

# Negotiations

**-Attendance at First Class Required-**

**BUSMHR 7244 - Summer 2016**

**Mondays: 6:00-9:15pm**

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Office Hours: By Appointment  
Classroom: 355 Gerlach Hall**

## COURSE INFORMATION

We negotiate every day. We enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Determining what price we will pay, the amount of our salary and compensation, what movie to watch, who will clean the kitchen ... all of these are negotiations. Although negotiations are a ubiquitous part of our everyday lives, many of us know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by the manager and the professional. It is also designed to complement the technical and diagnostic skills learned in other courses at Ohio State. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed in order for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations.

## COURSE OBJECTIVES

The course will highlight the components of an effective negotiation and teach students to analyze their own behavior in negotiations. The course will be largely experiential, providing students with an opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and course discussions.

The negotiation exercises will provide you with an opportunity to attempt strategies and tactics in a low-risk environment. Learn about yourself and how you respond in specific negotiation situations. If you discover a tendency that you think needs correction, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced.

As a result of this course, I hope you will:

- Experience the negotiation process, learning how to evaluate the costs and benefits of alternative actions.
- Understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.

- Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- Improve your analytical abilities in understanding and predict the behavior of individuals, groups, and organizations in competitive situations.
- Develop a toolkit of useful negotiation skills, strategies, and approaches and learn how to improve your ability to negotiate effectively.

### **COURSE FORMAT**

There will be a negotiation exercise most weeks. Classes will also include lectures and class discussions. Although the class officially meets at scheduled course times, students will be expected to meet with other students outside of class to prepare for and execute certain negotiation exercises. Students should also be prepared to stay a few minutes after class to arrange meetings with other members of the class.

### **My COMMITMENT TO THE COURSE:**

I am committed to making this course a valuable learning experience and helping you become a better negotiator. The class will be challenging and rewarding, and I expect that it will be an exciting semester. I welcome your feedback on the class throughout the semester. Please feel free to ask questions at any time, however large or small. Outside of class, the easiest way to reach me is e-mail.

### **COURSE MATERIALS**

Textbook: *Essentials of Negotiation*, 6<sup>th</sup> Edition, Lewicki, Barry, & Saunders

**You must purchase the royalties for the cases before you can receive role materials and participate in exercises. This is required for all students taking the course.**

- *Information on how to purchase case packet will be provided in class.*

### **COURSE REQUIREMENTS AND GRADING**

Your grade will be made up of:

- |   |     |
|---|-----|
| 1. Participation and Professionalism in class | 24% |
| 2. Negotiation role planning documents        | 16% |
| 3. Exam                                       | 30% |
| 3. Ongoing Group Negotiation                  | 30% |

**(1) Participation/Professionalism in class: 24% of grade**

Students are expected to participate in all class discussions and negotiation exercises. Because your classmates rely on your attendance for their educational experience, and because instructors must arrange logistics and pairings in advance, if you must miss an exercise, it is your responsibility to contact me. With at least 1 day notice, please e-mail me. If you have last minute obligations that necessitate your missing class, please contact me via e-mail (preferred) or at (614) 292-0737. **You may miss one exercise without penalty if you provide me with a notice.** Failure to contact may result in a drop of one letter grade for the course. Further, failure to participate in more than one exercise (regardless of notice) may result in a drop of one letter grade for the course.

**You are expected to be prepared for class and to actively participate in all class discussions and negotiation exercises.** You will be evaluated on the quality of your contribution to class discussions. Quality comments possess one or more of the following properties:

1. Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation)
2. Contribute to moving the analysis forward
3. Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
4. Link relevant concepts to current events

If a negotiation role is assigned in advance, you are expected to come to class fully prepared to negotiate. To be fully prepared and contribute fully in the class, it is expected that you will be familiar with the case materials. Preparing a planning document is strongly encouraged because it will help you prepare for each class negotiation.

