CM/BS 348 NEGOTIATION
IES Abroad Dublin

DESCRIPTION: Over twelve weekly sessions, this course will facilitate student engagement with the vital business, and indeed life, skill of negotiation. An ability to negotiate is a skill that managers need and use almost every day. Indeed, a lot of the time we are not even aware that we are negotiating when we are doing just that. Although this course is predominantly focused on negotiation in the business arena, the overarching principles are applicable in any negotiation context. The course aims to take students on a learning journey by the end of which they will be better equipped to negotiate and will have begun to develop their own unique negotiating style.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
- Short, faculty led presentations
- Guided discussion
- Role plays
- Case studies
- Group work
- Guest speakers
- Dual destination course-related trip
- Moodle

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course participation - 10%
- Weekly Learning Journal - 30%
- Class Presentation – 20%
- Final Practical Exam - 40%
  - Negotiation Practical (20%)
  - Negotiation Practical Reflection (20%)

Course Participation (10%)
The ambition in including a participation component is to facilitate students learning from each other and to give them the opportunity to practice and develop listening, speaking, and persuasive skills. A set of simple guidelines will be introduced at the start of Session 1. These guidelines will be discussed in detail so that students have a clear understanding of what is expected of them. Below is an outline of these guidelines:
- Outstanding Participant: Contributions in class reflect exceptional preparation. Ideas are consistently substantive and insightful, and persuasively presented. Absence would significantly diminish the quality of class discussion.
- Good Participant: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and insightful, and often persuasively presented. Absence would diminish quality of class discussion.
- Adequate Participant: Contributions in class reflect satisfactory preparation. Ideas are sometimes substantive and insightful, but seldom offer a new direction for the discussion. Absence would diminish quality of class discussion.
- NonParticipant: Little or no contribution in class. Subsequently, there is limited basis for evaluation. Absence would not affect the quality of class discussion.
- Unsatisfactory Participant: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide little insight, and are rarely constructive. Absence would improve the quality of class discussion.
Weekly Learning Journal (30%)
This continuous assessment component will take the form of a chronological learning journal, containing twelve written reflections pertinent to the aspects of the course addressed during each session. Students will document their deepening understanding of the content and consider what they have learned from the various role plays, case studies and group work.

The various case studies (which are outlined under assignments in the content section) provide the students with an opportunity to put the recently explained theory into context and these experiences will form the bulk of the weekly journals. This experiential learning journey is now recorded and charts the students' progress as they learn the art of negotiation. The content of the journals will therefore follow the topics and case studies being studied each week. The journal entries will be submitted weekly by the students via Moodle (Weeks 1 – 12 inclusive, 400 words per week). The students will receive detailed feedback on these journal entries, along with a pass or fail grade, within one week of their submission.

Class Presentation (20%)
Students will each be assigned a topic on which they will have to present to the class. Ideally the students will present in groups but this will be number dependent. The presentation will be accompanied by a PowerPoint slide show and the slides will have to be submitted in advance of the class in which the students are presenting. Strong communication skills are fundamental to successful negotiation and this is the overarching purpose of the presentations. The presentations will be graded based on slide content, presentation content, presentation delivery and creativity.

Final Practical Exam (40%)
This final practical exam will see the culmination of all the students have learned from a content and practical perspective.

Negotiation Practical (20%)
Students will engage in a supervised one-on-one negotiation. The negotiation will have a scoring system and all students must complete the negotiation in the allotted time and sign off on their respective scores. The case study in question will draw on skills demonstrated throughout the course by using key techniques for integrative negotiation and allow them to assess their skills on both the integrative and distributive dimensions.

Negotiation Practical Reflection (20%)
Students will then be asked to submit a reflection piece of 1,000 words on how they believe they performed in the negotiation, what they were pleased with and what they would have liked to have done better and ultimately what they learned from the experience. They will be encouraged to demonstrate how their learning led them to take certain decisions during the negotiation and how they intend to carry these lessons into future negotiations.

Each element of the exam will amount to 20% each. The actual negotiation will be graded based on scoring performance and conduct throughout the negotiation. The reflection piece will be graded based on insight, honesty and demonstrated growth.

LEARNING OUTCOMES:
By the end of the course students will be able to:

• Better analyze the negotiation situation.
• Develop a strategic plan to negotiate effectively.
• Understand central concepts in negotiation as they apply in a variety of contexts.
• Build confidence in their negotiation skills.
• Improve their analytical abilities for understanding and predicting the behavior of others in negotiation settings.
• Develop a solid framework for negotiating and a toolkit of useful negotiation skills, strategies, and approaches.
• Recognise their own unique negotiating style.

