

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ORFALEA COLLEGE OF BUSINESS
GSB 555 – Negotiations
Sean Porcher

Telephone: (805) 720-6856. Clearly state your name, purpose of your call, question/issue (if brief), and where you can be reached. Please be mindful of the hour in which you call. As in the business world, you will not be looked upon positively if you abuse access to your supervisor or call during non-business hours.

Email: sporcher@calpoly.edu NOTE: Email is a preferred method of communication, however it is not a substitute for meeting during office hours.

COURSE SYLLABUS

A. OFFICE HOURS.

Office Location: Room XXX in the Orfalea College of Business (Bldg. 3).

I have established Mondays 10:00AM - Noon. as my standard office hours. If I need to change this time (due to schedule conflict), I will send out an email accordingly. I am also happy to meet outside of these times through the arrangement of an appointment at least one day in advance. Contact me via email or phone to make such an appointment. Office hours are on a "first come, first served" basis, unless you schedule a specific appointment.

B. SCHEDULED CLASS TIME.

Arriving on time is a form of respect and courtesy to your classmates. However, if you are running late, please show up late in lieu of driving recklessly or entirely missing class. Yes, there is a negative implication for being late on the attendance component of your grade (see grading section), but absence from the entire class results in a far greater deduction. Repeated failure to attend class or repeated late arrivals will put you at a disadvantage in achieving a desirable grade.

C. ETHICS.

All forms of academic dishonesty, including cheating, plagiarism, and falsification of records or other documents are subject to disciplinary action. Unless expressly allowed in writing by me (e.g., a group assignment, where you are allowed to collaborate with other members of your group), allowing another individual to assist (e.g. researching, drafting, or proofreading) with the completion of assignments or tests in any manner constitutes fraud and academic dishonesty. Source material must be appropriately credited (footnotes or other citations), or else you run the risk of being deemed to have engaged in plagiarism.

You are subject to the rules and policies of Cal Poly applicable to students, including rules regarding academic honesty and conduct. Those rules and policies are hereby incorporated by reference into this syllabus, and it is your obligation to research, know, and comply with all of those rules and policies. Subject to Cal Poly's policies, I will seek the maximum available penalty and punishment against all person(s) who cheat or otherwise violate the Cal Poly rules and policies regarding academic honesty and conduct, including (but not limited to) dropping you from the course and issuing the grade of "F" for the entire course (even if you would have earned an "A" in the course otherwise). You are on notice, so don't attempt to defend on the grounds that you "didn't know" that I would be so aggressive in pursuing penalties against cheaters.

Be kind to your classmates. Each classmate might be in a position to hire you, or fire you, in the near or distant future. I encourage lively discussion and debate, as long as it is analytical, respectful, and courteous in nature.

D. DESCRIPTION OF COURSE.

We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect what price we will pay, the amount of our salary and compensation, what movie we watch, and who will clean up the kitchen. Why do we sometimes get our way, while at other times walk away frustrated by our inability to achieve the agreement and resolution we want?

Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to help you develop expertise in managing negotiations that occur in a variety of business settings. It is designed to be relevant to a broad spectrum of problems faced by managers. As a manager, you not only need analytical skills to discover optimal solutions to problems, but also good negotiation skills to get these solutions accepted and implemented.

The learning method is experiential. You will prepare for and engage in a variety of negotiation exercises (individually, and as a team). The objective is to explore your talents, skills, shortcomings, and strengths as a negotiator in a safe setting, to learn about yourself and how you respond in specific situations. If you discover a tendency that you think needs to be changed, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced. The skill set you develop here will serve you in both your personal and professional life.

Course Objectives:

- (1) Become a more knowledgeable negotiator. Develop a toolbox of effective negotiation principles and tactics derived from rigorous theory and research.
- (2) Become a more effective negotiator. Learn how to apply this toolbox of principles and tactics in practice to improve your negotiation skills, processes, and outcomes.
- (3) Become a more reflective negotiator. Adopt the habit of continually evaluating, and seeking to enhance, your knowledge and effectiveness.

