation in class discussion will be evaluated on the quality (not quantity), of your contributions and insights. After each negotiation exercise, a debriefing session will include sharing information about results, strategies attempted, and reactions to the process. There will be cold-calling to ensure that all students have equal opportunity to share their thoughts.

Quizzes (20% of the grade): During the semester you will take 5 short in class quizzes featuring multiple-choice questions regarding previously covered material from readings and lecture. The quizzes will be extremely brief and happen immediately at the beginning of class on five randomly determined dates. If you are late to class or absent on the day the quiz, you cannot take the quiz and will receive a zero. If you have an excused lateness or absence on a quiz day, your quiz grade will be the average of your other quiz grades during the semester. The quizzes ensure that students do the assigned readings on time and arrive to class punctually. Both of these goals serve to improve the quality of class discussion.

Field learning assignments (15% of the grade):

On three occasions during the semester you will receive an assignment to implement an aspect of our classroom learning in your daily life. You will then be asked to write a short reflection paper (under 2 double spaced-pages) describing what you learned from this experience and how it extended your understanding of negotiation material. You will receive more information on these short assignments as the course progresses.

Assignment 1 – distributive bargaining, due before class September 24

Assignment 2 – Goal setting and scoring systems, due before class October 10

Assignment 3 – Considering opposing views, due before class November 26

Final project (15% of the grade)

This negotiation course (as most others) is built around negotiation simulations: made up scenarios in which students take on a role with a specific history and set of interests and negotiate against another student or group of students. For the final project, you will work with a group of peers to produce your own negotiation simulation on any topic that interests you. This exercise will give you the opportunity to deeply engage with the negotiation challenges inherent in a to specific part of the world, or profession, and consider how overcoming these challenges can be taught. More information will be provided in the course of the semester.

Maximizing the Skill-Building Benefits of the Exercises

1. Commit to playing the exercise faithfully, as it was written, in a way that maximizes the intended learning for you and your counterpart(s).
2. Be focused on your skill-building objectives, as identified on your Prep Sheet.
3. Be yourself. You are taking on a role with a specific portfolio of interests, to which you should adhere. However, the role descriptions should not supplant your better judgment. Remember, you are trying to develop your own negotiation style that fits well with the broader dimensions of your personality.
4. Observe your emotions. Even in stylized exercises, there are opportunities for real disagreement and conflict escalation. Understanding your emotional response as tensions arise is a vital negotiation skill.
5. Manage your reputation. Your reputation as a fair and reasonable negotiator is based on how you actively manage the process and outcome of your negotiation.
6. Dedicate sufficient time to the Hot Debrief. Don't rush your learning! Be prepared to give and receive constructive feedback.
7. Keep it confidential. You may not show your role instructions to the other side, although you are free to tell the other side whatever you would like about your confidential information.
8. Do not make up facts or information that materially change the power distribution of the exercise. **Specifically: You may not lie about your best alternative to the current negotiation.**

Required Readings

Malhotra, D., & Bazerman, M. H. (2007). *Negotiation genius*. New York: Bantam. ISBN: 978-0-553-80488-1 (Hardback) or 978-0553384116 (Paperback). The course outline simply refers to this textbook as M&B.

There are also additional articles on Canvas. The articles that have been selected offer a clear, lay description of cutting edge research in the field of negotiations. Our class time is limited and thus we will not be able to explicitly discuss every reading. However, visible familiarity with the readings will increase your participation grade, your performance on the exercises, and ultimately the value you derive from the class. The quizzes will draw on the material in the readings whether it was discussed in class or not.

Suggested additional readings (if you want to learn more)

Brett, Jeanne M. (2001). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries*. San Francisco: Jossey-Bass.

Cialdini, Robert B. (1993). *Influence: The psychology of persuasion*. Morrow: New York.

Thompson, Leigh (2013). *The mind and heart of the negotiator* (5th edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-140738-4.

Lewis, Michael. (2003). *Moneyball: The art of winning an unfair game*. New York, NY: W. W. Norton & Co. ISBN: 987-0-393-05765-2.