ATTENDANCE POLICY:
Because IES courses are designed to take advantage of the unique contribution of the instructor and the lecture/discussion format, regular class attendance is mandatory. Any missed classes, without a legitimate reason will be reflected in the final grade. A legitimate reason would include: documented illness or family bereavement. Travel (including travel days) is not a legitimate reason.
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | **Part A) Introduction to Negotiation**<br>Facilitator’s presentation, discussion and case study.  
Having introduced ourselves and examined the core ambitions of the course, we will introduce ourselves to the skill of negotiation. We will define negotiation and explore its scope, consider its importance as a key management competency in today’s business environment, explore why people are ineffective negotiators and debunk some common negotiating myths. | • Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 1-11 |
|        | **Part B) Preparation for Negotiation**<br>Now we will explore a key part of any negotiation process, preparation. While considering what to do before a negotiation, we will discover the three pillars of effective preparation:  
1) 1) Self-assessment  
2) 2) Assessment of the other party  
3) 3) Assessment of the situation  
Through these pillars we will discuss fundamental concepts such as BATNA’s (Best Alternative to a Negotiated Agreement), reservation points, and risk propensity. We will also discuss how to size up the other party and how to conduct an effective assessment of the situation through answering a series of pertinent questions. | • Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 12-37 |
| Week 2 | **Distributive Negotiation – “Slicing the Pie”**<br>Facilitator’s presentation, discussion and case study.  
In this session, we will learn how negotiators distribute resources and how they can best achieve their outcomes, from both an economic and social perspective. Here we explore important concepts such as the negotiation dance, ZOPA (Zone of Possible Agreement) and bargaining surplus.  
We will then explore multiple pie-slicing strategies, discuss the merits and drawbacks of each one and consider which tactics we might favour at this early stage of the course.  
Finally, we will explore some psychological aspects of negotiation including the impact of pride, the perception of fairness and the challenges that egocentrism bring to the negotiating table. | • Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 38-68  
• BioPharm-Seltek Negotiation Case Study Handout |
<table>
<thead>
<tr>
<th>Week 3: Win Win Negotiation - Expanding the Pie</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s presentation, discussion and case study.</td>
<td>We will begin by obtaining a better understanding of what “win win” negotiations are and learn some telltale signs to help identify them. We will then investigate some common pitfalls when attempting to expand the pie including concepts such as false conflict, premature concessions and the fixed pie perception. We will then examine the pyramid model which will lead us to exploring the Pareto optimal frontier. The El Tek case study is an excellent aid for helping students to visualize a Pareto optimal frontier and bring the concept to life. We will conclude by looking into various strategies for pie expansion that have varying degrees of success and by developing a strategic framework for reaching integrative agreements.</td>
<td></td>
</tr>
</tbody>
</table>
|  | • Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 69-90  
• El-Tek Negotiation Case Study Handout  |  |
| Week 4: Developing a Negotiation Style |  |  |
| Facilitator’s presentation, discussion and assessments. | This session is all about facilitating the students to begin the journey to firstly discover and ultimately develop their own unique negotiation style. We will begin by exploring the two stereotypical types of negotiator: tough versus soft. We will then turn our attention to the two predominant styles in negotiation: motivational and emotional. In disseminating the motivational style we will focus on the 3 most common orientations: individualistic, competitive and cooperative. We will examine expert Richard Shell’s insightful strategies and tips for cooperative and competitive types and consider the impact a motivational style has on negotiation strategy. We will then explore the emotional style, and examine the impact emotion and mood have on negotiated outcomes, compare genuine and strategic emotion, highlight the importance of emotional intelligence and process some strategic advice for dealing with emotions at the negotiating table. |  |
|  | • Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 91-99 and pp. 112-121  
• Complete Motivational Style Assessment, Kuhlman, pp. 94  
• Complete Emotional Style Questionnaire, pp. 114  |  |
| Week 5: Dispute Resolution |  |  |
| Facilitator’s presentation, discussion and case study. | This session will focus on the three types of approaches when in the process of conflict or dispute resolution; namely interests, rights and power. Firstly, we will |  |
|  | • Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 100-112  
• Viking Investments Negotiation Case Study Handout  |  |
obtain a better understanding of each approach before we will assess when to use each approach and determine what approach works best in various situations. We will also identify some strategic issues surrounding the choice of the various approaches, including the principle of reciprocity. We will then focus on personal and structural strategies to help refocus your opponent on the interest based approach. Personal strategies include using behavioural reinforcement, sending mixed messages, incorporating cooling off periods and perfecting paraphrasing. Structural strategies include building in loopholes, focusing on interests and building in consultation and feedback.

