Introduction

Welcome to Negotiation. You knew it all along: Life isn’t fair. Perhaps what you didn’t know, though, is that you can learn to do something about it. Negotiation is not only a talent you can be born with, it’s also a skill that can be learned! This course focuses on improving fundamental negotiating competencies in personal and organizational contexts.

Negotiation is both an art and a science. This course will teach you how to negotiate more effectively through a combination of assessments, exercises and simulations. In subject matter and approach this class is designed to provide understanding and insight into your present negotiating abilities, as well as challenge your comfort zone to allow for continuous improvement going forward. Negotiation is fast-paced, interactive and hands-on. Drawing upon current research and recognized best practices, we will emphasize both basic mastery and practical application of the subject matter covered. In that respect, and perhaps unlike your other classes at the Heinz College, this course will have elements of both education (learning about) and training (learning how to).

Course objectives

The primary purpose of Negotiation is to provide you an opportunity to increase your negotiating effectiveness. While this will be accomplished in a variety of ways, it is important to recognize that the extent to which your skills improve will primarily be a function of how committed you are to better understanding yourself, how open minded you are about learning new skills and techniques, and how willing you are to take risks to change longstanding habits. Remember, as Oscar Wilde once said, “Experience is the name everyone gives to their mistakes.” Specifically, by the end of course the following primary objectives will be addressed:

1. Students will begin to “know what they don’t know.”
2. Creation of an individualized negotiation profile identifying your negotiating strengths and weaknesses.
3. An understanding of the dynamics and complexities of the negotiation process.
4. How to analyze and prepare for a negotiation.
5. How to more effectively negotiate in different contexts, including 1:1, on teams, acting in an agency capacity, in job interviews, and with co-workers.

Text and classnotes

Class assignments will either be handed out in class or posted on Blackboard; Powerpoint lectures will be posted on Blackboard following class. Students will be responsible for checking Blackboard for relevant announcements and postings. In lieu of a required textbook, students will be provided assigned readings each week on various negotiation-related topics. These will also be posted on Blackboard. However, I do have one highly recommended book - Getting to Yes by Fisher and Ury¹ that no student should be without, and for students who wish to deepen their understanding of the field even further, I recommend Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond, Bazerman, Max & Malhotra, Deepak, Random House (ISBN 055380488X/ISBN-13/ISBN EAN: 9780553804881).

Course Requirements

1. 49 points (49%) - Attendance, and active participation in assigned class activities. Because this course is experiential, the majority of skill acquisition will take place during guided activities in class. Each of the seven classes (not counting finals week when we will not meet) will be worth 7 points (up to a maximum of 49 points total for the course). Students will earn 5 points for attending class, a possible 1 additional point based on the frequency/depth of their classroom participation, and 1 point for completing any after-class assignments (e.g., going online and entering results of in-class negotiations, and completing any posted surveys). THESE AFTER-CLASS ASSIGNMENTS CAN BE FOUND EITHER UNDER THE “ASSIGNMENTS” OR “SURVEY” TABS ON BLACKBOARD.

Please note: Because there are only a limited number of classes, students can miss no more than one (1) regularly scheduled class. Since there are no make-ups, students who miss more than one class for whatever reason (e.g., out-of-town trip, job interview, illness, alien abduction, etc.) will be unable to pass the course. If you have any concerns that you will be unable to meet this requirement, you might be well advised to take a different elective.

2. 5 points (5%) - Negotiation Profile Inventory & Summary Report. Students will complete a package of four different assessment instruments to help them learn more about themselves, and how their attitudes and behavior may compromise their ability to negotiate effectively. Students will turn in the results page of their Negotiation Profile Inventory along with their write-up of the results (NOT THE INSTRUMENT ITSELF). Students have the option of turning in their write-up on either the first or second night of class. The Inventory will be posted in the "Assignments" tab on Blackboard. The write-up can be in a format of your choice BUT STUDENTS ARE TO FOLLOW THE DIRECTIONS IN THE TEMPLATE FOLLOWING THIS SYLLABUS AND ALSO FOUND UNDER THE "ASSIGNMENTS" TAB ON BLACKBOARD.

3. 10 points (10%) - Out-of-class negotiation write-ups (5 points each). To help provide real-world context to the class, students will complete two out-of-class negotiations. Each assignment, worth up to a maximum of five (5) points each, will require a brief write-up (please see the template, attached). These negotiations will be graded on five different elements: degree of difficulty, use of tactics/techniques covered in class, overcoming obstacles, outcome, and quality of the write-up. See the Weekly Class Schedule for due dates. In their write-ups, STUDENTS ARE TO FOLLOW THE DIRECTIONS IN THE TEMPLATE FOLLOWING THE SYLLABUS, AND ALSO FOUND UNDER THE "ASSIGNMENTS" TAB ON BLACKBOARD.

