



UNIVERSITY *of* WASHINGTON

MGMT 547 SUCCESSFUL NEGOTIATIONS

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| Instructor | Elizabeth H. Follmer, PhD |
| Email | follmer@uw.edu or via CANVAS |
| Class Times | Wednesdays, 6:00 pm – 9:30 pm |
| Office Hours | Immediately after class or by appointment |
| Location | PACCAR Room 393 |

COURSE SCHEDULE

| WEEK | DATE | AGENDA | READ | DELIVER |
|------|--------|---------------------------|---|-----------------------------|
| 1 | Feb 8 | Distributive Negotiations | Syllabus, Hamilton and Prunes roles | Survey 1 |
| 2 | Feb 15 | Integrative Negotiations | Articles, Salary role | Plan 1, Analysis 1 |
| 3 | Feb 22 | Bias & Culture | Articles, MotorWorks role | Plan 2, Analysis 2 |
| 4 | Mar 1 | Agents & Ethics | Articles, UpTime & Bullard Houses roles | Plan 3&4, Analysis 3 |
| 5 | Mar 8 | Multi Party | Articles, HarborCo role | Plan 5, Analysis 4&5 |
| | Mar 15 | | | Paper, Survey 2, Analysis 6 |

Deliverables are due at 6:00 pm on the due date, before class starts.

COURSE OBJECTIVES

- To acquire a fundamental understanding of negotiations and the skills to plan for and analyze your own negotiations.
- To gain a broad intellectual understanding of the central concepts in negotiation. These concepts will be building blocks from which you can systematically understand and evaluate a negotiation process.
- To develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- To improve your ability to analyze the behavior and motives of negotiators in settings who have both competitive and cooperative elements.
- To provide experience in the negotiation process, including learning to evaluate the costs and benefits of alternative actions and how to manage the negotiating process.

REQUIRED MATERIALS

- Readings: Purchase course packs from negotiationexercises.com and hbsp.com. Total cost ~\$28.
 Links to the course packs will be available by Feb 1, one week before the class starts.
 Additional assigned readings will be posted to CANVAS.
- Online: You will need access to a computer to complete assignments online.
 You will interact with your instructor and classmates in person and via CANVAS and G Suite.
 You will need a [UW G Suite login](#) to access several of the tools we will use.

EMAIL VIA CANVAS

I would prefer that you use CANVAS email instead of sending a message directly from your email account. If you are unable to access CANVAS, email me from your @UW.edu account. To protect your privacy, I will not respond to questions sent from non-UW addresses. Monday - Friday I will answer your email in less than 24 hours. On the weekend, it may take up to 48 hours.

ASSIGNMENTS

You will earn points in the class through a combination of Planning for, conducting, and analyzing negotiation simulations, discussing articles and cases during class, and writing about your own real-world negotiation.

Each week, all readings, videos, and assignments to complete before the next class will be described in the WHAT TO DO page on the course's home page on CANVAS.

| DELIVERABLE | POINTS |
|-------------------------------|------------|
| Surveys & Evaluation | 5 |
| Engagement (up to 3 each day) | 15 |
| Planning (5 @ 5 pts each) | 25 |
| Analyses (6 @ 5 pts each) | 30 |
| IRL Negotiation Paper | 25 |
| TOTAL | 100 |

All negotiation planning documents are due before class on the due date in the course schedule.

SURVEYS AND EVALUATION - 2 points each

During the first week, I will ask you to take the first of two surveys. The first survey consists of questions about your personality and negotiation experiences. The second survey will ask about your experiences with your classmates and in this class in general. You can also earn 1 point by doing the University's course evaluation at the end of the quarter.

ENGAGEMENT - 15 points (3 per class meeting)

Each week, there will be at least one opportunity for you to negotiate with a classmate. You will be given information about the role you will play (usually buyer or seller) and you will be paired with a classmate (or group) who has prepared to play your counterpart. If you are not able to participate, your counterpart will not be able to complete the negotiation as planned. **For this reason, I implore you to notify me as soon as possible if you will not be in class.** You can still earn some of the engagement points available for the day by giving me advance notice of an absence.

You do not have to know all the answers to be engaged. Asking informed or relevant questions is a sign of engagement. I encourage you to speak up if you are lost.

Engagement is also about treating your classmates with respect and professionalism, which includes arriving on time for class and respecting their opinions even if you disagree.

| Engagement | Points | Criteria for performance |
|------------|--------|---|
| Strong | 3 | Average criteria AND multiple contributions to class discussion OR especially insightful contributions |
| Average | 2 | Prepared and engaged in the negotiation and discussions OR notified instructor that you will be unavailable to negotiate that day |
| Low | 1 | Late, unprepared, or disengaged |
| None | 0 | No engagement that day |

PLANNING - 25 points

The first step in planning will be to review the **ROLE Information** for the parts you will play in the next week's negotiations. Each week, I will assign you to specific roles and make information about them available to you.

