MGMT 401-001
Negotiations
Spring Semester, 2013
Tuesday & Thursday 9:30 – 12:15 Room 502
WEB SITE: https://blackboard.sc.edu/webapps/portal/frameset.jsp

Management Department Anthony Nyberg
Office: Room 758 Email: anthony.nyberg@moore.sc.edu
Office Phone: 803-777-5974 (not the best means) Office Hours: By appointment

COURSE SYLLABUS

This is a learning-by-doing course. Your agreement to actively participate on a regular basis is a prerequisite for your enrollment in this class. Please read, complete, and sign the course agreement at the end of this syllabus and submit it on-time.

Course Description:

Much managerial activity involves bargaining, negotiation, and settling of disputes. Managers bargain with superiors, peers, and subordinates; suppliers and customers; competitors and allies. Effective negotiation can improve outcomes for everyone involved. Ineffective negotiation, in contrast, usually leads to poor outcomes for those who negotiate poorly, occasionally poor outcomes for others, and sometimes result in failures to agree even when agreement is possible.

Objectives: Specific learning objectives include the ability to:

Understand the tools and vocabulary prerequisite to critical and effective negotiation analysis, thinking, and communication.

Create alignment between negotiation objectives and strategies.

Improve negotiating skills through both experiential opportunities and conceptual development.

Much of the course will be devoted to applying course concepts to practice through negotiation simulations. Ensuing discussions will focus on informing practice through concepts and theory.
**Required Course Materials**

A course pack **must** be purchased from the bookstore. Although, I have worked diligently to minimize the number of cases that require royalty payments, the developers of some of our classroom exercises charge royalty fees, and the cost of using these materials is included in the price of the course pack. Thus, purchasing the coursepack is a requisite to have access to the classroom exercises.

**FAILURE TO PURCHASE THE COURSEPACK MEANS THAT YOU WILL NOT BE PERMITTED TO PARTICIPATE IN THE COURSE SIMULATIONS. FAILURE TO PARTICIPATE IN THE SIMULATIONS WILL BOTH MINIMIZE YOUR ABILITY TO LEARN THE MATERIAL AND MAKE IT IMPOSSIBLE FOR YOU TO PASS THE COURSE.**

*Bargaining for Advantage* by Richard Shell (Penguin Books)

*Getting to Yes* by Roger Fisher, William Ury, and Bruce Patton (Penguin Books)

Exercises (to be **distributed in class**, but **paid to the bookstore**).

**Recommended Readings that will NOT be required for Class:**

*Essentials of Negotiation* by Roy Lewicki, Bruce Barry, and David Saunders (McGraw-Hill/Irwin). To facilitate your following along in this text, if you decide to purchase it, I have included (as optional) the relevant sections in the syllabus.

*The Art and Science of Negotiation*, by Howard Raiffa.

*Beyond Reason*, by Roger Fisher and Daniel Shapiro

*The Truth about Negotiations*, by Leigh Thompson

*Trump Style Negotiation: Powerful Strategies and Tactics for Mastering Every Deal*, by George H. Ross

**Course Web Page**

We will use Blackboard’s online learning environment as our website: [https://blackboard.sc.edu/webapps/portal/frameset.jsp](https://blackboard.sc.edu/webapps/portal/frameset.jsp). The web site contains a variety of useful information, announcements, and materials, including:

- **Syllabus** – A copy of the syllabus.
- **PowerPoint Presentations** – *Lecture* PowerPoint presentations will often be available to download and print.
- **Assignments** – Submit ALL assignments through Blackboard’s Assignments section.

