

Negotiation: Course Summary

The same basic communication and cognitive skills that got you where you are today - advancing toward your personal and professional goals - are the ones you need to negotiate effectively. Negotiation is not based on simple intuition. Instead, negotiation is rooted in understanding people, process, perception and presentation.

This course will strive to dispel the common and pervasive belief that people are either good or bad at negotiation and little can be done about it. Some of this stems from the thought that negotiation is a zero-sum game. Together, we will work to give you the confidence to build your own reputation as a negotiator and to strengthen your practice through rehearsal, discussion and debate. You will learn critical frameworks and bargaining tactics to build alliances, strengthen interpersonal dynamics, allocate resources, balance competing interests, and resolve conflicts of all kinds.

At the conclusion of this course, you will have gained critical skill-sets, techniques and communication methods to become a more complete and collaborative negotiator. You will learn how to build trust and rapport, to establish fairness and maximize value, and to apply trust-based influence in your relationships.

Course Objectives

Negotiation is the process by which two or more parties with interdependent interests secure agreements. This course is designed to cover the range of negotiation situations and issues faced by managers and decision makers. This course explores negotiations in many contexts; simple personal transactions, public and private sector collective bargaining, resolving disputes out of court, resolving conflicting interests within an organization, and resolving conflicting interests across organizations.

As a basis across our course of study, we will work to achieve goals through collaboration and the use of tactical empathy to produce trust-based influence. This approach is rooted in Information-Based Bargaining and will focus primarily on: (1) proactive planning and preparation (2) careful listening to the other side's wants, needs, priorities and timing and (3) thoughtful attention to the 'signals' our negotiation partners send through their conduct at the bargaining table.

Through class discussion and case-study deliberation, roleplay exercises and lecture, our three learning objectives are as follows:

- (1) Learn to identify, understand and appreciate your unique and individual negotiating style and approach. Learn to identify, adapt to and/or collaborate with competing bargaining styles.
- (2) Gain the ability to analyze negotiation environments, including identifying key negotiation features and parameters, and;
- (3) Learn to apply critical communication skills and techniques in a manner called trust-based influence.

Key Topics

Our class will focus on gaining and applying knowledge and understanding with the goal of;

1. Developing personal skills in problem solving and negotiation
2. Evaluating strategies and behavior applied by specific negotiation styles
3. Diagnose the key features and parameters that frame a negotiation
4. Devise appropriate behaviors, strategies, tactics and design solutions that lead to effective and collaborative settlements.

We will do so by focusing on the following key topics:

1. The value of negotiation: value claiming vs. value creation
2. The role of collaboration and tactical empathy at the negotiation table.
3. The features and parameters of the negotiation environment.
4. Bargaining styles and negotiation profiles
5. Establishing trust-based influence with your counterpart
6. Creating shared understanding and gathering critical information
7. Logrolling, concessions and understanding power and influence
8. Critical communication skills; a playbook
9. The gender (and race, experience and cultural) divide at the negotiation table
10. Building coalitions

Required and Recommended Readings

Required Textbook: [Negotiation Genius](#), by Malhotra and Bazerman. The text required for this course is Malhotra and Bazerman, [Negotiation Genius](#). Excerpts from the book will be posted to Canvas for the first week of required readings, after which students will be responsible for acquiring a copy of the text. [You can purchase the book on Amazon.](#)

Additional Readings: Additional readings will be made available to you via Canvas over the course of the mini as supplemental text. Please check Canvas or reach out to jcicccone@andrew.cmu.edu.

Recommended Readings: There are many academic thought-leaders and industry practitioners whose research is worth reviewing to strengthen your lifelong pursuit to be a strong and fair negotiator. Please reach out for recommendations and/or consider the list below:

- Babcock & Laschever, [*Women Don't Ask*](#)
- Shell, [*Bargaining for Advantage*](#)
- Voss, [*Never Split the Difference*](#)

Case Studies: HBP (Harvard Business Publishing) Negotiation cases will be made available during the course of the mini and will serve as required readings ahead of in-class exercises, discussion and analysis. A course fee of approximately \$18 will be charged to your student account to pay for the negotiation cases.

Course Relevance:

Students exiting this course will have gained critical communication, psychological and analytical skills to comfortably and confidently frame any negotiation in their private and professional lives. Given the experiential/active-learning and lecture blended course format, students will develop practical skills for building collaborative and cooperative negotiations in a wide variety of settings, utilizing skills from behavioral science and negotiation models.

