

# Elmira College

## MGT 2940.01 Effective Negotiation- Term III 2018

Instructor: **Mr. Matthew W. Burr, Assistant Professor**

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Credit Hours: Three (3)

Office Location: Gillette #12

Classroom Location: Watson #206

Time: MTWRF 8:15 – 9:50am

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### **Course Description:**

Effective negotiation is a critical skill for today's manager given that almost all decisions are reached through the process of negotiation. A Manager's agreements, understandings, and relationships are all negotiated which makes this an essential skill for achieving both individual and organizational success. Today, internal and external negotiation is a way of life for effective managers, given a business environment characterized by, and increased rate of change, flatter more dynamic organizational structures, and greater diversity and global influence.

### **Prerequisite:**

MGT 2240 Principles of Management or MGT 2250 Principles of Marketing

**Course Content and Learning Objectives:**

Learn the fundamental techniques to effectively plan, conduct, control, and evaluate a negotiation. Appreciate the underlying importance of managing negotiation sub-processes including effective communication, relationship building, conflict resolution, and ethics. Learn how to manage the barriers to effective negotiation by employing the strategy of “principled negotiation” to move beyond the traditional strategy of positional bargaining. Gain confidence from in-class negotiating exercises that are designed to deepen your understanding of the basic concepts.

1. The student will be able to complete the four steps of a negotiation process including preparation, bargaining, settlement and evaluation.
  2. The student will be able to diagnose and then apply appropriate strategies for either distributive or integrative negotiation situations.
  3. The student will appraise their personal negotiation style and be aware of its inherent strength and weakness.
  4. The student will be able to explain the barriers to effective negotiation including typical cognitive biases that interfere with rational decision making.
  5. The student will develop their interpersonal communication, persuasion, and conflict resolution skills.
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**Method of Instruction:**

Lecture, negotiation exercises, class discussion of assigned readings and cases. A collective bargaining simulation will be used as a group negotiation project.

**Required Text:**

The Mind and Heart of the Negotiator by Leigh Thompson

Sixth Edition ISBN 13-978-0-13-13-357177-6

<https://www.pearson.com/us/higher-education/program/Thompson-Mind-and-Heart-of-the-Negotiator-The-6th-Edition/PGM76295.html?tab=order>

Getting to Yes- Negotiating Agreement Without Giving In – Second edition by Roger Fisher and William Ury

Prequin Books – ISBN 0-14-015735-2

[https://www.amazon.com/Getting-Yes-Negotiating-Agreement-Without/dp/0143118757/ref=pd\\_lpo\\_sbs\\_14\\_img\\_0?encoding=UTF8&psc=1&refRID=FWGDHFPKDEY0E55VR2T](https://www.amazon.com/Getting-Yes-Negotiating-Agreement-Without/dp/0143118757/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&psc=1&refRID=FWGDHFPKDEY0E55VR2T)

**Suggested Text:**

Get Paid What You’re Worth: The Expert Negotiators Guide to Salary and Compensation- Pinkley and Northcraft

<https://www.amazon.com/Get-Paid-What-Youre-Worth/dp/031230269X>

## **Academic and Classroom Policies**

1. Honesty, Integrity, and Respect for Others are fundamental student expectations in this course.
2. Students are expected to complete the assigned reading before the material is discussed in class.
3. Students are expected to actively and constructively participate in class discussions and case reviews.
4. Individual writing assignments must be typed and will be due as specified. Late assignments will not be accepted.
5. **Attending class is vital to successful performance in this course. Unexcused absences will count against your participation grade.**  
**Enrolling in this class is an indication that you are committed to making it an important priority in your life.**
6. ***Technology:*** Cell phone, laptop, iPad, etc. use during class discussions, group activities, guest speakers, movies, exams is not acceptable and will not be tolerated. Examples include; texting, social media (Facebook, Twitter, Instagram), phone calls, surfing the internet, etc. Students found using Technology during class will be asked once to put it away and the second time will be asked to leave. Using a laptop to take notes or review the text book is acceptable use of technology, or using a laptop during a group project to research. If you have specific questions about acceptable technology use, please see me. Your participation grade can and will be effected if technology use becomes excessive and disrupts the learning environment.
7. The Elmira College Office of Disability Services is committed to providing appropriate services to students who identify themselves with a disability. When the proper disability documentation is shared with the office, students are then provided access to appropriate accommodations. Students who feel they may be entitled to academic accommodations due to a diagnosed disability should contact the Learning and Disability Specialist. [accommodations@elmira.edu](mailto:accommodations@elmira.edu), or 607-735-1754, or visit his office in the Gannett-Tripp Library room 109. All students with proper documentation should work with the college to notify their professors of approved accommodations needed to access their education here at Elmira College.