**Please do the following at the beginning of the semester:** Log on to Blackboard and change your email account to the account that you check most often.
**Evaluation**

Your grade in the course will be based on four quizzes (two will be announced and administered during class), class participation, five personal experience journal entries, three negotiation preparations, and two assignments due the first day. See other portions of the syllabus for specific information on each of these items. The breakdown of points is:

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<th>Item</th>
<th>Points</th>
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<tr>
<td>Goals Submission (on-time)</td>
<td>5 points</td>
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<td>Student Questionnaire and Agreement (on-time)</td>
<td>5 points</td>
</tr>
<tr>
<td>Class Participation (13)</td>
<td>130 points</td>
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<td>Personal Experience Journal (5)</td>
<td>50 points</td>
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<td>Preparation Memos (3)</td>
<td>150 points</td>
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<td>Quizzes (4)</td>
<td>130 points</td>
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<td><strong>Total</strong></td>
<td><strong>470 points</strong></td>
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Grading scale*:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93 - 100</td>
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<td>B+</td>
<td>87 - 92.99</td>
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<td>B</td>
<td>83 - 86.99</td>
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<td>D+</td>
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<td>60 - 66.99</td>
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*percentage terms of the top score in the class. Therefore if, for example, 400 points is the highest total number of points earned by the top scorer in the class, then to earn an A, a student would need 372 points (i.e., .93 x 400).

**Grade Appeals**

All appeals must be in writing within 48 hours of receiving a grade. Upon receiving a written grade appeal I will evaluate the appeal and I may re-grade the assignment. This re-grade will be done from scratch and new grades may be higher or lower than the original grade. **Verbal appeals or those made more than 48 hours after receiving a grade will be ignored.**
**Attendance & Class Contributions**

*Attendance* at each scheduled class session is expected (and role is taken); you are responsible for the material discussed in your absence. If you are not there for a class exercise then you will not get credit for that exercise. Your absence from class will have no bearing (positive or negative) on the day’s deadlines. If you miss a class when an assignment is due, your absence does not alter the time that the assignment is due. All assignments will be submitted electronically, so your physical presence should have no bearing on your ability to complete the assigned task. If you expect to miss a class, do the work and submit it in advance.

**Missing Class Penalty**

Missing class will mean that you receive 0 class participation points for that day. Missing class without providing at least 5 hours notice (that is by 7:30 am on the day of class) will result in earning **Negative 10 points** for the day. Therefore, not attending one class and not providing sufficient notice will mean that 110 points would be your maximum class participation points.

**Class Contribution**

A substantive portion of your learning will accrue through respectful challenging of each other's ideas (including mine!). You must be actively involved in class discussions to maximize your learning opportunity. Your class contributions will be evaluated based on the quality of your input (not "air time" or irrelevancies masking lack of preparation). Specifically, we want you to:

- contribute to the advancement of the discussion
- articulate an in-depth understanding of course material
- persuasively and concisely convey your thoughts
- willingly test "new" ideas, rather than "play it safe"
- provoke a dialogue among participants
- illuminate difficult concepts
- support comments with facts and specifics

The point of our class discussions is to learn about the dynamics of negotiation through the process of grappling with difficult problems. Indeed, both the frustrating and intriguing part about negotiations are that there are often multiple viable solutions. The more thorough we are in the assessment of a particular negotiation weaknesses, the better we will be able to make adjustments that increase the probability of reaching a successful conclusion.

In many of our negotiation exercises, players achieve scores. Note that your grade will not be based directly on your scores in these exercises. Rather, your participation grade will reflect your engagement in the exercise and the thoroughness of preparation. You will also rate your classmates on their performance on several of the negotiation exercises during the term and on their class participation. Similarly, your classmates will rate you.
**Rating your classmates on their daily participation**

For many this will be the most uncomfortable aspect of the course. On a daily basis, you will rate each other based **first** on class participation, and **second** on negotiation preparation (NOT negotiation outcome). Most of you will eventually be in a position to evaluate employees or peers. The ability to evaluate others is invaluable. In addition to practicing evaluations, this exercise provides an additional opportunity for negotiating something meaningful (your grade), effectively doubling our negotiation experiences.

**Ratings mechanisms**

Class attendance is worth up to 130 points (10 possible points each day for the 13 class periods where participation is desired). You will receive 4 points for attending class and 1 additional point for staying awake throughout the class (caffeine is always acceptable, as is standing in the back of the room). You can earn up to 5 additional points each day depending on your level of contribution to the class discussion. The amount of additional points that you receive depends upon the substance of your contribution not simply the quantity of comments. The most points that any one student can receive in a day is 10 points.

