**MLD 224 – BEHAVIORAL SCIENCE OF NEGOTIATIONS**

**LECTURES**

Section A: 11:45 AM -1:00 PM Mon/Wed (Wexner 332)

Section B: 1:15 PM – 2:30 PM Mon/Wed (Wexner 332)

**SIMULATIONS**

Section A: 4:15 PM – 6:00 PM Tue (Wexner 330)

Section B: 4:15 PM – 6:00 PM Tues (Wexner 332)

**ALL CLASS MEETINGS AND SIMULATIONS ARE MANDATORY**

**Professor: Julia Minson**

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

Faculty Assistant: Catherine Kearns

**To reach any member of the teaching team, email:** **minson.negotiations@gmail.com**

**Additional course information:** juliaminson.com

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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, please plan accordingly.** Lateness 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, where 0 is “incomplete,” 1 is “adequate,” and 2 is “excellent.”

**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 the same 0, 1, or 2 point scale.

**Mandatory Class Participation (10% of the grade):** Your participation in class discussion will be evaluated on the quality of your contributions and insights. Students receive 1 point for what is judged to be a good insightful comment and 2 points for an excellent comment. We will regularly communicate your participation score with you. However, once you have achieved your 10 points, you will have maxed out this portion of the grade and you should try to limit your contributions in class. This is to give other students a chance to attain their mandatory participation points. **All students must achieve 10 participation points before the end of the semester.**

**Quizzes (20% of the grade):** During the semester you will take 5 short in class quizzes featuring multiple-choice questions on previously covered material from readings and lecture. **The quizzes will be very short and happen immediately at the beginning of class on five randomly determined dates. If you are late to class or absent on the day of 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 23**

Assignment 2 – Goal setting and scoring systems, due **before class October 9**

Assignment 3 – Considering opposing views, due **5 pm, November 30**

**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 to 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 during the semester.

**Extra Credit:**

You can earn up to three extra credit points in the course by sending in a popular press article describing a real world negotiation (ideally, one from the public sector). Please send the article to the course email address and attach an explanation 1-2 paragraphs in length regarding which negotiation concept you believe to be well-illustrated by your example. Each article accompanied by a cogent explanation will receive 1.5 extra credit points.

**Additional Support:**

I will hold weekly office hours on Friday mornings from 9:30 to 11:00 in Taubman 362. The goal of office hours is to be able to talk about the topics and ideas presented in the class in an informal setting as well as to help you apply these topics and ideas to the negotiations you engage in daily. Course Coaches will also be available for office hours and feedback.

I also encourage you to video record your negotiations (using your phone or computer) in order to review them alone, with your partner, or with me. Watching yourself negotiate is very stressful, but very beneficial!

**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 you.
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 deal.**

**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.

Noesner, Gary. (2010). Stalling for time: My life as an FBI hostage negotiator. Random House. ISBN: 978-1400067251

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| **DAY**  | **DATE** | **CLASS ACTIVITY** | **ASSIGNMENTS/READINGS** |
| Wed | Sep 4 | Shopping Day |  |
| **Friday** | Sep 6 | IntroductionAppleton Baker (simulation) | SyllabusPfeffer: Evidence-based management |
| Mon  | Sept 9 | Negotiation fundamentals | M&B Ch. 1;Wheeler: Negotiations analysisWheeler: On Journaling |
| Tue | Sept 10 | Synertech-Dosagen (simulation) | **Prep Sheet; Hot debrief** |
| Wed  | Sept 11 | Anchoring, offers and counteroffers, midpoints | Galinsky: First offer?Galinsky: on threats |
| Mon  | Sept 16 | Malta (case) | Wriggins: Up for auction |
| Tues | Sept 17 | Sugar Bowl (simulation) | **Prep Sheet; Hot Debrief** |
| Wed  | Sept 18 | Relational considerations | Schweitzer on satisfactionGalinsky, et al. (2008). Perspective-taking & empathyThis American Life Ep. 515, Act 1. |
| Mon  | Sept 23 | Distributive negotiations tool-kit | Edmunds: Confessions**Field Assignment #1 Due** |
| Tues | Sept 24 | Bullard Houses (simulation) | **Prep sheet; Hot debrief** |
| Wed  | Sept 25 | Ethics and Lying | M&B Ch. 3, 9-10;Malhotra: Smart alternatives |
| Mon  | Sept 30 | Dealing with deception | Mazar: Dishonesty of honest peopleM&B Ch. 11; |
| Tues | Oct 1 | Summer Internship (simulation) | **Prep Sheet; Hot Debrief** |
| Wed  | Oct 2 | Integrative negotiations | M&B Ch. 2 |
| Mon | Oct 7 | Negotiating Job Offers | Weingart: Job negotiations  |
| Tues | Oct 8 | Goal Setting/Scoring System Field Assignment #2 (at home) | Moore: Do you know Gino et al.: Gender and goals |
| Wed | Oct 9 | Goals and scoring systems debrief | **Field Assignment #2 Due** |
| **Mon** | **Oct 14** | **COLUMBUS DAY – NO CLASS** |
| Tues | Oct 15 | Oceania! (simulation) | Prep sheet: Hot debrief |
| Wed | Oct 16 | Advanced integrative strategies | M&B Ch. 3; Raiffa: PSSMedvec, Galinsky: Multiple offers |
| Mon | Oct 21 | Stopwatch (simulation) | **Prep sheet; Hot debrief**Moore: Deadline pressure |
| Tues | Oct 22 | Retail Soft (simulation) | **Prep sheet; Hot debrief** |
| Wed | Oct 23 | Gender in Negotiations | Bowles: Gender in Negotiations |
| Mon | Oct 28 | Personality in Negotiations | **Personality test due 10/25 @5 pm** |
| Tues | Oct 29 | Honoring the Contract (simulation) | **Prep Sheet; Hot debrief** |
| Wed | Oct 30 | Leveraging affect | M&B Ch. 12; Lerner |
| Mon  | Nov 4 | Persuasion strategies | Cialdini: Reciprocal concessionsCialdini: Weapons of influenceM&B Ch. 7 |
| Tue | Nov 5 | OPEQ (simulation) | **Prep sheet; Hot Debrief** |
| Wed | Nov 6 | OPEQ debrief | Hofsteder: Prisoner’s dilemmaLax & Sebenius: Neg dilemma |
| **Mon** | **Nov 11** | **HOLIDAY – VETERANS DAY** |
| Tue | Nov 12 | Conflict negotiation group prep | Conflict role instructions |
| Wed | Nov 13 | Conflict negotiation I | Prep Sheet |
| Mon | Nov 18 | Final Project Check-In | Final project guide |
| Tue | Nov 19 | Conflict negotiation II | Prep Sheet |
| Wed | Nov 20 | Conflict negotiation debrief | M&B Ch. 12 |
| Mon | Nov 25 | Mediation | Lewicki: When to use third parties |
| **Tue Sun** | **Nov 26 Dec 1** | **THANKSGIVING RECESS** **(Field assignment III at home, Due Saturday, 5 pm)** |
| Sun  | Dec 1 |  |  |
| Mon | Dec 2 | Psychological barriers to conflict resolution | M&B Chs. 4, 5, 6Ross, L. (2013). Perspectives on Disagreement and Dispute Resolution |
| Tues | Dec 3 | Feedback speed-dating | Pizza |
| Wed | Dec 4 | Class Finale | M&B Ch. 13-14 |
| **Mon**  | **Dec 16** |  **FINAL PROJECTS DUE BEFORE 11:59 P.M.** |