   - Assignment #1 – negotiating with a retail store to attempt a price reduction of an item for sale.
   - Assignment #2 – negotiating with a service provider (e.g., cell phone, cable t.v., high speed internet, credit card, car insurance, etc.) to get a price reduction and/or some enhanced benefits/services at no additional cost.

4. 15 points (15%) – Students will watch three videos posted online, each of which explores a different aspect of negotiation, and write a summary of what they learned from each (up to 5 points each). See the Weekly Class Schedule for the due date for each assignment. IN DOING THE WRITE-UP, STUDENTS ARE TO FOLLOW THE DIRECTIONS IN THE TEMPLATE FOLLOWING THIS SYLLABUS AND ALSO FOUND UNDER THE "ASSIGNMENTS" TAB ON BLACKBOARD. LINKS TO THE VIDEOS CAN BE FOUND UNDER THE "WEB LINKS" TAB ON BLACKBOARD.

5. 10 points (10%) - Write up of Sluggers Come Home. A link to this video, which illustrates many of the negotiation-related concepts discussed in class, is posted under the "Web Links" tab in Blackboard. IN THE WRITE-UP, STUDENTS ARE TO FOLLOW THE DIRECTIONS IN THE TEMPLATE FOLLOWING THIS SYLLABUS AND ALSO FOUND UNDER THE "ASSIGNMENTS" TAB ON BLACKBOARD. Note: the template for this write-up is different than the one to be used to write-up the other three videos you are asked to watch.

6. 11 points (11%) – Completing the out-of-class group negotiation will count as the final exam. Assignments will be handed out during the seventh night of class. Students are to make their own arrangements to meet and conduct the negotiation during the week between the 7th and 8th week of classes. Instructions and how this assignment will be graded are explained in the handout.

Note

- Copies of the Powerpoint lectures will be posted and available after each class under the “COURSE DOCUMENTS” tab in Blackboard.

- Due to the large size of the class, please be aware that feedback from the professor to individual students is not feasible. However, students are encouraged to provide feedback to each other after each role play, and exercises and out-of-class negotiations will be debriefed in class. I don't wish for you to be disappointed. If this particular format doesn't meet your expectations, I would encourage you to take another elective.

- To receive credit for attending class, students will be responsible for making sure that they personally sign the attendance sheet each night. Classmates are not permitted to sign in for a missing or tardy student, and it would be a violation of the honor code to do so.

- Assignments should be submitted to the class T.A in hardcopy on the due date, with the exception of the out-of-class group negotiation handed out on the seventh class which should be emailed. Before submitting hardcopy assignments, make sure your name is on the first page and the pages are stapled together. FOR EVERY DAY AN ASSIGNMENT IS LATE, ONE (1) POINT WILL BE DEDUCTED. Should you have any question about what's expected on an assignment, please contact the T. A. or professor before turning it in.

- While I welcome questions about individual grades, students should keep in mind that the class is graded on a bell curve which means that their work is evaluated in comparison to how others in the class are doing. As a result, once assigned, grades are subject to change only if an arithmetic error has been made.
Grading

Students can earn a maximum of 100 total points in the class. Pursuant to Heinz College policy, grades will be assigned based on the following grading scale:

- 95-100% = A
- 90-94% = A-
- 85-89% = B+
- 80-84% = B
- 75-79% = B-
- 70-74% = C+
- 65-69% = C
- 60-64% = C-
- Below 60% = F

Academic integrity

All Carnegie Mellon University and Heinz College policies regarding academic integrity apply. In that respect, please be aware that signing another classmate’s name on the attendance sheet in lieu of their actual attendance in class will be considered an honor code violation.

Disability

If you have a disability for which you require an accommodation, please contact the T.A. or Instructor before the start of the first class.

Class etiquette

Etiquette is an important component of negotiations; it’s also important in the class. To maximize the learning environment, it’s important that students feel comfortable making the effort to try out new skills. Therefore, students will be expected to:

- Make a good-faith and sincere effort in all assigned in-class and out-of-class activities.
- Not embarrass or ridicule the efforts of other students as they attempt to practice new skills.
- Provide honest and constructive feedback of other’s efforts.
- Have fun learning! But remember, “No pain, no gain!”

