Course Description

“Negotiation is a process by which we attempt to influence others to help us achieve our needs while at the same time taking their needs into account. It is a fundamental skill, not only for successful management but also for successful living.” (Introduction to Negotiation text by Lewicki, Barry, and Saunders, 5th ed.)

In this course, we will strive to achieve this goal and develop expertise in reaching agreements and managing negotiations that occur in a variety of business settings. Managers need negotiation skills as well as analytical skills in order to solve problems and work effectively with members of their own and other organizations. In our increasingly complex, bureaucratic, and diverse world, we all can improve our negotiation skills in order to work interdependently and cooperatively to achieve our objectives.

We will focus on developing negotiation skills in order to build confidence in and adaptability to a variety of life and work situations, from interpersonal conflicts to complex business issues. By the conclusion of the course, you will have improved your ability to diagnose negotiation situations, strategize and plan upcoming negotiations, and engage in more productive negotiations, even in situations where you are dealing with difficult adversaries.

The goals of the course are to help you to: (1) understand the nature of negotiations, including the impact of human interests, goals, perceptions, and emotions; (2) develop an intellectual framework to help you analyze negotiation problems; (3) develop skills and confidence as a negotiator; and (4) provide you with experience in the negotiation process in a variety of contexts and with a variety of partners or adversaries.

Course Format

The methodology of the course is largely experiential and focuses on the development of practical skills. We will have series of negotiation exercises, in-class debates and discussion, and a course project. In each class session, we will spend the majority of time carrying out negotiation exercises, with followup discussion and feedback. The remaining time will consist of short lectures with discussion, videos, and presentations by guest speakers.

Many of the exercises will be new to the class, and therefore mistakes may be made and less-than-optimal outcomes arrived at. Our discussions in class will examine the processes,
personalities, and strategies that may contribute to unsatisfactory outcomes. Everyone should be willing to be direct and constructively critical about their negotiating process. No one will be graded based on the success or lack of success of our exercises, so we should not be silent about mistakes or problems that arise.

The class is most enjoyable and productive when participants sincerely engage in their roles in negotiation exercises. Roles should be taken seriously, and everyone should try to apply course concepts to our exercises, putting theory into practice. We will try to learn from mistakes and interact more effectively with classmates. Our goal is to learn a lot about bargaining, about our individual negotiating styles, and about adapting our styles when necessary to better fit a variety of situations.

Texts


Course Requirements

1. Class participation (25% of grade): Attendance and class participation are an essential part of the learning process in the course. Readings listed below for class discussion should be done before each class session, so that you are prepared to discuss each reading assignment.

   It is most important that you be ready and willing to participate fully in all negotiation simulations and all in-class discussions. Because the progression of negotiations depends on collaboration among stable sets of classmates, it is very important that you attend all class sessions. If you cannot attend a session, please notify me by email at least 24 hours in advance. Unexcused absences from more than two class sessions will result in a failing grade. Please decide, in advance of enrolling in the course, whether other demands on your time may cause you to miss more than two class sessions.

   Because individual differences in perspective are a critical component of the course material, contributing your perspective in class is necessary, for your own development and that of your classmates. However, we can distinguish comments that advance discussions from those that do not. Quality comments possess one or more of the following attributes: (1) they offer a unique and relevant perspective on the issue discussed; (2) they are timely and relevant to the issue; and (3) they are constructive, building on previous comments.

2. Learning journal (25% of grade): You will keep a learning journal to help you reflect on your development as a negotiator and what you have learned from the exercises in class. You will need to complete the journal entries within one week of each class session. See the guidelines attached to this syllabus for a description of requirements for the journal entries.
3. **Position papers (20% of grade):** You will be required to write two (2) group position papers during the course. Groups will be assigned a position to take on each case (see course outline below). Each group will hand in a 3-page written analysis of the case at the beginning of class on the day assigned for that case and discuss the strengths of their assigned position (see attachment for details of position paper elements). Each group will prepare a slide or transparency summarizing their position. These slides or transparencies will be presented informally in class. Each paper/presentation is worth 10% of the course grade.

4. **Final presentation (30% of grade):** You will be required to make a final group presentation that examines a real-life negotiation; it may be an event a group member was personally involved in or one reported in the media. The group should allocate tasks and presentation time equally; each member should conduct 8-10 minutes of the presentation and discussion. The case should examine one or more of the course concepts in detail and use PowerPoint slides as illustrations. The group will not need to submit a written version of the presentation, just copies of the slides.

