

MNO3702: Negotiation and Conflict Management

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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 the opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and course discussions.

This course is designed to foster learning through doing, and to explore your own talents, skills, and shortcomings as a negotiator. The negotiation exercises will provide you with an opportunity to attempt strategies and tactics in a low-risk environment, to 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.
- ✓ Improve your ability to analyze a negotiation situation and learn how to develop a strategic plan to improve your ability to negotiate effectively.
- ✓ Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- ✓ Understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.
- ✓ Improve your analytical abilities and your capacity to understand and predict the behavior of individuals, groups, and organizations in competitive situations.
- ✓ Develop a toolkit of useful and practical negotiation skills, strategies, and approaches.

COURSE FORMAT

There will be an exercise in almost every class. 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 certain negotiation exercises.

COURSE MATERIALS

Negotiation materials will be handed out in class.

OPTIONAL Textbook Readings (to read AFTER the associated class session): Malhotra, D., & Bazerman, M. (2007). Negotiation genius. Bantam.

REQUIRED Additional Readings (to read AFTER the associated class session): Will be made available through Canvas.

COURSE REQUIREMENTS AND GRADING

I hope that your focus in this class will be on learning rather than on the grade you will receive. If you learn a lot, you can pretty much count on your grade coming along as well. That said, your grade will be made up of:

1. Class Participation (including Class Participation Document)	30%
2. Individual Negotiation Analysis	20%
3. Real World Negotiation Analysis	25%
4. Intergroup Negotiation Analysis (1 submission per group)	25%

Academic Honesty & Plagiarism

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

DETAILS ABOUT CLASS PARTICIPATION (30% OF OVERALL GRADE)

- **Participation Document (15% of overall grade):** 2- or 3- page Participation Document discussing your 2 most important comments and OPTIONALLY 1 or 2 comments that you would have liked to say, but did not get to say because of the flow of class. Your 2-3 page Participation Document is due **22 Apr, 7:00 pm** (submit to Canvas). *See below for more details about this assignment.*

Note: Participation is important as it gives you the opportunity to contribute to the learning in this class and to learn from others. You should come to class having read the assigned materials **BEFORE** class and be prepared to discuss the materials. There will be many negotiation exercises in class. After each exercise, we will discuss what happened and why it happened. We all make mistakes and we can all negotiate better: that is the reason we are in the class! I will often ask you about the reasoning behind your behavior in the negotiation exercise, and I expect you to be open and willing to discuss it in class. By delving into the thinking that led to a particular decision, we can correct the thinking and not let it

interfere with future negotiations. So I'm really not picking on you when I ask you about your thinking. To learn, as much as we can in this class, we need to discuss not just what happened but why. Hopefully, you will all learn a lot – about negotiations and about yourselves.

- **Attendance (10% of overall grade):** Class will always begin precisely on time. Attendance is vital and you must attend each negotiation exercise on time. If you are late to, or are absent for, more than one exercise then your attendance grade will drop by 1% each time. If you know that you will have difficulty attending all the classes on time, please consider selecting a different course.

Note: If you have participated in any of the negotiation exercises before (e.g., in a previous course), please email us (email me and cc: the Teaching Assistant).

Note: If you must miss any class, you should contact me at least 24 hours in advance and have either a doctor's written excuse saying you are deathly ill, or a legitimate academic/professional reason.

Note: Your attendance is strictly limited to your section only due to logistical constraints. You may not attend any other section without explicit permission from me, which I will grant only in exceptional circumstances and only in advance.

- **Negotiation Performance (5% of overall grade):** The results from one or more of the negotiation exercises will be graded.

Note: This is a very experiential course so your participation is vital, both in the role-playing and the discussion afterwards. For every negotiation exercise you will be given some confidential information. You may tell your opponent whatever you like but you are NEVER to show your opponent your confidential information. In the real world people do not know each other's confidential information. Perhaps more importantly, knowledge is power. If your opponent knows your confidential information then they will win at the negotiation and you will lose. So do not show your confidential information with anyone, either inside or outside this class.

