

MLD 224 – BEHAVIORAL SCIENCE OF NEGOTIATIONS

LECTURES

Section A: 9:00 AM -10:15 AM EST Mon/Wed

Section B: 3:00 PM – 4:15 PM EST Mon/Wed

SIMULATIONS

MLD 224 is built around required negotiation simulations that occur every week, in the time between the Monday and Wednesday lectures. This year, it will be up to pairs or groups of students who are assigned to negotiate with each other to coordinate on times to play the simulation.

ALL CLASS MEETINGS AND SIMULATIONS ARE MANDATORY

Professor: Julia Minson

Zoom office hours: Fridays 9:00 – 10:15 and 3:00 – 4:15 or by appointment

Faculty Assistant: Sarah Melendez

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

Additional course information: juliaminson.com

INTRODUCTION

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.

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.

LEARNING TO NEGOTIATE ONLINE

MLD224 has been adapted to accommodate online learning and will take advantage of technology, creativity, and the resilience of the HKS community to deliver an excellent educational and skill-building experience in the Fall of 2020 -- just as we had done in the past. Here are a few things you can expect:

- As a community we will hold ourselves to high professional standards, while being sensitive to the challenges and life circumstances that all of us face when working and learning from home.
- We will explicitly discuss the costs and benefits of negotiating online – an activity that is increasingly more common.
- We will take advantage of technology to advance learning in ways that could not be as easily accomplished in the classroom. For example:
 - We will engage in frequent group discussions, using technology to allow more diverse groups of classmates to interact in more creative ways than is normally possible.
 - We will give and receive feedback on video-recorded simulations, something not easily achievable in person.
 - We will use a variety of tools to evaluate our personalities, decision-making, communication styles, and professional skills.

Teaching and learning online can be challenging and different, but also has a lot to offer. We, the MLD224 Teaching Team, are excited to deliver a fantastic educational experience using all the tools at our disposal and with your enthusiasm, courage, and support.

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 participate in all team negotiation exercises or 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.** We recognize that technical problems happen in an online learning environment. We strongly advise you to login a few minute before class to ensure that everything is working properly and to email us *before the beginning of class* if it is not. Being late without giving the teaching team advanced notice 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 hot 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.

Peer Negotiation Analysis: (5% of the grade): During each simulation several students will be assigned to observe a pair of negotiators and produce a short “highlight reel” to be presented to the class at the beginning of the debrief session. This assignment will require you to silently observe a negotiation, and then carefully analyze the video recording in order to identify the pivotal moments and key strategies. You will receive additional information about this assignment at the beginning of the semester.

Mandatory Class Participation (5% of the grade): Your participation in class discussion will be evaluated on the quality of your contributions and insights. Participation can be achieved by making comments out loud when called on or by entering them into the “Chat” function of Zoom. 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 28**

Assignment 2 – Goal setting and scoring systems, due **before class October 19**

Assignment 3 – Considering opposing views, due **5 pm EST, November 28**

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 9:00 to 10:30 on Zoom. 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. You are welcome to join me with your tea/coffee, your lunch, or your glass of wine (depending on time-zone). I am also likely to have one my kids climbing in and out of my lap. I would be happy to meet yours as well!

If the Friday time is not convenient, I am happy to set up additional office hours to get to know each of you better. Course Coaches will also be available for office hours and feedback.

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

MAXIMIZING THE SKILL-BUILDING BENEFITS OF THE SIMULATIONS

MLD 224 is structured around negotiation simulations in which students take on a fictional role with specific desires and constraints and negotiate against counterparts in order to meet goals stated in their role instructions. Having a thoughtful approach to this form of learning will help you get the most out of the simulations. In approaching your simulations please aspire to the following:

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.**

ACADEMIC MISCONDUCT

Academic misconduct of any sort will not be tolerated and everyone should understand that I take this issue quite seriously. I will pursue violations of the honor code according to University policies, and all students in this class must comply with the HKS Honor Code. Please make time to talk with me or the director of your program if you are unsure about these policies. Also understand that a student who knowingly assists another student in committing an act of academic misconduct will be equally accountable for the violation and will be subject to sanctions.