As a core objective for the course, students will learn what negotiation style is most effective for them, how to adapt to and work with contrasting negotiation styles, and how and where to apply trust-based influence to create and share value at the negotiating table.

Course Goals:

Through a high participatory, active-learning course format, which provides analytical models and the development of skills through simulations, roleplay exercises and case studies, students will gain the following:

1. The ability to frame a negotiation but understanding the foundations of decision making including how to frame problems and objectives; improving heuristics for

judgement under uncertainty; and creating alternative decision making strategies through value creation.

2. The knowledge and skills to transform distributive, value-claiming negotiations into more collaborative, integrative negotiations that create value for all parties involved.
3. Learning to understand when to negotiate, the types of conflicts of interest and negotiation structures; types of negotiation strategies and how to improve agreements.
4. Understanding the various power components at the negotiation table, including subjective and objective power factors, and learn to level the playing field.
5. A knowledge of the power and fairness of negotiations, organizational cultures in negotiation, and the role of race, experience, age, and gender at the negotiating table.
6. An ability to apply a playbook of 12 critical communication skills for establishing tactical empathy and trust-based influence at the negotiation table.
7. Learning to manage multi-party negotiations, govern team decision making dynamics, employ decision teams and build effective coalitions.

Assessment Structure:

With the purpose of measuring the acquisition of the above-mentioned learning outcomes, the students' assessment is based on three main components:

1. Participation and Preparation: A significant component to every successful negotiation is preparing for a successful outcome. Class participation, including self-assessment and entering into class debate and case deliberation, is a key component to this class and is evaluated as 25% of the final grade.
2. Individual Assignment and In-Class Negotiation: A student's growth as a negotiator is a core learning objective, including the students' ability to apply course concepts in written assignment and presentation as well as in active negotiation (represents 32% of the final grade).
3. Final Analysis & Presentation: The student's final written assignment constitutes 43% of the final grade and culminates with a final analysis and presentation of an active negotiation currently happening in the news.

Learning Resources:

Each class session is based on a case study which includes lecture, role-play and/or simulation and post-simulation class deliberation which provides learners with ample opportunity to apply and experiment with the session's strategies and behaviors. Conceptualizations and models are reconstructed on the basis of the analysis of the empirical evidence generated by

in-class case analysis with opportunity to expand the casework into real-world opportunities confronting individuals in the class session.

All casework, role-play and exercises are based on recent cases. Broadly, the course is structured around the following teaching methods:

1. Face-to-face lectures
2. Guest speaker talks (in class or remote-based)
3. Exercises (warmups, specific exercises based on current events and/or real-time student negotiations in the workplace)
4. Case studies (traditional, online and based in HBS, MIT and/or resource and cases written by the instructor).
5. Individual case-prep assignments
6. Interactive class activities including roleplaying, business games and simulations, class forum and self-assessments.

Extra-Time Commitments:

Negotiation is a discipline that requires practice outside of the classroom and beyond the theoretical realm. As such, students are asked to apply their new skills and techniques with friends, colleagues and in the workplace. Additionally, students are asked to be well prepared for in-class negotiations. As such, this occasionally requires an extra time commitment for some learners.

Course Requirements

Negotiation Exercises	15%
Attendance and Active Participation	4%
Preparation Plan for Parker-Gibson	16%
Negotiation Outcome for Parker-Gibson	1%
Preparation Plan for New Recruit	16%
Negotiation Outcome for New Recruit	3%
Analysis of Negotiation in the News: <i>Topic and References by February 16th (2%); Written Paper (43%)</i>	45%

Negotiation Exercises

In this course, you will participate in negotiation exercises and case studies beginning with the very first class. These exercises allow learners to develop negotiation skills experientially and to practice in a safe and forgiving environment where experimentation is welcomed. All negotiations will take place in pairs with the exception of the last negotiation, which is a six party negotiation exercise. Individual preparation outside of the negotiation is required and essential. Instructions and role assignments will be published on Canvas in a class prior to the class period in which the negotiation is to be discussed. It is crucial for your learning that you spend adequate time preparing for the negotiations and post-analysis. Since we match students for the exercises, please do not accept a role assignment unless you definitively plan to participate in the negotiation exercise. If you are unable to participate in a negotiation exercise, please notify the instructor as soon as possible so we can reassign the other impacted students: jiccone@andrew.cmu.edu.