INDIVIDUAL NEGOTIATION ANALYSIS

Choose one of the following negotiation exercises: *Interview at Thunstein*, *Email, Federated Sciences Fund*, or *Harborco*. Write a 4-page reflection paper (see below for "reflection paper instructions"). Upload your paper to the Canvas course website by **22 Apr, 7:00 pm**.

REAL WORLD NEGOTIATION ANALYSIS

Between the end of Class #1 and the submission deadline – **31 Mar, 7:00 pm** – each

student should purchase a “fixed-price” item (that is to say, the item has a commonly-accepted real price associated with it). You should bring to class proof of your success such as a receipt. The assignment is for you to purchase this item for less than the fixed or marked price. If it is “on sale,” then you need to pay less than the sale price. Your task is to negotiate a lower price for the item than that paid by another customer or consumer who might attempt to buy that same item or commodity at the same time and place. For example, highly perishable items often get discounted near closing time; so, if the Mrs. Fields’ shop, when preparing to close, discounts the remaining cookies by 50%, you would – in order to complete this assignment – have to bargain for a larger discount than 50%.

You may not go to used book stores, estate sales, rummage sales, or flea-markets (or any other store where bargaining is a common means of determining prices). The intent of the assignment is for you to negotiate the purchase price of an item from a seller that typically does not bargain: department stores, grocery stores, etc.

- **Video Clip and Item Receipt:** You will upload a video clip of 2 minutes in length that reflects your experience. Note that in the video clip you need to appear with your item and your receipt. In the video clip, you must **(1) briefly summarize what happened during your successful (or failed) negotiation, (2) explain WHY you believe that your negotiation succeeded (or failed)**. The video clip should be **no longer than 2 minutes** and should include the item and proof that you purchased it for less than the market price. Upload your video clip to the Canvas course website by **31 Mar, 7:00 pm** (submit to Canvas). (In addition, each student should be prepared to report on the outcome of their encounter during class.)

INTERGROUP NEGOTIATION ANALYSIS

For the *El-Tek* negotiation exercise (which involves two teams who are negotiating), write a 4-page reflection paper (see below for “reflection paper instructions”), **ONE SUBMISSION PER TEAM**. Upload your paper to the Canvas course website by **20 Feb, 7:00 pm**.

REFLECTION PAPER INSTRUCTIONS

The purpose of the reflection paper is to demonstrate what you have learned about principles (theories, concepts) of bargaining and negotiation. A reflection paper should not exceed **4 pages** and is composed of three elements.

(1) Write a brief summary of what happened (**this should not exceed one page**). This might include what you negotiated, and what the outcome was. It might also include a summary of your strategy going into the negotiation, your perceptions as the negotiation unfolded, what behaviors you (or the other side) engaged in during the negotiation, and how the two negotiators influenced each other during the negotiation. It is important that your summary cover not only the facts of what happened, but also your

perceptions and impressions of those facts as they unfolded. It might also be relevant to compare what happened in your negotiation to what happened in other negotiations like yours, or other negotiations in which you have participated.

Remember that the purpose is to demonstrate what you have learned. In the summary, you do not need an exhaustive description – in fact, you won't have the space to provide one! You will need to decide which facts of what happened are relevant to the important lesson(s) you learned. Focus on the critical factors that affected the negotiation situation and outcomes.

(2) Identify and explain relevant conceptual material (theories, concepts) from our course. In this part of the reflection paper, the point is to demonstrate your “ownership” of the concept/idea/theory that you identify. The first half of ownership is being able to describe and explain the concept/idea/theory. In the best of all reflection papers, the element of the paper should be able to stand alone as an explanation of some concept/idea/theory from our course. Don't assume that I know the concept/idea/theory. The point is for you to demonstrate that you know it. Also, there is a tendency in this part of the reflection paper to try to explain as many concepts or ideas as seem relevant. Don't fall into this trap! If you try to explain too many ideas, you will not be able to discuss/explain any of them in enough depth to really demonstrate your ownership. Stick with a few core concepts that you see as most central to the negotiation you are analyzing.