I will provide a template to guide your planning which consists of a set of questions you should always consider before a negotiation. Superior planning will include not only details from your ROLE information, but also guidance from other assigned readings. **Your planning should NOT include external research on the specific negotiation assigned or the roles within it. You may NOT share your negotiation role materials before OR during the negotiation.**

If you know the company name, you may be tempted to look up historical information about the company. This is not recommended because there are likely to be spoilers that would ruin the experience of negotiating your side of the case. **You may also encounter the opportunity to see other people's preparation for or analysis of the case. DO NOT DO THIS. IT IS CHEATING ACCORDING TO THE COURSE POLICIES FOR THIS CLASS to review outside case information before conducting the negotiation (see below for more details).** I choose to trust you to use your professional judgment to make the right decisions about what is and is not acceptable to review in advance.

ANALYSES - 30 points

After each negotiation, you will complete an analysis of it. You will have a template to guide your analyses, consisting of questions about your performance and that of your counterpart. Superior analyses will include not only details from your experience conducting the negotiation and its outcomes, but also insight from other assigned readings. See the **Criteria for evaluating written work** below.

After you have conducted the negotiation, you are free to review the information provided to your counterpart or to research the company or historical situation. External research on the negotiation case itself or review of others' analyses of it is allowed, but if you include any of this information in your analysis it must be appropriately cited, whether or not it is paraphrased.

To make up the planning and analysis points for a negotiation that you were not able to complete in class:

- 1) Identify a member of the class who had your counterpart's role.
- 2) Turn in your planning document before you negotiate.

- 3) Conduct the negotiation with your counterpart on your own time.
- 4) Include who you negotiated with and when in your analysis document.

IRL NEGOTIATION PAPER - 25 points

During the 3rd week of class, you will identify a negotiation that you can conduct in real life (IRL). By the end of the class, you will conduct the negotiation and write a short paper on your experience. Using conceptual material from the class to explain, you will describe your preparation for the negotiation, what happened, and why it turned out that way. Critique your performance – what could you have done differently to produce a better outcome? Aim for 1000, but don't go over 1500 words.

Criteria for evaluating written work

The analyses and paper should contain arguments that are precise, organized, logical, and appropriately supported. High grades are reserved for well-written papers that demonstrate a clear, in-depth, and sophisticated understanding of key processes and concepts.

SP = Superior analysis, organization, conceptual fluency, and expression
HP = Very good analysis, organization, use of concepts, and expression
P = Good conceptual understanding and application
LP = Limited fluency with concepts and/or application, and weak expression
F = Weak, incomplete, or perfunctory

GRADES

CALCULATION

Final grades are calculated to meet the Foster MBA target median for elective courses of 3.5.

APPEALS

If you wish to appeal a grade, please review the rubric for the assignment and email me your reasons for questioning the grade. When I regrade an assignment, I regrade the entire assignment.

LATE POLICY

Surveys and planning documents completed after the due date will earn half credit. **Analyses and the IRL Negotiation Paper** will have 10% of the points possible deducted for each day they are late.

If you know that you will not be able to complete an assignment on time, please contact me before it is due. I may waive the late penalty in some circumstances.

SAFETY AND ACCOMMODATIONS

SAFE CAMPUS

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

ACCOMMODATIONS

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please [activate your accommodations via myDRS](#) so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations.

COURSE AND UNIVERSITY POLICIES

ACADEMIC INTEGRITY & PLAGIARISM

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating - working collaboratively on quizzes/exams or sharing answers and previewing quizzes/exams
- Plagiarism - representing the work of others as your own without giving appropriate credit to the original author(s). A commonly used definition of plagiarism is the incorporation of words, works, or ideas from another person into your own work without properly attributing the work to them; also, copying assignments, projects, and materials from former students. Plagiarism can be deliberate or accidental, but you are responsible for knowing where your words come from and attributing others' words appropriately.
- Unauthorized collaboration - working with each other on assignments, quizzes, or exams when it is not allowed. **You may not share your negotiation role materials before OR during the negotiation.**
- Unauthorized resources - Do not seek out information on your negotiation roles online. **This includes external research on assigned negotiations, roles, or companies before conducting the negotiation. After conducting the negotiation, external research on the negotiation case itself or review of others' analyses of it is allowed, but if you include any of this information in your analysis it must be appropriately cited, whether or not it is paraphrased.**

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by the [Student Conduct Office](#).

Students found to have engaged in academic misconduct will receive a zero on the assignment.

For more information, review the University's [policies on academic misconduct](#). You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you'll be held responsible for any such violations, intentional or not.

The University uses software that helps prevent or identify plagiarism from Internet resources and assignments turned in by previous students. I may use the service for all your submissions in this course.

MEDICAL ABSENCE

Students are expected to attend class and to participate in all graded activities. To protect student privacy and the integrity of the academic experience, students **will not be required to provide a medical excuse note** to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to perform work judged by the instructor to be the equivalent.

RESPECT FOR DIVERSITY

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. At UW, students are expected to:

- Respect individual differences, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
- Engage respectfully in the discussion of diverse world views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

ACCOMMODATION FOR RELIGIOUS AND CULTURAL PRACTICES AND HOLIDAYS

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

INCLEMENT WEATHER AND UNFORESEEN EVENTS

Please check if the school may be closed due to weather or other events. You may also sign up with the alert system that will contact you via email or text message if classes are canceled.

For more information on the alert process, please see [UW Alert website](#).

For more information surrounding procedures and policies, this page contains up-to-date information: Public Safety Links - [Are you Ready?](#)

I will notify you via CANVAS if unforeseen events necessitate changes to this syllabus.