Course Philosophies:

Confidentiality: Any information you receive for a negotiating exercise is confidential. Never assume that role materials are identical, even if a classmate is playing the same role. Unless you are explicitly told that you can share information and strategize together, your information is strictly confidential. During a negotiation, you may verbally disclose to other negotiators any information in your confidential role instructions, if you wish, but do not physically show your confidential information to any other negotiator, even a teammate, until the assignment is completed. You may show them any document that you create on your own. In addition, please do not discuss cases with, or borrow notes from, people outside of class. Class discussion stays in class. Please do not share any information about negotiation simulations with students who have not taken this class. It is an honor code violation to post anything about the negotiation simulations on a public website, or to conduct Google searches about cases.

Case Information and Lies: The information that you need in order to negotiate is provided in the case materials. Lying during negotiations is illegal and unacceptable in this course. Please do not make up facts that improve your bargaining position. During a negotiation exercise, if you are asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case), the appropriate answer is, "I don't know." If your fellow students feel you are lying in order to achieve your goals, they may launch a dispute which could lead to a failed grade for that negotiation.

Don't Spoil the Outcome for Others: When you have completed a simulation, please do NOT reveal your information to the other party, or with members of another team, before returning to the classroom. The simulations do not always end when you sign an agreement in a break-out room. After the negotiation debrief (class discussion) you may share your confidential information, but you are not obliged to do so.

Subjective Nature of Learning: You enter this class with a unique set of skills that are based on your past experience and your personal style. You will reflect on your negotiation behavior and recognize idiosyncratic patterns of behavior. You will distinguish between circumstances where patterns of behavior are advantageous versus situations where you are better off reframing the situation and choosing an alternative approach. Think about what motivates your behavior — that which is comfortable and/or intuitive is not always optimal. Identify your personal strengths and weaknesses and track your progress.

This course provides a rare and valuable opportunity to experiment with alternative styles in a safer, more feedback-rich environment than subsequent negotiations outside of class, ranging from major salary negotiations to multibillion dollar merger negotiations. Re-assess and revise your analysis of strengths and weaknesses, as well as goals, based on your progress in the negotiation simulations. At the end of the course, you will once again set goals and define action items for your continued development in “real world” negotiations.

The Art of Negotiation is Based on Science: There are many roads that lead to Pareto-efficient agreements. Learn to become a flexible negotiator. Incorporate new information as you negotiate and adjust your strategy accordingly. Recognize and adjust to the tactics that the other party uses. Learn to distinguish which approaches are appropriate for different situations and have multiple strategies at your disposal. Feel comfortable and confident negotiating. This course will provide you with an introduction to the science of negotiating; understanding, integrating, and implementing it will be a lifelong process.

My Commitments for the Course: I am committed to making this course FUN and a valuable learning experience for you. The class will be both challenging and rewarding, and I expect this to be an exciting one. I welcome your feedback regarding the class throughout the quarter. Please feel free to ask questions at any time, however large or small. It is easiest to reach me by email or during office hours, but I am always happy to set up an appointment with you.

E. Course Materials (REQUIRED):

NOTE: YOU MUST PURCHASE THE EXACT VERSION OF THIS TEXT! CASES VARY BY EDITION.

REQUIRED TEXT:

1. ***Negotiation: Readings, Exercises, and Cases 6th Edition***, edited by Roy Lewicki, Bruce Barry, and David Saunders. ISBN-13 9780072973105
2. Course Pack, Available via Harvard Business Publishing

F. GRADING (Note: I reserve the right to change the following grading methodology, including assignments and percentage value. I will make an announcement in class with any revisions.) My present intention is as follows:

Assignment	% of Course Grade
1. Case Exams 2 @ 10% each	20%
2. Attendance and Class Participation	15%
3. Learning Diary	25%
4. Negotiation Outcomes	15%
5. Peer Assessment	12%
6. Final Personal Reflection Paper / Presentation	13%

1) Case Exams. There will be two case exams during the quarter. Each case exam is to be taken in class and individually. The purpose of each Case Exam is to measure your ability to apply concepts and learnings from the text and class discussions to a case scenario. These case exams will revolve around real life scenarios and will fall in line with class discussions surrounding “What would you do?” Scenarios. Each Case Exam is worth 10% of your total grade. **The total Case Exam Score is worth 20% of your course grade.**

2) Attendance and Class Participation. For Attendance and Class Participation, just showing up won't get you these points. You must *actively and regularly attend and INTELLIGENTLY participate* in class.