(3) Use the concept/idea/theory to analyze what happened in the negotiation. The other half of demonstrating ownership with the central concepts/ideas/theories in our course material is to be able to apply them successfully and insightfully. That application may include using the concept/idea/theory to explain why what happened in your negotiation happened. It might include using the concept/theory/idea to explain how or why you might have behaved differently, and what would have happened if you had. It might include using the concept/idea/theory to suggest what you should do the next time you find yourself in a similar negotiation situation.

In this element of your reflection paper, it is critical that you USE the concept, idea, or theory to drive your analysis of what happened in your negotiation. Thus, it is not sufficient in your analysis to know what to do; you also need to correctly explain why to do it. In this section you should demonstrate what you learned about bargaining and conflict from this situation and identify what you would do the same or differently in the future to perform more effectively.

Standards of Evaluation: Typed in 12-point font, with 1-inch margins, double-spaced. Any late reflection papers will lose one letter grade for every day that they are late.

Insightful = 18-20 points

- Description of the course concepts demonstrates reflection and learning beyond just summarizing what was discussed in class.
- Application to the negotiation situation demonstrates real ownership of the ideas.

- Tight logical link between the description of the negotiation, the concepts from the course, and the conclusions or implications drawn.
- Conclusions are a logical outgrowth of applying the concepts to the description of the negotiation.
- The conclusions/implications go beyond the boundaries of our classroom discussion, and show some initiative in exploring the learning opportunity.
- Focus of the paper is depth of understanding, rather than breadth of coverage.
- May tie several disparate ideas from class together into a central concept, or find some insightful connection to an apparently unrelated issue.

Competent = 15-17 points

- Paper demonstrates correct and complete (but not insightful) analysis and application of the course concepts to the described negotiation situation.
- It is clear from reading the paper that the student understands what was communicated and discussed in class, but probably has not necessarily learned something more from the analysis/application and reflection/write-up of what happened. (NOTE: this may occasion very little feedback from the grader.)
- Paper's link between description, concepts, and applications is not tight.
- Not clear how the concepts relate to the description, or how the description and concepts logically lead to the conclusions or implications.
- Paper touches on several concepts on the surface, rather than exploring them in any useful depth or identifying a theme that ties them all together.
- Paper missed some of the subtleties of the featured concept(s).

Needs Improvement = 15 points or less

- Description of the course concepts is incomplete or incorrect.
- Application of the concepts to the negotiation situation is flawed.
- Paper does not link the negotiation description, course concepts, and application.
- **Paper describes the negotiation situation without really using the concepts to analyze it.**
- Paper bounces around among a variety of concepts without fully explaining or applying any of them.
- Paper uses words/terms from the class without communicating a sense of understanding their real meaning.
- Paper doesn't make clear what the student learned, or that the student learned anything.

DETAILS ABOUT NEGOTIATION PERFORMANCE GRADING

As noted above, the results from one or more of the negotiation exercises will be graded.

In real life the outcomes of your negotiations matter so in class the outcomes of your negotiations will also matter. Thus, the results from one or more of the negotiation exercises in class will be graded. If multiple negotiations are graded, the lowest negotiation grade will be dropped. The purpose of the grading is to provide you with a more realistic negotiation experience and to make sure that everyone negotiates seriously throughout the course. Thus, I will not tell you in advance which negotiation(s) will be graded, except that

I will choose negotiations in which outcome scores are quantifiable (e.g., in terms of points or money).

Keep in mind that most of the negotiation exercises ask you to role play a character in the case. Part of your performance in the negotiation exercises is determined by how well you role play that character. This means *you should focus on the character's preferences as described in the case, not your own preferences.*

Another important point to keep in mind is that the performance of your opponent in the negotiation will affect your result, just like real life. Some days you may have a really smart opponent; other days you might have a lazy opponent. In the end it will all even out.

If a group negotiation is graded, then everyone in your group will get the same result.