DAY	DATE	CLASS ACTIVITY	ASSIGNMENTS/READINGS
Wed	Sep 5	Shopping Day Location: Wexner 332	Syllabus
Friday	Sep 7	Introduction Hearts (simulation)	Syllabus Pfeffer: Evidence-based management
Mon	Sept 10	Negotiation fundamentals	M&B Ch. 1; Wheeler: Negotiations analysis Wheeler: On Journaling
Tue	Sept 11	Synertech-Dosagen (simulation)	Prep Sheet; Hot debrief
Wed	Sept 12	Anchoring, offers and counteroffers, midpoints	Galinsky: First offer? Galinsky: on threats
Mon	Sept 17	Malta (case)	Wriggins: Up for auction
Tues	Sept 18	Sugar Bowl (simulation)	Prep Sheet; Hot Debrief
Wed	Sept 19	Relational considerations	Schweitzer on satisfaction Galinsky, et al. (2008). Perspective- taking & empathy This American Life Ep. 515, Act 1.
Mon	Sept 24	Distributive negotiations tool-kit	Edmunds: Confessions Field Assignment #1 Due
Tues	Sept 25	Bullard Houses (simulation)	Prep sheet; Hot debrief
Wed	Sept 26	Ethics and Lying	M&B Ch. 3, 9-10; Malhotra: Smart alternatives
Mon	Oct 1	Dealing with deception	Mazar: Dishonesty of honest people M&B Ch. 11;
Tues	Oct 2	Summer Internship (simulation)	Prep Sheet; Hot Debrief
Wed	Oct 3	Integrative negotiations	M&B Ch. 2
Mon	Oct 8	HOLIDAY – COLUMBUS DAY	
Tue	Oct 9	Goal setting/scoring system exercise (at home)	Moore: Do you know Gino et al.: Gender and goals
Wed	Oct 10	Goals and scoring systems	Field Assignment #2 Due
Mon	Oct 15	Negotiating job offers	Weingart: Job negotiations
Tues	Oct 16	Retail Max (simulation)	Prep sheet: Hot debrief
Wed	Oct 17	Gender in negotiations	Bowles: Gender in negotiations
Mon	Oct 22	Personality in negotiations	Personality test, due Fri. 10/19
Tues	Oct 23	Penguin People (simulation)	Prep sheet; Hot debrief
Wed	Oct 24	Advanced integrative strategies	M&B Ch. 3; Raiffa: PSS Medvec, Galinsky: Multiple offers
Mon	Oct 29	Stopwatch (simulation)	Prep sheet; Hot debrief Moore: Deadline pressure Robinson: The Farpoint Gambit
Tues	Oct 30	OPEQ (simulation)	Prep sheet: Hot Debrief
Wed	Oct 31	OPEQ debrief	Hofstede: Prisoner's dilemma Lax & Sebenius: Neg dilemma

Mon	Nov 5	Persuasion tools	Cialdini: Reciprocal concessions Cialdini: Weapons of influence M&B Ch. 7
Tue	Nov 6	Honoring the Contract (simulation)	Prep Sheet; Hot debrief
Wed	Nov 7	Leveraging affect	M&B Ch. 12; Lerner
Mon	Nov 12	HOLIDAY – VETERANS DAY	
Tue	Nov 13	Carter Racing (simulation)	Prep Sheet; Hot debrief
Wed	Nov 14	Judgment in negotiations	Bazerman & Moore, Ch. 2 & 3
Mon	Nov 19	Final Project Check-In	Final project guide
Tue	Nov 20	Opposing views exercise (on your own)	
		HOLIDAY – THANKSGIVING BREAK	
Mon	Nov 26	Psychological barriers to conflict resolution	M&B Chs. 4, 5, 6 Ross, L. (2013). Perspectives on Disagreement and Dispute Resolution Field Assignment #3 Due
Tue	Nov 27	Mediation (simulation)	Prep sheet; Hot Debrief
Wed	Nov 28	Mediation debrief	Lewicki: When to use third parties
Mon	Dec 3	Negotiating in teams	Polzer: Negotiating in teams
Tue	Dec 4	Feedback speed-dating	Pizza
Wed	Dec 5	Class Finale	M&B Ch. 13-14
Mon	Dec 17	FINAL PROJECTS DUE BEFORE 11:59 P.M.	