**Academic Integrity**

All students in the course are governed by the University of California’s standards of ethical conduct for students, in particular the sections on academic conduct and integrity. These sections set forth the responsibilities of students and faculty to maintain a spirit of academic honesty and integrity at U.C. Davis. It is essential that you are aware of this code of conduct and the disciplinary actions that may be taken in the event of a violation. A copy of the Code of Academic Conduct may be found in your student handbook or at: http://sja.ucdavis.edu/pdf/CAC.pdf. Further details may be obtained from the GSM Associate Dean or the Office of Judicial Affairs.

Specifically for this course, academic integrity encompasses the following:

1. You are expected to be prepared and on time for all negotiation exercises.
2. Do not show your confidential role instructions to your adversaries, although you are free to tell them whatever facts you would like about your side’s position.
3. Do not discuss cases with or borrow notes from people outside of class.
4. Class discussion stays in class.
5. For written assignments, cite the work of others appropriately and do not misrepresent such work as your own.
6. Also for written assignments: please follow page limits and use a single-spaced format with 12-point font size. Remember to specifically refer to course concepts and provide detailed evidence to support each point. Late papers will not be accepted without prior arrangement with the instructor.
Group Position Paper Guidelines

1. Purpose: to analyze a case, answer discussion questions, and argue a position in a class presentation.

2. Format: brief overview of the facts of the case and its major issues (½ page); description of the interests, issues, positions, and BATNAs of the parties (½ to 1 page); and discussion of your proposed solution (1-2 pages). Maximum length: 3 pages.
   You should be an advocate for your position--discuss in what ways your solution helps both parties to fulfill their interests, and in what ways your position is superior to the alternative, and also provide support for your assigned position by relating it to text references.

   Tips for an A-grade paper: answer all questions clearly and directly; support all assertions with logical arguments, theory from the texts, and illustrations and facts from the case; and cite the text materials accurately.

3. Group management: Meet as a group to reach consensus on key concepts. Discuss major inconsistencies and alternative solutions before drafting the paper. See the instructor as early as possible about group conflicts or time constraints. It is important that group members cooperate effectively.

   Divide the work as evenly as possible among the group members; don’t designate one person as the “typist.” All group members should proofread and edit the final draft for style, organization, and grammar.

Learning Journal Guidelines

The learning journal is a confidential written record of your personal learning experience. It can become the start of a lifelong effort to improve your negotiation ability and skills set. The first entry should be a statement of your specific goals for the course. The last entry should be a review of those goals, a summary of what you feel you have accomplished in the course, and a statement about those areas that you need to work on. The other entries will be process analyses of exercises and group work.

The process analyses will consist of your insights about and application of principles we discuss in class and learn from the texts. Post-exercise analyses will explore your observations, interpretations, and responses to both successful and unsuccessful strategies. This should help prepare you for subsequent negotiations, both in class and in the workplace. The best journal entries explore the writer’s strengths, areas of improvement, and evolving comfort levels with the exercises and group interactions.
Specific guidelines:

1. Initial goal statement (1-2 pages): due at the second class session. Discuss current negotiation events, successes, problem areas, and course goals.

2. Post-exercise analyses (1-2 pages): insights, observations and interpretations of your and your classmates’ performance, incorporating some or all of the following factors: key events, turning points, information exchange, mistakes made, applying course concepts to the group’s process, achievement of goals, and effect of emotions on actions.

   Journal entries for several exercises will be handed in during the course and reported in class.

3. Final goal statement (1-2 pages): due at the final class session. This statement will review your accomplishments in the course and set goals for continued improvement of your negotiation skills. Review class notes, negotiation exercises, and your initial goal statement before writing this statement.

Instructor: Barry Miller is a Visiting Assistant Professor in the U.C. Davis Graduate School of Management. He is also a Senior Adjunct Professor of Management and English at Golden Gate University. He holds a J.D. from Hastings College of the Law and a B.A. in International Relations from UCLA. He has taught English, management communications, business law, negotiation, film, and arts courses for 35 years and has been a management consultant for 24 years.