## **Attendance & Class Participation**

This will be a highly interactive course. Effective negotiation depends not just on an intellectual understanding but also on developing the necessary interpersonal skills. Most classes will have significant time allotted to role simulations and other interactive exercises. These exercises have been selected to help illustrate points in the reading. They also will provide you with an opportunity to develop your interpersonal skills as you use your powers of communication and persuasion to experiment with a variety of negotiation strategies and tactics. Interpersonal skills are important because negotiation is essentially a process of communication, trust building (or breaking), and mutual persuasion.

You will be expected to attend all classes well prepared and to demonstrate your full engagement because negotiation exercises are the central focus of the learning process in this course. Since your learning and your colleague's learning in this interactive environment is dependent on participation absences will cause significant inconvenience and loss of learning opportunity to others.

Exercises depend on every class member being well prepared to carry out a certain role as well as being prepared to share insights from the experience with the rest of the class. We will observe the following guidelines.

1. Study and empathize with your assigned roles. You should see the world as your character would see it and behave accordingly.
2. Most exercises have confidential instructions. It is entirely up to you as to how much of this information-if any-to disclose to the other side. However, under no circumstances should you show the instruction sheet to anyone else. This will defeat the purpose of the exercise and will not help you improve your negotiation effectiveness.
3. Keep in mind that success does not always mean reaching agreement or consensus. No agreement is a perfectly acceptable outcome. Remember the goal is to learn from the process and the overall experience.
4. Feel free to experiment with different approaches and tactics.

**Method of Evaluation:**

|  |      |
|--|------|
| Course Engagement- Reaction papers, book report, and <u>class attendance &amp; participation</u> | 30%  |
| Exam – on the text “The Mind and Heart of the Negotiator”  | 50%  |
| Learning Log – lessons learned from in-class negotiation exercises                               | 20%  |
| Total =  | 100% |

**GRADING SCALE:**

|    |                  |
|----|------------------|
| A  | = (94.5)95-100   |
| A- | = (89.5)90-94.4  |
| B+ | = (85.5)86-89.4  |
| B  | = (82.5)83- 85.4 |
| B- | = (79.5)80-82.4  |
| C+ | = (75.5)76-79.4  |
| C  | = (72.5)73-75.4  |
| C- | = (69.5)70-72.4  |
| D+ | = (64.5)65-69.4  |
| D- | = (59.5)60-64.4  |
| F  | =below 60        |

Rounding of grades will be .5 and above or below. Example, a student with a 94.4 will receive an A-, a 94.5 will be rounded to a 95.

**Academic Policies – Please refer to your copy of the *Elmira College Bulletin and Student Handbook***

### Grading System

The following grades are included in computation of the grade point average (GPA).

|           |  |
|-----------|--|
| A, A-     | (90%-100%) indicates a mastery of the knowledge and skills of the course. The student receiving this grade has demonstrated the ability to recognize, analyze, and solve new problems independently.   |
| B+, B, B- | (80%-89%) indicates achievement of a high order, involving high proficiency in the attainment and application of knowledge and skills.   |
| C+, C, C- | (70%-79%) represents an adequate performance, indicating familiarity with the content of the course and active participation in the work of the class.   |
| D+, D, D- | (60%-69%) indicates work which is in one or more respects below the acceptable standard for graduation, but which is sufficient in quantity and quality to be given credit toward the degree if offset by a sufficient amount of superior work in other courses. |
| F         | (Below 60%) indicates failure. No credit is awarded. It is calculated into the GPA.  |
| WF        | Withdrawal Failing: indicates withdrawal while failing the course, or withdrawal from the course after the second week of a long term or after the fourth day of a six-week term. No credit is awarded and an F is calculated into the GPA.                      |

[https://www.elmira.edu/academics/academic\\_resources/Registrar/Policies\\_and\\_Information/Grading\\_information.html](https://www.elmira.edu/academics/academic_resources/Registrar/Policies_and_Information/Grading_information.html)

*Everyone starts with an A, it is your job to maintain that grade moving forward.*

## Written Assignments

### 1. Learning Log

Studies have indicated that students who actively engage with what they are studying tend to understand more, learn more, and remember more of what they have learned than students who passively receive what is being taught. A learning log will be used in this course as a means to actively engage the student in the learning process. This issue is especially significant because many argue that Negotiation cannot be taught but must be learned through trial and error experiences. Therefore, the subject of Negotiation lends itself well to the experiential learning model. The Effective Negotiator improves their skill by reflecting on past experiences to capture the resulting insights. The basic intent of the learning log is to provide you with a forum to capture your lessons learned so that they can be applied to future negotiation experiences. These entries should cover what the student learns about themselves and the subject of negotiation as a result of participation with in-class negotiating exercises. These should include a brief analysis - not a description of the negotiation exercise as you experienced it. It is important to include a conceptual analysis for example, what effective negotiation concepts were demonstrated by the exercise? How do they apply? and so on.

The readings and class discussion will help you think conceptually. The goal is to get you to think broadly about these experiences and how these might be generalized to other negotiations. You should also discuss the take-aways from these experiments. What did you learn during the process about your own skills as a negotiator? What did you do well and what would you do differently next time?