No two students, within the same group, will receive the same number of points on the same day. The number of points will be determined within your negotiation group for the day. You are to allocate points based on giving the most weight to (1) class participation, followed by (2) negotiation preparation. Grades are **NOT** to be based on who negotiated the best outcome.

**Example**

If there is a two person negotiation, at the end of class those two students will sit down and collectively decide the appropriate grades for each other. Student A may get 9 points and student B may get 7 points. Those will be your class participation points for the day. On days where there are 3 negotiators per group, all three students will decide on grades; possible scores might be Student A gets 10 points, Student B gets 8 points, and Student C gets 7 points.

**Impasse**

If evaluators cannot agree, prior to the end of class, they may take their case to an arbitration panel. Remember, however, that arbitration has costs.
**Personal Experience Journal**

See the guidelines attached to this syllabus for a description of what the journal requires and how it will be assessed. Dates for journal submissions are in the syllabus. You have an upper limit of one page, with 1” margins, and 12 point font. Longer papers may be more interesting (not likely), but they will be marked-down. Personal experience journal entries should be posted to the Blackboard by 5:00 am the day the assignment is due. **This web site will not allow you to post your assignment late.**

You must turn in 5 personal experience entries. The 5th entry is a brief summary of:
1. “What I’ve learned”;
2. Insights;
3. Plans to improve.

I have assigned eight days where current personal experience journals can be submitted. You are required to submit journals on 5 of these eight days. If you fail to hand in a total of five summaries, on time, your final score will reflect the missing points. **EVERYONE MUST SUBMIT A JOURNAL ENTRY ON THE FIRST DATE.** Thus, you must submit entries on 4 of the remaining 7 submission dates. You may submit entries early, but late entries will suffer penalties. A submission is considered late if there are fewer remaining allowable submission dates than the number of journal entries due. For instance, if you waited until the last assigned date to submit 2 entries, one of them would be considered very late.

**Preparation Memos**

You must prepare negotiation preparation memos for **“Sally Soprano”** “Icarus” and “Flagship Airways”.

(1) **Sally Soprano** (due at 5:00 am on January 24th)
(2) **Icarus** (due at 5:00 am on February 5th)
(3) **Flagship Airways** (due at 5:00 am on February 12th).

More information on these assignments will be distributed closer to the due dates.

Preparation memos should be posted to the Blackboard Website by 5:00 am the day they are due. **This web site will not allow you to post your assignment late.**

**Quizzes**

There are likely to be four quizzes during the semester. Three (or more) will be worth at least 10 points each and will be announced and administered in class. Missing these quizzes (including being late and missing the quiz) will result in the forfeiture of those possible points – quizzes will generally be administered at the start of the scheduled class time and cannot be made up. The third, worth up to 100 points is scheduled for **February 19th** during our regular meeting time. If the quiz is missed, it cannot be made up. I may administer additional short “pop” quizzes as a means for checking negotiation preparedness.
Further Remarks

Grading: Grading will become increasingly strict. Assignments submitted later in the semester will receive lower grades than the same quality assignment submitted earlier in the semester.

Guidelines for written work: Good writing habits are "portable" and reflect well on you. Poor written work can have enormous negative consequences. I expect a commitment to quality. To this end, you should proof your work for content (i.e. cohesion of argument, clarity of logic, support of position, and conciseness), as well as for correct grammar, spelling, and punctuation (re-read even after running spell check!). Unless you are an uncommonly gifted writer, your grade will suffer if you wait until the last minute to complete your written assignments. Plan ahead, and allow yourself plenty of time to think about your answers and revise your write-ups.

In general, all written assignments should include:

- Well-organized and concise arguments (avoid fluff or irrelevancies)
- Clear statements of assumptions and conclusions
- Rigorous use of facts, data, and analyses to support arguments
- Original, not plagiarized text (give credit where appropriate)
- All written work must have one-inch margins, no greater or smaller than a 12 point font size, be double spaced, and should be posted to the assignment box on-time

Lectures: Although this is primarily a discussion-based course, lectures will be used to highlight key points and introduce other relevant issues. There will not be adequate class time to cover all of the concepts and techniques discussed in the readings. You are expected to complete and be familiar with all assigned readings and integrate them as appropriate even if not discussed in class. The readings should also inform your class comments. Please consider me a resource (both in and out of class) to discuss the topics you do not understand.