This portion is worth 15% of your grade, dependent upon the quality (and frequency) of your participation and attendance in class.

You can earn up to 15% of your grade by not missing class and intelligently participating. You can't get points if you don't show up. (Do you really expect to get a great job and then not show up for work at your own whim?) Also, just showing up won't get you these points; you must *actively, regularly, and INTELLIGENTLY participate* in class. This means, among other things, that you show evidence of doing the suggested reading **before** class.

Missing classes (or showing up late) will adversely impact your grade on this portion. Regardless of how much you intelligently participate in class, for each session that you are not seated ON TIME (but are seated in the classroom before the end of class) you will have 1% deducted from your score in this category. For each absence, you will lose 3% deducted from your score (up to the maximum of 15% in this category). This means that 5 absences = 0% for class participation, regardless of how actively you participate when you do show up. See Policies for information on absences.

3) **Learning Diary.** The purpose of the Learning Diary is to encourage a reflection and analysis process on the 'learning by experience' simulations; the paper also gives the instructor a sense of your individual progress, and your strengths and weaknesses as a negotiator. Yours is to describe your reactions, perceptions, impressions or significant insights gained from participation in or reflection on the each negotiation/simulation/case we work on in class. You may talk about yourself, or the behavior of other people, and may want to address some or all of the following points:

1. Briefly, what happened in the simulation, role-play (or 'real-life negotiation') -- that is, provide a brief overview of the key events.
2. What did you learn about yourself from this experience?
2. What did you learn about the behavior of others from this experience?
4. How does this experience compare to others that you have had in similar or comparable circumstances?
5. What did you learn about bargaining or conflict from this situation?
6. How do the concepts in lectures or readings enrich your understanding of the process of negotiation, its outcome or your own negotiation style?
7. What would you do the same or do differently in the future, or how would you like to behave in order to perform more effectively?

Each paper will be read, commented on, graded, and returned to you. The purpose of the grades is to encourage thoughtful analysis and understanding of the simulations, and to encourage use of theory and research presented in readings, and lectures. A good short diary entry is one which tries to step back from a simulated bargaining situation, identifies key events and processes, uses readings or lecture material to help structure the analysis, and is well written. All of these guidelines are just that -- guidelines. **(In order to receive the full points available, you must complete a Learning Diary entry for each and every class where we partake in a negotiation exercise, case analysis or other activity. This portion is worth 25% of your grade.**

4) **Graded Negotiations.** Three role-plays will be conducted during scheduled class times. By virtue of a point scheme assigned to particular variations in settlements, negotiators will be evaluated on the settlements they achieve. The procedure will basically operate as follows:

1. Roles will be assigned and the negotiations explained at the end of a particular class period. Students will be assigned to one or two person teams, and opponents specified.
2. Students will have an entire class period to prepare a negotiation with their opponent and arrive at a settlement.
3. Results of negotiations are due in writing to the instructor by a specified deadline. Failure to meet the deadline will result in a penalty.
4. Teams will be assigned grade points based on the quality of their solution as compared to all other teams playing that same position.

5. All members of a team will be assigned the same grade points for the exercise unless appealed to the instructor. Appeals must be specified in writing no later than 24 hours after the negotiation results are submitted.

There will be three role-plays, and they are weighted in their contribution to the final grade. Each role play will make up 5% of your total grade.

Some additional guidelines:

- Agreements arrived at by the students should be submitted in handwriting and signed by both sides, so that there is no disagreement as to what was agreed to.
- In purely distributive negotiations, students receiving the best package on each side will be given the best grades. Thus, in a buyer/seller negotiation, the best buyer outcome and the best seller outcome get the top grade, and others are graded relative to the top in each group.
- In simulations that emphasize integrative negotiations, students will be graded based on the best cooperative, innovative joint agreement that is derived.