Student status

Please note that the team-based design of the class is predicated on equal effort, including regular attendance and completion of each assignment, some of which result in students being graded on team efforts rather than individual effort. As a result, students who request to audit the class (no credit) or take it for pass/fail (not as concerned about the grade) have the potential to unfairly affect the grades of those students who are making their best effort to do well. Therefore, per Instructor policy, students will not be permitted to enroll in the class on an audit or pass/fail basis. And, per university policy, students are not permitted to sit in on classes without first being officially registered for the course.

Miscellaneous

- Please become familiar with the class Blackboard site:
  - COURSE DOCUMENTS: contains the slides for each class Powerpoint lecture. These will be available on Blackboard following each class.
  - WEB LINKS: contains the links to each of the three posted videos you are to write up, and the Sluggers Come Home Home video.
  - SURVEYS: contains an optional extra credit survey, as well as a Post-test to be completed on the last night of class.
  - SYLLABUS: contains a copy of the course syllabus.
  - ASSIGNMENTS: contains the template for the Negotiation Profile Inventory, as well as the templates for the other out-of-class write-ups, and links to enter the results of the in-class Used Car negotiation, Red-Green-Yellow exercise and the Salary negotiation.

- Laptops are permitted to be used in class provided they are used for class note taking only* and the student remains engaged in classroom activities. Violation of this policy may result in revocation of the student’s laptop privileges, and less than full credit for classroom participation for that evening. Therefore, students should not be surfing the net on their laptops, or using their smart phone, during class.

- In order to encourage open and honest classroom discussion among and between students, no part of the classroom experience, including exercises, lectures, and in-class mock negotiations, may be recorded (audio or video).

* This does not include social media sites, surfing the net, writing/responding to e-mails, watching videos, on-line shopping, horoscopes, dating hotlines, etc.
### WEEKLY CLASS SCHEDULE

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC(S)</th>
<th>PLANNED ACTIVITIES</th>
<th>WEEKLY ASSIGNMENTS</th>
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| Week 1 | * Overview of the negotiation process  
* Understanding your negotiating style | * Complete the Negotiation Competency Pre-test  
* Roundtable discussion of the Negotiation Profile Inventory results  
* In-class mock negotiation – After class, Sellers are to go to the ASSIGNMENTS tab in Blackboard and click on the link to the online survey to enter the results of their negotiation | * The Negotiation Profile Inventory write-up may be turned in this week or next.  
* Links to Dealing with Conflict, Three Rules of Win-Win, Buying Signs and Sluggers Come Home videos posted in the WEB LINKS tab on Blackboard  
* Watch the Dealing with Conflict video this week and be prepared to turn in your write-up next week in class |
| Week 2 | * Distributive (win-lose) vs. integrative (win-win) bargaining | * In-class mock negotiation | * Turn in Dealing with Conflict write-up  
* Conduct your 1st out-of-class (retail) negotiation and be prepared to turn in your write-up next week in class  
* Complete the Red-Green-Yellow survey and bring it with you to class next week |
| Week 3 | * Negotiation ethics | * Red Light – Green Light – Yellow Light exercise – After class, students are to go to the ASSIGNMENTS tab in Blackboard and click on the link to the online survey to enter their individual answers | * Turn in 1st out-of-class negotiation write-up  
* Watch the Three Rules of Win-Win video this week and be prepared to turn in your write-up next week in class |
| Week 4 | * Negotiating the job offer | * Video  
* In-class mock negotiation | * Turn in the Three Rules of Win-Win write-up  
* Complete the 2nd out-of-class (service) negotiation and be prepared to turn in your write-up next week in class |
| Week 5 | * Negotiations in the workplace | * In-class mock negotiation | * Turn in your 2d out-of-class negotiation write-up  
* Watch the Buying Signs video this week and be prepared to turn in your write-up next week in class |
| Week 6 | * Team/Agency negotiations (negotiating in groups, or on behalf of others) | * In-class mock negotiation | * Turn in the Buying Signs write-up  
* Watch Sluggers Come Home video this week and be prepared to turn in your write-up next in class [note that this video has its own template] |
| Week 7 | * Review of the key principles covered in the course and wrap-up | * In-class mock negotiation | * Turn in the Sluggers Come Home write-up  
* Complete the Negotiation Competency Post-test  
* Group out-of-class negotiation assignments handed out. Students are to make their own arrangements to meet and complete the negotiation. |
| Week 8 | *NO CLASS | * Out-of-class mock negotiation | * After the out-of-class negotiation is completed, the Blue Water reps are to email the group results to the T.A. |

* Topics covered in class may be adjusted in order to accommodate a guest lecturer.  
** Class may have to meet during finals week (the 8th week) in the event a prior class has to be missed.
- Negotiation Profile Inventory –

- There is no required format for this write-up. Papers are to be 2-3 pages in length, double spaced.