Deadlines and Late policy: All assignments need to be posted to the course web site Assignment box by 5:00 am on the class day that the assignment is due. If there are problems with blackboard, email your assignment to anthony.nyberg@moore.sc.edu. If there are further electronic problems, deliver it to my office – the system being “down” is not an acceptable excuse for late assignments. Missing a class does not alter an assignment deadline.

Late assignments will be penalized severely (a 5:00am deadline will begin posting items as late even if submitted at 5:00 and 1 second). Late assignments result in an automatic reduction in your score and the loss of an additional 20% for each additional day the assignment is late. I will not accept excuses. My intention is to be as fair as possible and the fairest rule I have yet to come up with is – no exceptions. To spell this out plainly, illness, family tragedy, desire to participate in a governmental action, etc. may or may not be legitimate reasons for missing a class or devoting your attention somewhere that prohibits spending the desired time on this class. While these and other reasons may be legitimate, their merit will have no bearing on this policy. A late or a missed assignment will be treated as such with absolutely no exceptions. While this policy may seem harsh, it is (1) the only way to be fair to everyone, (2) the way that things will often be in business, and (3) the case that we meet only a few times.
Other Administrative Details

- Timely attendance is very important. I reserve the right to lower your participation grade if you are tardy to class.

- If you miss class it is always your responsibility to find out what material was covered, and what other assignments were made.

- If you miss a class, you are still responsible for submitting the assignment on time.

- Attendance will be taken each session.

- Do not wait until the end of the semester to see me regarding problems. Your performance in this class is important to me. Please see me early in the semester.

- Suggested paper lengths are only upper limits. If you can convey your thoughts more succinctly in your written assignments, please do so!

- Like managers executing actual strategies, we may find that the course syllabus must be amended as the semester progresses.

  Courteousness in class is expected including paying full attention when others are speaking. This, necessarily, rules out the use of cell phones, laptops, texting, etc. If you absolutely need to text or otherwise electronically communicate with someone during our class meeting, please leave the room.

- Check the course website at least weekly for updates and/or changes to the class.


**Academic Integrity and Misconduct**

All work should be performed consistent with principles of academic integrity. I will issue specific guidelines for collaborative work and for consultation of source materials. If these guidelines seem vague or unclear, please ask me to clarify them. Violation of these guidelines will result in a score of 0 for the assignment in question, and may also result in further sanctions including failure of the course. Any concerns in this area may be discussed with me directly, or you may consult the Management Department Chair, Prof. Audrey Korsgaard.

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. Violations of the University's Honor Code include, but are not limited to improper citation of sources, using another student’s work, and any other form of academic misrepresentation. For more information, see the Carolina Community Student Handbook.

*Remember that the first tenet of the Carolinian Creed is, “I will practice personal and academic integrity.**

Please see the academic integrity’s web site: [http://sc.edu/academicintegrity/](http://sc.edu/academicintegrity/)

*As it relates directly to Negotiations Exercises in this course:**

In many of our negotiation exercises, you will receive confidential instructions which describe your role. **You may not show these instructions to others at any time.** The reasoning behind this is that we want to simulate actual negotiating conditions, in which negotiators usually have only limited objective evidence that they can use to convince others of their true interests or situation. Exercises often include confidential instructions, **it is inappropriate to meet with others in the class to discuss or to prepare for the exercises in advance, unless I have explicitly instructed you to do so.** It is also inappropriate to get advance information from others who have previously completed the exercise or to seek out additional information prior to participating in a specific exercise. It is also inappropriate to give information to others (for example, those in other class sections). Finally, if you are familiar with a specific negotiation exercise (for example, you have done it before in another class), you **are required** to bring this situation to my attention as soon as you realize that you have seen the exercise before. Failure to observe any of these requirements will be considered a violation of academic integrity.
COURSE CALENDAR – Spring 2012

Note: The Essentials of Negotiation readings are not required. I’ve included them as optional (Opt.) to call attention to the corresponding location for that week’s class topic.