Be advised that I will not become enmeshed in numerous “grading hassles” with students about criteria used, how good their solutions were, etc. I will take appeals only in writing, and your appeal must be received no later than 24 hours following the receipt of your grade. **This portion is worth 15% of your grade.**

5) Peer Assessment: After each negotiation exercise, you will be required to take an online survey to rate the interaction with your peers. You will rate each peer on several key points. 6% of your grade is based on your assessment of others and the remaining 6% is based on your peers assessment of you. **Twelve percent (12%) of your total grade will be based upon your peer assessment.**

6) Personal Assessment Paper and Presentation: Students are required to write a summary self-evaluation paper at the end of the course. These papers are usually 8-10 pages in length. The papers should comprehensively address your negotiating style and effectiveness (strengths, weaknesses, opportunities, threats, future learning agenda, etc.), integrating readings and activities that have occurred during the academic quarter. Students might address some or all of the following points:

1. Do I enjoy bargaining? Do I enjoy being in situations of conflict, and/or do I enjoy attempting to persuade others to my point of view? Why?
2. Do others see me as a good bargainer? Am I seen as strong or weak? Am I perceived as one who gives in easily, or holds out too long, or knows when to make concessions and tradeoffs?
3. How do I see myself in relation to the question in (2) above?
4. How effective am I at persuading others? How effective are my verbal skills to argue my points?
5. At what time do I feel most competent in bargaining? Least competent?
6. How do I respond when I hold the power in a situation? How do I respond when I have little or no power in a situation?
7. Overall, what are my major strengths and weaknesses as a negotiator, and what kind of learning goals must I set for myself for the future?

The “presentation” portion of your grade is to be a five minute elevator speech surrounding your learnings in the class and summarizing the key points above. This should be an off the cuff, fun and not so serious recap. **This portion is worth thirteen percent (13%) of your total grade.**

I use the plus/minus grading system.

I use a percentage of total available points to determine your grade, with a plus or minus appropriately appended to grades:

(90%-100%)	=	A
(80%-89%)	=	B

(70%-79%)	=	C
(60%-69%)	=	D
(59% or less)	=	F

I don't give an A just because you are a graduate student and/or show up and/or are convinced in your own mind that you "really know the material" or "tried hard". To earn an A or A-, you must earn it and demonstrate that you have achieved **superior** attainment of course objectives.

A grade of "B" means **good** attainment of course objectives, exceeding mere acceptable standards.

A grade of "C" means **average** attainment of course objectives. Note that I do give Cs (and even Ds or Fs where that was the grade that was earned). Most credible employers would view a C in graduate school unfavorably.

A grade of "D" or "F" means that you functioned below the level of acceptable standards.

G. POLICIES

Writing skills, as well as oral presentation skills, are a major factor in your grade. Spelling and grammar do count, substantially. Written assignments are due at the beginning of class on the due date and must be typed, double spaced.

You are responsible for knowing and complying with all Cal Poly policies applicable to students. Those policies are incorporated by reference into this syllabus.

Students with special needs should seek reasonable accommodations pursuant to the ADA. Please contact the Student Affairs Disabled Resource Center (DRC) at (805) 756-1395 or drc@calpoly.edu and they will arrange for reasonable accommodations as required by law. Please do so as soon as possible, because I will need to coordinate with the DRC on providing reasonable accommodations (and do feel free to discuss your needs with me as well, but please contact DRC as soon as possible).

Excluding exceptional exigent circumstances discussed with me in advance of the administration/due date of the assignment/test (e.g. documented substantial illness of an extended duration, death in the family, including a long term pet, or other compelling *force majeure*), assignments/tests may not be "made up" or rescheduled to a date other than the assigned date.