Here is how the grade for the exercises will be calculated. In a typical negotiation exercise there are two roles; for example, a buyer and a seller. The outcomes of everyone in the same role, e.g., all the buyers, will be inputted into the following formula. The lowest class score will be subtracted from your score (x). That result will be divided by the difference between the highest buyer score and the lowest buyer score. The result will be a number between 0 and 1. The highest score will get a 1, an average score will have a 0.5 and the lowest score in the class will get a 0.

$$\text{Your Score (} x \text{)} = \frac{x - \text{Lowest Score for the Role}}{\text{Highest Score for the Role} - \text{Lowest Score for the Role}}$$

You should focus on all aspects of your character's preferences.

Finally, these exercises are not meant to have an overwhelming impact on your grade. The total of all the exercises counts for only 5% of your grade. That is significant but not overwhelming. There may also be bonus questions or assignments throughout the course that will give you extra credit towards your negotiation results grade.

DETAILS ABOUT THE PARTICIPATION DOCUMENT

We are going to take a different approach to class participation than is usually done. Class participation is essential. However, I want to maximize the quality of class discussion, not have a contest to see who can make the highest number of comments. Therefore, I will not be taking notes on which student said what. Instead, you will hand in a 2-3 page Participation Document, with 1 page (maximum 250 words) for each of the 2 most important comments that you contributed throughout the course. Each page should (a) give a summary of what you said, and (b) discuss any understanding or insight that you gained from subsequent discussion related to your comment, and/or discuss how your comment contributed to the overall class discussion. In addition, you may add an OPTIONAL 1 extra page (maximum 250 words) discussing 1 or 2 comments that you would have liked to say, but did not get to say because of the flow of class (for instance, if the instructor did not call on you). A template document will be posted on the course website as a guideline. Your 2-3 page Participation Document is due **22 Apr, 7:00 pm** (submit to Canvas).

NOTES ON GRADES

I hope that your focus in this class will be on learning rather than on the grade you will receive. If you learn a lot, you can pretty much count on your grade coming along well, too. I will do my best to give you a grade that reflects your performance in the class, subject to NUS guidelines. But my hope is that you will all invest in the class and not worry about your grades so much and that, in the end, those of you who receive Bs or Cs may still walk away thinking that you have learned a lot.

MAKE-UP NEGOTIATION ASSIGNMENTS

If you know you will miss a negotiation exercise/simulation for academic/professional reasons or if you have a doctor's written excuse saying you are deathly ill, please send an email to us with a proof of absence reason as soon as possible (email me and cc: the Teaching Assistant) and we will consider arranging a make-up negotiation assignment for you. **However, we will only consider arranging make-up negotiation assignments for students who (1) have a legitimate academic/professional reason or a doctor's written excuse for the absence, and (2) have informed us at least 24 hours in advance before the start of class.** (No make-up will be arranged after the start of class.) If we do give you the opportunity to complete a make-up negotiation assignment, it will be due by the start of the *next* class.

STUDENT FEEDBACK

Students are encouraged to contact me or the Teaching Assistant any time you have questions, problems, or would like to ask for advice. I encourage feedback on my teaching!

CONSENT FOR PARTICIPATING IN RESEARCH

Many of the insights discussed in this course are based on analysis of data from previous courses. Just as prior students have made these insights possible by sharing their experiences in research studies, you have the opportunity to contribute to the education of future students by sharing your own experiences for the purpose of research. If data from this course is used for research and/or for future refinement of course materials, all participants will be completely anonymous and no identifying information will be stored. Your participation is completely voluntary and you may withhold your materials from research purposes at any time without any effect on your course grade. If you do not wish to participate, please contact the teaching assistant who will ensure that your data is always removed from any results that might be used for research.