In the exercises, you will receive confidential instructions and sometimes receive general (non-confidential) instructions. Never show the confidential instructions to others. Do not meet with others in preparing for the negotiation exercises.

Class Participation

Participation in the negotiation exercises and in-class discussion and analysis is critical to the success of this course. Not only will your classmates benefit from your perspective and shared experiences in negotiations, but you learn to formalize your point of view more persuasively, which is an important skill for the successful negotiator. That said, I also recognize that students may need to miss class for a variety of reasons (religious observance, job interview, university-sanctioned event, or illness). If you must miss class, please notify me (at least 24 hours in advance except for illness/emergency), so that we can discuss alternative arrangements for catching up on class and associated work.

If you participate in 4 or 5 of the negotiation exercises you will receive the full 15 points to contribute to your final grade. If you participate in 3 exercises you will receive 10 points. If you participate in less than 3 exercises you will fail the course.

Given that this course is a mini and negotiations are planned for classes 2 through 6, attendance and active participation will be recorded and noted for classes 2 through 6.

Lecture slides, readings, supplemental readings and case studies will be made available to you via Canvas and released on select dates. Zoom office hours will be made available by appointment. Please email jcicccone@andrew.cmu.edu.

Preparation Plans

You are required to submit two preparation plans (see course calendar for due dates). Plans should be concise and succinct, and thus no longer than 3 single-spaced pages, 12pt font, 1" margins: one of several required criteria for full credit. Points will be deducted for plans that exceed the page length. All plans must be submitted in pdf format to Canvas by the start of class the day it is due. Late plans will not be accepted. Please do not email the plans: Canvas is the repository of record. The grading will focus on your ability to be clear and succinct about the salient features of the negotiation environment and their implications for the tactics and strategies you choose to employ:

Your plans should contain three sections:

- Features of the Negotiation Environment: Be complete and refer to the relevant pages of bullet points from the introduction lecture notes. This section should specify your goals for the negotiation. This section should be in bullet points.
- Negotiation Parameters: Describe your BATNA, RV, AV, opening offer, interests, priorities over the issues (if applicable) for your role as well as the best guess about the parameters for the other side. Please consult lecture slides for a full list of parameters. This section should also be in bullet points.
- Negotiation Approach and Strategies: Discuss the negotiation approach and strategies that you will use (i.e. are you going to open the negotiation? What kind of negotiation tactics will you employ? What are your perceptions of the other party? What questions might you ask to challenge your assumptions, identify priorities or understand the ZOPA?) Discuss how these will help you obtain your goals. Discuss the implications the features of the environment have for your strategy. In this part of the plan, please detail how information from the readings guided you in preparing your strategy. Cite specific readings to support your approach and strategy.

Analysis of Negotiation in the News

Analyze a negotiation that is currently taking place and being reported in the news. Ideally, your analysis will focus on a public negotiation wherein you can clearly define the negotiation parameters, although exceptions with strong reference and supporting material may be available.

The first section of the paper should be a complete analysis (in bullet points) of the features of the negotiation environment. The second section should describe all parties' negotiation parameters (BATNAs, RVs, AVs, priorities, targets, underlying interests, linkage, etc). The third section should discuss the types of strategies that each side is using, how the parties might negotiate more effectively, how you expect the negotiation to be resolved, and any other type of analysis you deem relevant.

The assignment should not be longer than 4 single-spaced pages, 12pt font, 1" margins: one of several required criteria for full credit. Your paper should include and cite references to support your perspective and/or tactical approach to bargaining. A fifth page may be included that contains references only. Points will be deducted for papers that exceed the page length. The analysis is due on Canvas on the date specified in the course calendar.

SASC Resources

SASC programs to support student learning include the following (program titles link to webpages):

- [Academic Coaching](#) – This program provides holistic, one-on-one peer support and group workshops to help undergraduate and graduate students implement habits for success. Academic Coaching assists students with time management, productive learning and study habits, organization, stress management, and other skills. Request an initial consultation [here](#).
- [Peer Tutoring](#) – Peer Tutoring is offered in two formats for students seeking support related to their coursework. Drop-In tutoring targets our highest demand courses through regularly scheduled open tutoring sessions during the fall and spring semesters. Tutoring by appointment consists of ongoing individualized and small group sessions. You can utilize tutoring to discuss course related content, clarify and ask questions, and work through practice problems. Visit the [webpage](#) to see courses currently being supported by Peer Tutoring.
- [Communication Support](#) – Communication Support offers free one-on-one communication consulting as well as group workshops to support strong written, oral,

and visual communication in texts including IMRaD and thesis-driven essays, data-driven reports, oral presentations, posters and visual design, advanced research, application materials, grant proposals, business and public policy documents, data visualisation, and team projects. Appointments are available to undergraduate and graduate students from any discipline at CMU. Schedule an [appointment](#) (in-person or video), attend a [workshop](#), or consult [handouts or videos](#) to strengthen communication skills.