IMPORTANT NOTE: With the exception of exigent circumstances described below, I DO NOT ACCEPT LATE ASSIGNMENTS OR PERMIT EARLY TESTS OR "MAKE UP" TESTS. Employers are not interested in hearing excuses about why you can't perform a task on a specific schedule and on time. Notwithstanding the foregoing, if you have encountered an exceptional exigent circumstance, beyond your control, and without sufficient time to implement reasonable mitigation, then I will CONSIDER an exception to this rule. By way of example, admission to a hospital emergency room where you are under the care of a licensed doctor on the night before an exam would be considered as a potential valid excuse, provided that you promptly contact me and provide me with written documentation which indicates that your condition rendered you medically unable to take the exam. (Note: the medical documentation does **NOT** need to indicate the specifics of your condition - - I respect your right to privacy - - but it does need to indicate that you are under the care of a licensed medical professional and that your medical condition has rendered you unable to attend class. "Talking" to a doctor, friend, nurse, etc. does not constitute being under the care of a licensed medical professional.) Also, death of a close family member (including a long term pet) is highly likely to be deemed an exceptional exigent circumstance. I reserve the right to establish the duration of the extension associated with your specific situation. That is, a two day illness does not justify a one week extension. Moreover, if you had two (2) weeks to complete an assignment, and you got sick the night before it is due, you will NOT receive an extension.

QUESTION: What are valid excuses which would mitigate an absence or delay?

ANSWER: Reliable, verifiable, documented evidence of: conflicting required coursework (e.g. participation in Cal Poly sponsored factory visit), job interview (not existing job duties - - you're supposed to be in class), illness, admission to a hospital for treatment, compelling and necessary pre-arranged travel out of town,

death in family (including a long term pet), or a similar circumstance where an employer in the "real" world would not expect you to show up for work.

QUESTION: When do I need to provide documentation for my absence or delay?

ANSWER: I must receive hard copy documentation of a valid excuse no later than the beginning of the first class session that you attend following your absence or delay.

QUESTION: I am a follower of a religion which does not believe in the use of medical doctors, but instead utilizes a religious practitioner to assist with healing. Can my religious practitioner issue a valid excuse for my absence if I was under his/her care?

ANSWER: Yes; just make sure you follow the deadline requirements described above.

Invalid excuses include, but are not limited to, delays related to: traffic congestion, being stopped by police for traffic violation, hangover from cosmopolitan party, watching interesting people on campus resulting in time warp, etc.

Medical documentation for an excused absence does **NOT** need to indicate the specifics of your condition - - I respect your right to personal and medical privacy - - but it does need to indicate that you are under the care of a licensed medical professional and that your medical condition has rendered you unable to attend class.

TENTATIVE COURSE SCHEDULE (SUBJECT TO REVISION)

Although we may not discuss specific portions of material in class, I still expect you to read the material and know that material for the exam. (Note: This tentative course schedule is subject to revision from time to time.) **Read each assignment BEFORE the scheduled class session.**

TENTATIVE SCHEDULE:

Class, Topic, Reading Assignment

January 6

Course Introduction

Syllabus Review

Introduction to Negotiation

Role Play:

January 8

Suggested Reading: Section 1.1 – 1.3

HBS: Negotiation Analysis: An Introduction

Role Play: What would you do? Part 1

January 13

Suggested Reading: Section 1.4 – 1.6

Role Play:

January 15

Suggested Reading: Section 1.7-1.10

Graded Role Play:

Learning Journal Due

January 21

Suggested Reading: Section 2.1-2.3

Role Play: What would you do? Part 2

January 22

Case Exam

January 27

Suggested Reading: Section 2.4-2.7

Role Play:

January 29

Suggested Reading: Section 2.8-2.13

Graded Role Play:

Learning Journal Due

February 3

Suggested Reading: Section 3.1-3.3

Role Play: What would you do? Part 4

February 5

Suggested Reading: Section 3.4-3.7

Role Play:

February 10

Suggested Reading: Section 3.8-3.11

Role Play:

February 12

Suggested Reading: Section 3.12-3.13

Role Play:

Learning Journals Due

February 17 – No class

February 19

Suggested Reading: Section 4

Role Play: What would you do? Part 5

February 24

Case Exam

February 26

Suggested Reading: Section 5

Role Play:

Learning Journals Due

March 3

Suggested Reading: Section 6

Role Play: Continued

March 5 – No class (use time to prepare for Real Property Negotiation game)

March 10

Suggested Reading: Section 7

Graded Role Play:

March 12

Role Play: Continued

Learning Journals Due

March 21 7:10AM – 10AM

Final (Paper and Presentation Due)