Course Schedule

Session 1 – The Nature of Negotiation
(Sept. 24)

Readings: Three Approaches to Resolving Disputes: Interests, Rights and Power (Lewicki, pp.1-13)
              Selecting a Strategy (Lewicki, 14-29)

Negotiation: The Salary Negotiation (Lewicki, 525)

Session 2 – Irrationality in Negotiating: Common Mistakes
(Oct. 1)

Readings: Bazerman, Chapters 2-8

Negotiation: Job Offer Negotiation (Lewicki, 526-530)–prepare for Session 3-4

Homework: Learning journal–goals, recent negotiation(s), process analysis. Response–analyze informal negotiation (home, work) using the non-verbal form

Extra Credit: Analysis of “There Will Be Blood” (end of course)

Session 3 – Negotiating Rationally: Distributive Bargaining
(Oct. 8)

Readings: Bazerman, Ch. 9-10
Defusing the Exploding Offer: The Farpoint Gambit (Lewicki, pp. 109-116)

Negotiation: The Used Car (Lewicki, p. 502), The Job Offer

Response assignment: American Strengths and Weaknesses (Lewicki, pp. 401-404)

Videos: “Miss Sunshine,” “Women Negotiate,” Herb Cohen on negotiating

(Due 10/22) Case study: Capital Mortgage Insurance Corp. (A) (Lewicki, pp. 573-587)

Argue either: Position 1– Randall and Dolan should use a firm competition approach in negotiations to acquire CTS, or Position 2– Randall and Dolan should use a trusting collaboration approach in negotiations to acquire CTS (see Lewicki, p.14, for a review of these strategies).

Session 4 – Negotiating Rationally: Integrative Bargaining
(Oct. 15)

Readings: The Negotiation Checklist (Lewicki, pp. 74-87) Bazerman, Ch. 11

Negotiation: Newtown School Dispute (Lewicki, pp. 532-536)–prepare for Sessions 5-6
Discussion: Planning for Negotiations

Homework: Learning journal–describe your negotiating style, examine recent interaction incorporating non-verbal, gender, cross-cultural influences, process analysis. Also: Planning form, Collecting “no’s” exercise, assertiveness inventory
Session 5 – Power and Influence in Negotiation  
(Oct. 22)

Readings:  Where Does Power Come From? (Lewicki, pp. 188-196)  
Harnessing the Science of Persuasion (Lewicki, pp. 197-205)  
Breakthrough Bargaining (Lewicki, pp. 206-214)  
Negotiation Techniques (Lewicki, pp. 88-97)  
Secrets of Power Negotiating (Lewicki, pp. 98-108) – Response essay

Exercise:  Discussion of Position Paper 1/Guest speaker/start Newtown simulation

Films:  “Glengarry Glen Ross” and “Wall Street”

Session 6 – Negotiation Through Third Parties  
(Oct. 29)

Readings:  When Should We Use Agents?  (Lewicki, pp. 271-277)  
When and How to Use Third-Party Help (Lewicki, pp. 455-472)  
Can We Negotiate and Still Be Friends?  (Lewicki, pp. 247-252)  
Bazerman, Ch. 15

Negotiation:  The New House (Lewicki, pp. 551-552) – prepare for Sessions 7-8

Homework:  Learning journal–examine a recent interaction from the standpoint of power positions and negotiating styles (competitive or collaborative); format in class

Position Paper 2:  Cultural Aspects of Negotiation  
(Due 11/12)  Case study: Sick Leave (Lewicki, pp. 678-687)

Defend either Position 1: the students should “adapt to Mr. Higashi’s script” in carrying out negotiations about sick leave, or Position 2: the students should “coordinate adjustment of both parties” (i.e., students and Mr. Higashi) in carrying out negotiations about sick leave.

Session 7 – Individual and Cultural Differences in Negotiation  
(Nov. 5)

Readings:  Negotiation and Culture: A Framework  (Lewicki, pp. 349-365)  
Intercultural Negotiation in International Business (Lewicki, pp. 366-383)  
Ethics in Negotiation (Lewicki, pp. 215-229)

Exercise:  Personal Bargaining Inventory

Negotiation:  The New House
Session 8 – Negotiating in Difficult Situations
(Nov. 12)

Readings: Three Schools of Bargaining Ethics (Lewicki, pp. 230-235)
Negotiating with Problem People (Lewicki, pp. 451-454)
Deception and Mutual Gains Bargaining (Lewicki, pp. 236-245)
Taking the Stress Out of Stressful Conversations (Lewicki, pp. 424-432)

Exercise: Influence Tactics Inventory

Response Essay: “Taking the Stress Out of Stressful Conversations”

Homework: Learning journal—analyze a recent negotiation involving conflict and/or a difficult personality type, incorporating styles, non-verbal, gender, cultural influences. Also: detailed subject outline of group project–no report is necessary.

Session 9 (Nov. 19)

Final journal entries, including process analysis of progress throughout the course
Videos: “Amazing Maze” and Negotiating in China

Homework: Critique of “Maze”; extra-credit critique if you wish

Session 10 (Dec. 3)

Final Group Presentations, feedback and discussion
Course Evaluation