- [Language and Cross-Cultural Support](#) – This program supports students seeking help with language and cross-cultural skills for academic and professional success through individual and group sessions. Students can get assistance with writing academic emails, learning expectations and strategies for clear academic writing, pronunciation, grammar, fluency, and more. [Make an appointment](#) with a Language Development Specialist to get individualized coaching.

[Supplemental Instruction](#) (SI) – This program offers a non-remedial approach to learning in historically difficult courses at CMU. It utilizes a peer-led group study approach to help students succeed and is facilitated by an SI leader, a CMU student who has successfully completed the course. SI offers a way to connect with other students studying the same course, a guaranteed weekly study time that reinforces learning and retention of information, as well as a place to learn and integrate study tools and exam techniques specific to a course. Visit the website to see courses with SI available [here](#).

Student Well-Being

The last few years have been challenging. We are all under a lot of stress and uncertainty at this time. I encourage you to find ways to move regularly, eat well, and reach out to your support system or me (jcicccone@andrew.cmu.edu) if you need to. We can all benefit from support in times of stress, and this semester is no exception.

Diversity Statement

Please see our Course page for the Diversity Statement (see: Files > Teaching Statements)

Accommodations for Students with Disabilities

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as

appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Example Course Calendar

Course Calendar	Class Objective(s):	Case Study or Roleplay:	Class Agenda:
Class I	(1) Course Goals and Expectations (2) The Fundamentals of Negotiation (3) Features and Parameters	Ace Hotel	(1) Welcome & Course Introduction (20 mins) (2) Goals and Expectations (20 mins) (3) Our Framework (15 mins) (4) The Fundamentals (15 mins) (5) Features of Negotiation (30 mins) (6) Class Break (15 mins) (7) Parameters of Negotiation (25 mins) (8) Case Study -Ace Hotel (20 mins) (9) Leverage (10) Up Next: Study & Assignments (5 mins)

<u>Assignments</u>			<p>Required:</p> <ul style="list-style-type: none">(1) Order Malholtra and Bazerman(2) Read Malholtra and Bazerman Introduction(3) Read and Prepare for “Parker vs. Gibson”(4) Complete the Bargaining Styles Self-Assessment I and Submit your Score to Canvas <p>Recommended:</p> <ul style="list-style-type: none">(4) Read Shell "Bargaining for Advantage" Appendix A
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<p>Class II</p>	<p>(1) Trust-Based Influence</p> <p>(2) Preparation > Information Exchange</p> <p>(3) Integrative Bargaining Introduction</p>	<p>Parker v. Gibson</p>	<p>(1) People & Power (15 mins)</p> <p>(2) Trust-Based Influence (55 mins)</p> <p>(3) Class Break (15 mins)</p> <p>(4) Case Study - Parker v. Gibson (30 mins)</p> <p>(5) Class Deliberation (35 mins)</p> <p>(6) Integrative Bargaining (15 mins)</p> <p>(7) Up Next: Study & Assignments (5 mins)</p>
<p><u>Assignments</u></p>			<p>Required:</p> <p>(1) Complete and Submit Preparation Plan for "New Recruit"</p> <p>(2) Read Malholtra and Bazerman Chapters 1 & 2</p> <p>Recommended:</p> <p>(3) Begin applying features and parameters in your worklife.</p> <p>(4) Begin practicing trust-based influence with</p>

			close friends, family and colleagues
Class III	<p>(1) Trust-Based Influence (continued)</p> <p>(2) Preparation > Information Exchange</p> <p>(3) Bargaining Power and Leverage</p>	New Recruit	<p>(1) Bargaining Styles (15 mins)</p> <p>(2) Trust-Based Influence (45 mins)</p> <p>(3) Integrative Bargaining (10 mins)</p> <p>(4) Class Break (15 mins)</p> <p>(5) Case Study - New Recruit (40 mins)</p> <p>(6) Class Deliberation (15 mins)</p> <p>(7) Bargaining Power (15 mins)</p> <p>(8) Up Next: Study & Assignments (5 mins)</p>
<u>Assignments</u>			<p>Required:</p> <p>(1) Read Malholtra and Bazerman Chapters 3 and 4</p> <p>(2) Read "Human Ventures vs. GenCo" and Prepare for In-Class Roleplay</p> <p>Recommended:</p> <p>(3) Continue practicing trust-based influence with close friends, family and colleagues.</p>