- Your write-up, along with the score sheet (last page) of the inventory, will be due no later than the second night of class.

- In your paper, please address each of the following questions, in the order they are listed:

**Part 1 - Core Competencies Profile**

What negotiation-related skills are you proficient in? What skills appear to need improvement? What do you think your results suggest you need to do to become a more effective negotiator?

**Part 2 - Negotiations Style Indicator**

What's your predominant style(s)? What's your secondary style(s)? Are your scores somewhat close which suggests that you use all five styles, or is there a significant imbalance in your scores indicating that you over rely on one or two styles? For good or bad, how do you think these results impact you in your day-to-day negotiations?

**Part 3 - Locus of Control Inventory**

Do you have an internally focused, or an externally focused, locus of control? Are your scores more like those of a competent negotiator, or a less than competent negotiator? Does your score suggest that deep down, what you receive in a negotiation is a result of your effort/ability or primarily due to luck/chance?

**Part 4 - Negotiation Emotive Profile**

We all have certain fears that hold us back in life. What are yours? Is any score significantly higher than the others? If so, why? What do you think happened in your past that had led to you having these fears? How do your fears hold you back and/or affect your negotiations? What specifically can you do to help overcome these fears so that they don't impede you going forward?

- Posted Videos –

“Dealing with Conflict”, “Three Rules of Win-Win” and “Buying Signs”

→ The links to each video can be found under the WEB LINKS tab in Blackboard.

→ After watching, please write a 2-3 page, double-spaced summary of the key learning points covered, and what you learned that can help you become a more effective negotiator in the future.

→ Each write-up will be due on a different night of class as listed in the syllabus.
**- Out-of-Class Negotiations -**

Indicate the assignment: _____1 (Retail) _____2 (Service)  

[For additional details please see pg. 2 of the syllabus]

Please use the following template to write up your out-of-class negotiations. In order to receive full credit, your write-up should reveal insight and understanding of the process, and the useful skills/knowledge you learned from the video. Papers will be graded using the following criteria: the nature of the negotiation, the outcome, the degree of difficulty of the “ask,” and the tactics/techniques you used. In your write-up, please copy each of the following questions verbatim, and answer them in the same order as they appear here:

A. How did you prepare for this negotiation?
B. What was your strategy going into the negotiation? Why?
C. How/where/when/with whom did your negotiation take place?
D. What was your asking price? Target price? Reservation price? BATNA?
E. What was the outcome of the negotiation; describe the negotiation process.
F. Specifically, in what ways were you satisfied/dissatisfied with the outcome?
G. Explain the things did you do well in the negotiation?
H. Specifically, explain what you did during the negotiation that could use improvement?
I. What did you learn that you will help you improve how well you do on your next negotiation?
J. Finally, what did you learn in this negotiation that could help you in your career?

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**“Sluggers Come Home” video**

The link to “Sluggers Come Home” is also posted on Blackboard under the “WEB LINKS” tab. After watching this video, please write a 2-3 page, double spaced analysis by copying and answering each of the following questions in your write-up, and in the order in which they are listed. Completed papers will be due on the 7th night of class.

1. Briefly describe what the negotiation was about.
2. What positions did each party take during negotiations?
3. What were the underlying interests of each party?
4. Discuss the strengths and weaknesses of the ball field owners' BATNA(s)
5. Discuss the strengths and weaknesses of the baseball team owner’s BATNA(s).
6. What were the ballfield owners' asking-target-reservation price?
7. What was the baseball team owner's asking-target-reservation price?
8. What sorts of tactics/techniques did each party use to keep negotiations on track and avoid impasse?
9. What role did the members of each negotiating team play in helping to get the deal done?
10. What role did the mayor play in helping to close the deal? What does this suggest regarding the value of using an outside, neutral third party to help parties move past impasse?
11. Was the final contract a “good” deal for either or both sides? Why/why not?
12. Was the baseball team owner's attempt to “nibble” for further concessions at the end of the negotiation successful? Why/why not? Is this tactic ethical? Why/why not?
13. Even though the parties had a “deal”, did any items remain unresolved at the end of negotiations but before the final agreement had been signed? What were they?
14. Specifically, what did you learn that will help you become a more effective negotiator in the future?