**The readings are assigned to be read after the exercise. Please do not read ahead. It is an honor code violation to do so.** I have selected readings to reinforce the learning points of the exercises, and you will best be able to benefit from the readings if you read them after the exercise. The concepts will be more comprehensible after you negotiate rather than before. Similarly, you will best be able to learn about your strengths and weaknesses in negotiations by approaching the exercises using what you have learned about negotiations to date. Foreknowledge of the concepts could prevent mistakes that are a critical part of the learning process.

**Initial Goal Statement (Due May 16<sup>th</sup>):**

Part of your participation/professionalism grade includes writing a goal statement where you will write what you perceive to be your current negotiation strengths and weaknesses (prior to this course) and set concrete objectives for the class. It should be between 1 to 2 pages (double spaced, 12pt Times New Roman) and will be collected in class on May 16<sup>th</sup>.

**(2) Negotiation Role Planning Documents (16% of grade)**

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. A planning document is one of the best ways to make sure that you've thought about the issues and have sufficiently prepared for the negotiation. You will be required to turn in two planning documents (*Cartoon & Viking Negotiation*). You should bring 2 copies of your planning document, 1 to turn in at the beginning of class, and 1 to keep for use for during the negotiation. I will grade your planning documents for *Cartoon & Viking*. A basic outline of a planning document is included at the end of this syllabus.

**(3) Ongoing Group Negotiation: 30% of grade**

You will be working in a group with two or three other classmates on a multi-round negotiation. Your group will be assigned either the role of union negotiators or management representatives, and will be paired with another group for three rounds of negotiations. Your group will work together to develop negotiating strategies and complete the negotiations.

Before each of the three negotiations, you will receive detailed information regarding the negotiation. After each negotiation, your group should turn in the outcomes of the negotiation. In addition, after the first round your group will be asked to turn in the scoring system you developed for the round 1 negotiation. (We'll talk more about scoring systems in class.) At the end of the term, you will also be asked to evaluate each team member (see last page of syllabus for form).

#### Round 1 Scoring System (10% of grade)

The scoring systems developed by your group for the first round will be graded. Your scoring systems will be graded based on your understanding and application of an additive scoring system and your integration of issues in the case, and is due prior to beginning the negotiation.

#### Round 2 Outcome for Ongoing Group Negotiation (5% of grade)

Each group's outcomes for the second round will also constitute 5% of your grade. This grade will be based on how well your results compare to those of your peers in the same role. This ongoing group negotiation is the only instance in which your performance in a negotiation exercise will affect your grade.

#### Round 3 Case Analysis (15% of grade)

The final component of your Group Negotiation grade will be based on an analysis of the entire negotiation. You will complete this assignment as a group and will be given more information about this assignment will upon the conclusion of round 3.

### **(3) Exam (30% of grade)**

The exam will each cover the concepts discussed in class and in the readings, with an emphasis on in-class lecture material. The exam will ask you to apply the course concepts, which means you need to know, not only the definitions of various concepts, but the pros and cons of using various concepts strategically.

### **LATE ASSIGNMENTS**

For each day an assignment is turned in late, the grade for the assignment will be reduced by one letter grade. For instance if an 'A' paper was turned in 2 days late, it would receive a 'C.'

### **HONOR CODE**

Honor code applies to this class as follows:

- You may use any strategy, short of violence, to reach an agreement, including misrepresentation. However, in selecting a negotiation strategy it is important to remember that a strategy may have ramifications that go beyond the particular negotiation in which it was used.
- You may not make up facts that materially change the power distribution of the exercise, e.g., your family just bought the company with which you are currently negotiating. If you are asked a question that calls for information that is not in your confidential instructions, you may say, "I don't know."

- You may tell the other side what you wish, but do not show them your confidential role instructions (even after the negotiation is completed).
- It is not appropriate to borrow notes, discuss cases, or exams with people outside of class.
- Class discussion stays in class.
- It is forbidden to discuss course/case/exam content with students enrolled in other negotiations classes.
- Material used in this class including but not limited to handouts, exercises, cases, charts, and graphs are copyrighted and may not be used for purposes other than the education experience of this class without the written consent of the instructor. It is an honor code violation to post anything about the negotiation simulations on a public website, or to conduct online searches on the cases.
- Do not read ahead in the book.