<table>
<thead>
<tr>
<th>Week 6: Power, Persuasion and Ethics</th>
<th>Facilitator’s presentation, discussion and case study.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This session details the three very much distinct yet interlinked concepts of power, persuasion and ethics. In terms of power in a negotiation context, we will firstly learn why your BATNA is your most important source of power in any negotiation, explore other sources of power as well as analyzing your power at various stages of the negotiation. In relation to persuasion tactics, we will examine the two routes to persuasion; namely the central route and the peripheral route. Here we will explore the various tactics of the central route including the power of agenda, the power of alternatives, framing effect and time pressure. We will also learn how to defend against each of the tactics outlined. We will follow a similar path for the peripheral route tactics, which include status, gender, physical appearance and social capital.</td>
</tr>
<tr>
<td></td>
<td>• Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 149-172</td>
</tr>
<tr>
<td></td>
<td>• Bullard Houses Negotiation Case Study Handout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7: Multiple Parties, Coalitions and Teams</th>
<th>Facilitator’s presentation, discussion and case study.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This session will revolve around negotiations between multiple parties, coalitions and team. In exploring multiple parties and team negotiations, we will focus on the key challenges facing these types of negotiations and some key strategies for improving outcomes. When examining coalitions in more detail, again we will investigate key challenges and strategies for maximizing coalitional effectiveness. We will consider three models which offer solutions to complex</td>
</tr>
<tr>
<td></td>
<td>• Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 208-223, pp. 231-244</td>
</tr>
<tr>
<td></td>
<td>• Galbraith or Social Services Negotiation Case Study Handout</td>
</tr>
</tbody>
</table>
coalition challenges. These are the core solution, the Shapley model and Raiffa’s hybrid model.

<table>
<thead>
<tr>
<th>Week 8: Course-Related Trip</th>
</tr>
</thead>
</table>
The course-related trip will involve visiting two locations in Dublin.

I intend to firstly bring the students to Dáil Éireann (Irish House of Parliament). Here we will get a guided tour of the Dáil from an active TD or Senator (members of Irish parliament) and witness a live political debate from the public viewing gallery. Once the tour and debate are complete, we will then have a Q&A session with our TD or Senator where the students can learn why negotiation plays such a fundamental role in a politician’s duties.

We will then move on to Dublin’s famous Moore Street market where the students will be assigned varying tasks of bargaining with the infamous local merchants. This is an opportunity to see master negotiators at work in an everyday environment and will be a very insightful experience for the students.

<table>
<thead>
<tr>
<th>Week 9: Cross Cultural Negotiation</th>
</tr>
</thead>
</table>
Facilitator’s presentation, discussion and case study.

This session focuses on cross cultural negotiations. We will start by defining culture and considering the thoughts and theories of preeminent scholars in the area such as Hofstede’s 5 dimensions and Edward Hall’s “high / low context” theory.

We will then explore some context comparisons between high and low context cultures before bringing this to life by comparing and contrasting Ireland and Russia’s diverse cultural norms. We will use this cultural backdrop to help explain the genesis of the typical Russian negotiating style.

Finally, we will consider the importance of various negotiation elements on differing cultures. These will include social networks, communication and propensity to engage in social loafing. We will conclude by identifying some key challenges in cross cultural negotiation and consider some advice to help alleviate these issues.

<table>
<thead>
<tr>
<th>Week 10: Tacit Negotiations and Social Dilemmas</th>
</tr>
</thead>
</table>
Facilitator’s presentation, discussion and case study.

- Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 245-277
- Panda Negotiation Case Study Handout
- Thompson, Leigh L., The Mind and Heart of the Negotiator, pp. 278-307
- SHARC Negotiation Case Study Handout
We will begin by defining tacit negotiations and contrasting them with explicit negotiations. We will examine famous mathematician John Nash’s work in this field and highlight example from real world tacit negotiations.

We will then define social dilemmas and consider how they arise in a business context. We will use the classic “prisoners Dilemma” as a tool to analyse decision making, with a particular emphasis on rational and psychological analysis.

The different types of social dilemmas will be discussed including the volunteer, ultimatum, resource conservation and public good dilemmas. We will conclude by investigating strategies for building cooperation and ultimately resolving social dilemmas.

Week 11: **Negotiating a Job Offer / Salary Review**
Facilitator’s presentation, discussion and case study.

Firstly, we will set out the essential skills or prerequisites that are required by an individual negotiating a job offer. We will also consider the vital importance of salary negotiation and highlight key considerations to be borne in mind.

In exploring the various stages of the negotiation, we will hone in on the 7 step preparation phase, how to conduct yourself during the negotiation itself and the importance of managing the post negotiation stage.

Week 12: **Guest Speaker**
Finally, we will highlight the special considerations needed when participating in a salary review or asking for a raise.

A guest speaker will address the class. The speaker will be a seasoned negotiator who will help bring to life the theory that the students have been covering during the course.

Using first hand experiences as examples, the speaker will provide students with an insight into what a career in negotiation might entail and provide some tips for getting started.

---

**COURSE-RELATED TRIPS:**
- Dáil Éireann (Irish House of Parliament) – Kildare Street, Dublin 2
- Moore Street Market – Moore Street, Dublin 1

---

- Thompson, Leigh L., *The Mind and Heart of the Negotiator*, pp. 369-378
- Computron Pharmaceuticals Negotiation Case Study Handout
REQUIRED READINGS:

- Thompson, L. L. The Mind and Heart of the Negotiator. 6th Edition.
- Williams, J. (January 2013). Do your negotiating techniques create value? INSEAD Knowledge Publications

RECOMMENDED READINGS:

- Walker, R. (2003). Take it or leave it: The only guide to negotiating you will ever need.
- Galinsky, Seiden, Kim & Medvec, “The dissatisfaction of having your first offer accepted.”