## 2. Course Engagement

a. Reaction papers to assigned readings – Although the student is expected to read all of the assigned readings the student will be required to write reaction papers on only (4) of the readings. Unless otherwise noted these readings were adopted from Negotiation Readings, Exercises, and Cases Third Edition by Roy J. Lewicki, David M. Saunders, and John W. Minton, Irwin McGraw Hill 1999 ISBN 0-256-21591X

- \* Negotiating Rationally: The Power and Impact of the Negotiator's Frame by Margaret Neale and Max Bazerman
- \* Sources of Joint Gains in Negotiations – Harvard Business School 9-396-241
- \* Ethics in Negotiating: Oil and Water or Good Lubrication? By H. Reitz, J. Wall, and M. Love – Business Horizons May-June 1998
- \* Six Basic Interpersonal Skills for a Negotiator's Repertoire by R. Fisher and W. Davis
- \* The Pros and Cons of Getting to Yes by James White
- \* Machiavelli and the Bar: Ethical Limitations on Lying in Negotiation by James J. White
- \* On Bargaining Power by Russell Korbkin
- \* Bargaining Over How to Bargain in Labor-Management Negotiations by Cutcher-Gershenfeld
- \* What Happens When Women Don't Ask
- \* Reservation Points by Sally Blount White and Margaret Neale
- \* Are You Too Powerful for Your Own Good? By Ann Tenbrunsel

b. Book Report – the student will read and write a brief learning summary on Getting to Yes- Negotiating Agreement Without Giving In – Second edition by Roger Fisher and William Ury

c. Group Negotiation Project – The student will write a reaction paper summarizing their learning experiences from the group negotiation project on collective bargaining

## **Class Master Schedule – Macro view**

| <b><u>Week of</u></b> | <b><u>Topic</u></b>  |
|-----------------------|--|
| 4/22/18               | Chapter 1 Negotiation – The Mind and the Heart<br>Chapter 2 Preparation – What to Do Before Negotiation<br>Chapter 3 Distributive Negotiation - Slicing the Pie  |
| 4/29/18               | Chapter 4 Win-Win Negotiation – Expanding the Pie<br>Chapter 5 Developing a Negotiating Style<br>Chapter 6 Establishing Trust and Building a Relationship  |
| 5/6/18                | Chapter 7 Power, Gender and Ethics<br>Chapter 8 Creativity and Problem Solving in Negotiations<br>Chapter 9 Multiple Parties, Coalitions, and Teams  |
| 5/13/18               | Chapter 10 Cross-Cultural Negotiation<br>Chapter 11 Social Dilemmas<br>Chapter 12 Negotiating Via Information Technology<br>Exam covering text material from <u>“The Heart and Mind of the Negotiator”</u> |
| 5/20/18               | Preparation for Collective Bargaining Simulation<br><br>Round 1 & 2 of Collective Bargaining Negotiation<br>Round 3 & 4 of Collective Bargaining Negotiation   |
| 5/25/18               | Reflections, debriefing, and learning from the Collective Bargaining Simulation<br>Learning Logs Due   |



## Draft Schedule MGT 2940 Effective Negotiation - Micro View

| Week of Dates | Topic / Reading Assignment  | Note  |
|---------------|---|---|
| 4/23          | Course Introduction   | The Personal Bargaining Inventory   |
|               | Chapter 1 The Mind and the Heart  | Negotiation: "The Information Game"<br>Case: Wheeling & Dealing the Zirconia GT |
|               | Chapter 2 Preparation: What to do Before Negotiation<br>Read: Are You too Powerful for Your Own Good?"        | Negotiation: "The Coffee Contract"  |
|               | Read: "The Negotiation Checklist Revisited Part 1 & 2"  | Negotiation: "The Coffee Contract"  |
|               | Chapter 3 Distributive Negotiation– Slicing the Pie<br>Reaction paper: "Negotiating Rationally"               | Negotiation: "Biopharm-Seltek"  |
| 4/29          | Read: "Are You Asking the Right Questions?"   | Negotiation: "Biopharm-Seltek"  |
|               | Chapter 4 Win- Win Expanding the Pie<br>Read: "Balancing Act: How to Manage Negotiation Tensions"             | Negotiation: "New Recruit"  |
|               | "The Sluggers Come Home"  | Integrative Negotiation Video   |
|               | Reaction paper: "Sources of Joint Gains in Negotiations"  | Negotiation: Miti Pet / Raw Mat   |
| 5/7           | Chapter 5 Developing a Negotiating Style<br>Read: "What Happens When Women Don't Ask"                         | Personal Bargaining Style Assessment  |
|               | Read: "Rethinking Negotiation Strategy"   | Negotiation: GI Fix   |
|               | Read: "Who Won? :Assessing Negotiation Outcomes"  | Negotiation: Texoil   |
|               | Reaction paper: "Ethics in Negotiation -Oil and Water or Good Lubrication?"<br>Alternative Dispute Resolution | Negotiation: Easy's Garage  |