HONOR CODE FOR THE CLASS

This class has the following Honor Code:

- You are expected to be prepared and on time for all negotiation exercises.
- You may *not* show your confidential role instructions to anyone else in the class. *Never assume material is identical* even if a classmate is playing the same role, unless you are told that you can share information and strategize together. You are free, however, to tell the other side whatever you would like about your confidential information. When you have completed a simulation, please *do not reveal your information to the other party before returning to class*.
- *Do not* make up facts or information that materially changes the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. To repeat, do not make up case facts that materially change the case.
- You may use any strategy short of physical violence and ethnic/sexual discrimination/harassment to reach agreement, including misrepresentation/deception. However, in selecting a strategy, it is wise to consider that using it may have ramifications that go beyond the particular negotiation.
- It is inappropriate to borrow notes, discuss cases, or share exams with people outside of class or to use the work of other students, past or present, in developing your strategy or completing the assignments.

CAVEAT

The lecture topic dates are approximate. The previous material, including the schedule and evaluation procedures is subject to change in the event of extenuating circumstances. Such changes while not anticipated are possible. *The instructor reserves the right to change anything in the syllabus at any time and for any reason.*

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COURSE SCHEDULE: Spring 2024

Class #	Date	Topics	After Class: To Read
1	14 Jan	Introduction “BioPharm-Seltek” Exercise	
2	21 Jan	Distributive Negotiations “Interview at Thunstein” Exercise	Malhotra & Bazerman, Chapter 1: <i>Claiming Value in Negotiation</i>
3	28 Jan	Integrative Negotiations (I) “El-Tek” Exercise	Malhotra & Bazerman, Chapter 2: <i>Creating Value in Negotiation</i>
4	4 Feb	Integrative Negotiations (II) & Team Negotiations “Email” Exercise (After Class)	Malhotra & Bazerman, Chapter 3: <i>Investigative Negotiation</i>
5	11 Feb	Job Negotiations & Email Negotiations	Thompson, L. T. Preparation: What to do before negotiation. In <i>The Mind and Heart of the Negotiator</i> .
	18 Feb	NO CLASS (Do your real-world negotiation for your “Real-World Negotiation Analysis”)	
	20 Feb (not a class day)	DUE BY 7:00 PM: Intergroup Negotiation Analysis (Submit to Canvas)	
	25 Feb	NO CLASS (RECESS WEEK)	
		“Federated Sciences Fund” Exercise	
6	4 Mar	Multi-party Negotiations & Social Dilemmas	Brett, J. M. (1991). Negotiating group decisions. <i>Negotiation Journal</i> , 7(3), 291-310.
7	11 Mar	“Alpha Beta” Exercise Cross Cultural Negotiations	Brett, J. M., Friedman, R., & Behfar, K. (2009). How to manage your negotiating team. <i>Harvard Business Review</i> , 87(9), 105-109.
8	18 Mar	<i>In-Class Exercise</i> Decision Making & Auctions	Daniels, D. P. and Zlatev, J. J. (2023). Giving Away \$900 Million: The Cost of “Default Neglect.” <i>Psychology Today</i> . Soll, J. B., Milkman, K. L., & Payne, J. W. (2015). Outsmart your own biases. <i>Harvard Business Review</i> , 93(5), 64-71.
9	25 Mar	“Moms.com” Exercise Creativity & Problem Solving	Malhotra & Bazerman, Chapter 6: <i>Negotiating Rationally in an Irrational World</i>
	31 Mar (not a class day)	DUE BY 7:00 PM: Real-World Negotiation Analysis (Submit to Canvas)	
10	1 Apr	“Viking” Exercise Disputes & Power	Lytle, A. L., Brett, J. M., & Shapiro, D. L. (1999). The strategic use of interests, rights, and power to resolve disputes. <i>Negotiation Journal</i> , 15(1), 31-51.
11	8 Apr	Influence & Persuasion Negotiating With Yourself	Cialdini, R. B. (2001). The science of persuasion. <i>Scientific American</i> , 284(2), 76-81. Malhotra & Bazerman, Chapter 7: <i>Strategies of Influence</i>
12	15 Apr	“Harborco” Exercise Complex Negotiations & Leadership	Malhotra & Bazerman, Chapter 13: <i>When Not to Negotiate</i>
	22 Apr (not a class day)	DUE BY 7:00 PM: Individual Negotiation Analysis (Submit to Canvas) DUE BY 7:00 PM: Class Participation Document (Submit to Canvas)	