<p>Class IV</p>	<p>(1) The Great Divide</p> <p>(2) Integrative Bargaining</p> <p>(3) Scoring Systems</p>	<p>Human Ventures vs. GenCo</p>	<p>(1) Midway Point Recap (15 mins)</p> <p>(2) The Great Divide (25 mins)</p> <p>(3) Integrative Bargaining (20 mins)</p> <p>(4) Scoring Systems (30 mins)</p> <p>(5) Class Break (15 mins)</p> <p>(6) Case Study - Genco v. Human Ventures (35 mins)</p> <p>(7) Case Deliberation (30 mins)</p> <p>(8) Up Next: Study & Assignments (5 mins)</p>
<p><u>Assignments</u></p>			<p>Required:</p> <p>(1) Complete and Submit Preparation Plan for "DEC v. Riverside"</p> <p>(2) Read Shell Bargaining for Advantage, pages 3 - 21 posted to Canvas.</p> <p>(3) Submit your final paper topic for approval.</p> <p>Recommended:</p> <p>(4) Read Malholtra & Bazerman Chapters 5 and 6.</p> <p>(5) Begin to apply integrative bargaining in your work and personal lives</p>

<p>Class V</p>	<p>(1) Framework</p> <p>(2) Information Exchange > Explicit Bargaining</p> <p>(3) Joint Gains & Logrolling</p>	<p>DEC v. Riverside</p>	<p>(1) Negotiation Process (30 mins)</p> <p>(2) Types of Negotiation (15 mins)</p> <p>(3) Explicit Bargaining (15 mins)</p> <p>(4) Class Break (15 mins)</p> <p>(5) Case Study - DEC v. Riverside (50 mins)</p> <p>(6) Case Deliberation (35 mins)</p> <p>(6) Up Next: Study & Assignments (5 mins)</p>
<p><u>Assignments</u></p>			<p>Required:</p> <p>(1) Read Babcock Women Don't Ask, Preface and Introduction</p> <p>(2) Submit Final Paper Topic & References for Approval</p> <p>Recommended:</p> <p>(4) Read Malhotra and Bazerman, Chapters 7, 9 and 10</p> <p>(5) Begin practicing the 12 critical skills and techniques in the workplace</p>

Class VI		TBD	<ul style="list-style-type: none"> (1) Review case materials (2) Post Negotiation Deliberation (60 mins) (3) Class Break (15 mins) (4) The Gender Divide at the Negotiating Table (25 mins) (5) Trust-Based Influence & Tactical Empathy (30 mins) (6) Up Next: Study & Assignments (5 mins)
<u>Assignments</u>			<p>Required:</p> <ul style="list-style-type: none"> (1) Read and Prepare to Negotiate "Harborco" (2) Complete the Bargaining Styles Self-Assessment II and Share your Score via Canvas (3) Work on your Negotiation in the News Final Paper <p>Recommended:</p> <ul style="list-style-type: none"> (4) Read Malhotra and Bazerman, Chapters 11, 12, 13 and 14 (5) Actively seek out inclusive negotiation; listen for Black Swan's in conversation. Apply the use of tactical empathy in the workplace.

Class VII		Harborco	<ul style="list-style-type: none"> (1) Course Evaluation (10 mins) (2) News Analysis Grading (10 mins) (3) Pre-Negotiation Questionnaire (5 mins) (4) Negotiate "Harborco" (90 mins) (5) Post Negotiation Deliberation (40 mins) (6) Coalitions and Conclusions (10 mins) (7) Concluding Remarks
<u>Assignments</u>			<p>Required:</p> <ul style="list-style-type: none"> (1) Work on your Negotiation in the News Analysis, due March 9th by 11:59pm. <p>Recommended:</p> <ul style="list-style-type: none"> (2) Reach out with any questions pertaining to the Final Paper (3) Continue practicing The Fundamentals!
Final Paper Due			Analysis of Negotiation in the News Due by 11:59pm