### **COURSE POLICIES**

- Students will not be allowed to make-up a missed exam, assignment, or exercise without a documented, legitimate excuse (e.g., medical situation, family emergency, etc.). If the nature of that excuse is foreseeable, I should be advised of it before hand, not after the fact. Otherwise, the failure to take an exam at the appointed time or turn in an assignment or complete exercise in class will result in a score of 0 points for that exam, assignment, or exercise.
- Anyone needing special accommodation because of a disability or other unique circumstances should notify me as early as possible. Students with special needs are responsible for making me aware of their situation.
- Audio or video recording of class is not permitted.
- Academic dishonesty will not be tolerated. Any suspicion of academic misconduct will be acted upon in accordance with university policy.
- Posting any course materials on the web is not permitted.
- If you believe an exam or assignment grade is incorrect, you may submit an appeal to me via e-mail to set up a meeting to review the assignment. Appeals must be received within one week after you receive feedback about your grade for the assignment/exam. Note that for multiple choice questions it is not enough to demonstrate that the answer you selected could be considered correct; it must be demonstrated that the selected answer is the best answer to the question. I reserve the right to re-grade the entire exam or assignment.

### **Instructor Biography (not mandatory to read about me)**

<https://fisher.osu.edu/departments/management-and-hr/faculty/robert-b-lount-jr>

## **PLANNING DOCUMENTS**

Before a negotiation, you should construct a planning document. The purpose of the planning document is threefold:

1. It will help you prepare systematically for negotiations.
2. Some weeks you may have a partner on your own side of the table with whom you will develop and implement your negotiation strategy. Having completed a planning document will expedite your strategy session with your partner.
3. It will help you transfer the negotiation skills you learn in class to negotiations you will do outside of class.

Preparation is a vital part of the negotiation process. Time spent in preparation should focus on assessing your interests and goals and those of your opponent. The more complete the information you have about yourself and your opponent, the more control you can assume over your own actions and reactions during the negotiation process. A good planning document would provide someone negotiating for you with enough detailed information to aid them in negotiating the best deal possible. When you don't have information, especially about your opponent, GUESS. One way of beginning the negotiation process is to ask questions to try to fill in gaps in the information you have or to test the assumptions you made in your guesses.

The planning document outline on the following page is provided as an example. As the course progresses and new concepts are added, you may wish to change the format of your planning document. Just make sure that you do not leave out any of the basic concepts in doing so.

Although I recommend that you construct a planning document for every exercise, I will only be collecting and grading your planning documents for *Cartoon and Viking*. Depending on content and information available about the negotiation, the length of these planning documents typically ranges from one to three pages (12-pt Times New Roman).

## **SAMPLE PLANNING DOCUMENT OUTLINE**

Name: \_\_\_\_\_

Negotiation: \_\_\_\_\_

Role: \_\_\_\_\_

What issues are most important to you? (List in order of importance)

- 1.
- 2.
- 3.
- 4.
- 5.

What is your BATNA? Reservation Price? Target?

What are your sources of power?

What issues are most important to your opponent? (List in order of importance)

- 1.
- 2.
- 3.
- 4.
- 5.

What is your opponent's BATNA? Reservation Price? Target?

What are your opponent's sources of power?

What is your opening move/first strategy?

Other important information?

## TEAM MEMBER EVALUATION FORM

Your Name: \_\_\_\_\_

### Instructions:

Rate each group member (including yourself) using the following scale:

1 = poor

2 = needs improvement

3 = satisfactory

4 = very good

5 = excellent

Group Members Names (including yourself):	Professional Conduct	Teamwork	Originality and Initiative	Dependability

### NOTE:

*\*An electronic version of this form will be distributed toward the end of the semester.*

*\*Your individual responses are confidential and will not be shared with teammates*