DAY	DATE	CLASS ACTIVITY	ASSIGNMENTS/READINGS
Mon	Aug 31	Shopping Day	
Wed	Sep 2	Introduction Appleton Baker (simulation)	Syllabus Being a Good Zoombie Pfeffer: Evidence-based management
Fri	Sep 4	Negotiation fundamentals	M&B Ch. 1; Wheeler: Negotiations analysis Wheeler: On Journaling
Mon	Sep 7	LABOR DAY – NO CLASS	
Synertech-Dosagen (simulation)			
Wed	Sep 9	Anchoring, offers and counteroffers, midpoints	Galinsky: First offer? Jeong et al. (2020): In first offers... Galinsky: on threats
Mon	Sep 14	Malta (case)	Wriggins: Up for auction
Sugar Bowl (simulation)			
Wed	Sep 16	Relational considerations	Schweitzer on satisfaction Jeong et al. (2019). Being nice... This American Life Ep. 515, Act 1.
Mon	Sep 21	Distributive negotiations toolkit	Edmunds: Confessions M&B Ch. 7 Field Assignment #1 Due
Bullard Houses (simulation)			
Wed	Sep 23	Ethics and Lying	M&B Ch. 3, 9-10; Malhotra: Smart alternatives
Mon	Sep 28	Dealing with deception	Mazar: Dishonesty of honest people M&B Ch. 11;
Summer Internship (simulation)			
Wed	Sep 30	Integrative negotiations	M&B Ch. 2
Mon	Oct 5	Negotiating Job Offers	Weingart: Job negotiations Moore: Do you know
Retail Soft (simulation)			
Wed	Oct 7	Gender in Negotiations	Bowles: Gender in Negotiations
Mon	Oct 12	COLUMBUS DAY – NO CLASS	
Wed	Oct 14	Goals and scoring systems debrief	Field Assignment #2 Due Gino et al.: Gender and goals
Mon	Oct 19	Stopwatch (simulation)	Moore: Deadline pressure
Oceania! (simulation)			
Wed	Oct 21	Advanced integrative strategies	M&B Ch. 3; Raiffa: PSS Medvec, Galinsky: Multiple offers
Mon	Oct 26	Personality in Negotiations	Personality test due 10/30 @5 pm
Honoring the Contract (simulation)			
Wed	Oct 28	Leveraging affect	M&B Ch. 12; Lerner on emotion in nego
Mon	Nov 2	Irrationality and biases	M&B Chs. 4, 5, 6

OPEQ (simulation)			
Wed	Nov 4	OPEQ debrief	Hofsteder: Prisoner's dilemma Lax & Sebenius: Neg dilemma
Mon	Nov 9	In-Role prep for Guatemala Negotiation	Conflict role instructions
Guatemala Part 1 (simulation)			
Wed	Nov 11	HOLIDAY – VETERANS DAY	
Mon	Nov 16	Final Project Check-In	Final project guide
Guatemala Part 2 (simulation)			
Wed	Nov 18	Psychological barriers to conflict resolution	Ross, L. (2013). Perspectives on Disagreement and Dispute Resolution
Mon	Nov 23	Mediation	Lewicki: When to use third parties
Wed Sun	Nov 25 Nov 29	THANKSGIVING RECESS (Field assignment III at home, Due Saturday, 5 pm)	
Mon	Nov 30	Conflict communication	Gino, Minson, Yeomans, <i>Scientific American</i> Dorison, Minson & Rogers, 2019;
Negotiation Confessions			
Wed	Dec 2	Class Finale	M&B Ch. 13-14
Wed	Dec 16	FINAL PROJECTS DUE BEFORE 11:59 P.M.	