1 Jan 15

Topic: Introduction to class & Negotiations

Readings:
   Opt. The Essentials of Negotiation, Chapter 1 (Nature)

Exercise: The Gas Station Game; Ultimatum Game

- Assignment Due:
  - Goals assignment (see blackboard for details) Due by 5:00am
  - Student questionnaire and signed course agreement Due by 5:00am

2 Jan 17

Topic: Bargaining and Bargaining Styles; Framing.

Readings:
2. Bargaining for Advantage, Appendix A. (Please complete this, score it, and bring it to class.)
3. Course Pack: “Can We Negotiate and Still be Friends?” by Kurtzberg and Medvec.
   Opt. Essentials of Negotiation, Chapter 5 (Perception and Framing)


Assignment Due:
- Journals (1) Due by 5:00am

3 Jan 22

Topics: 1. Framing (continued);
2. Distributive Bargaining and the Zone of Agreement
3. Foundation 2: Expectations

Readings:
2. Getting to Yes: begin reading (Finish this book by Quiz day)
   Opt. Essentials of Negotiation, Chapter 2 (Distributive Bargaining)
   Opt. Essentials of Negotiation, Chapter 4 (Negotiation Planning)
   Opt. Essentials of Negotiation, Chapter 7 (Negotiation Power)

Exercise: Appleton-Baker, The Luxury SUV

- Assignment Due:
  - Journals (2) Due by 5:00am
4 Jan 24  
**Topics:**  
1. Foundation 4: Relationships  
2. Foundation 5: Interests  
3. Foundation 6: Leverage  

**Readings:**  
1. *Bargaining for Advantage*: chapters 4, 5, & 6  
2. *Getting to Yes*: keep reading  
   - *Opt. Essentials of Negotiation*, chapter 6 (Communication)  

**Exercises:** Sally Soprano  

- **Assignments Due:**  
  - *Preparation Memo (1) due by 5:00 am*  
    (individual submissions & work)  

5 Jan 29  
**Topic:** Bringing Multiple Issues Together  

**Readings:**  
1. *Bargaining for Advantage*: chapters 7, 8, 9, & 10  
2. *Getting to Yes*: continue reading  
   - *Opt. Essentials of Negotiation*, chapter 3 (Integrative Negotiation)  

**Exercises:** Moms.com  

- **Assignment:**  
  - *Journals (3) Due by 5:00 am*  

6 Jan 31  
**Topic:** The use of Agents; Ethics  

**Readings:**  
1. *Bargaining for Advantage*: chapter 11 (Bargaining with the Devil)  
3. *Getting to Yes*: continue reading  
   - *Opt. Essentials of Negotiation*, chapter 8 (Ethics in Negotiation)  

**Exercise:** House Sale  

- **Assignment:**  
  - *Journals (4) Due by 5:00 am*
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<th>Date</th>
<th>Topic:</th>
<th>Readings:</th>
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<td><strong>Exercises</strong>: Icarus I</td>
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<td><strong>Assignment</strong>:</td>
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<td>o <em>Preparation Memo (2) due by 5:00 am</em> (1 submission per group)</td>
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<tr>
<td>8 Feb 7</td>
<td>The Negotiation Process</td>
<td>1. Review <em>Bargaining for Advantage</em>: chapter 7, 8, 9, 10</td>
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<td><strong>Exercises</strong>: Icarus II; Miti Pet</td>
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<td>o <em>Journals (5) Due by 5:00 am</em></td>
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<td>9 Feb 12</td>
<td>Formal Analysis and Preparation;</td>
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<td>2. Course Packet: Baruch Bush, “What Do We Need a Mediator For?”</td>
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<td><strong>Exercises</strong>: Flagship Airways</td>
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<td>o <em>Preparation Memo (3) due by 5:00 am</em> (individual submissions &amp; work)</td>
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<td>10 Feb 14</td>
<td>Cross-cultural and International Negotiations</td>
<td>1. <em>Essentials of Negotiation</em>, chapter 11 (Cross-cultural Negotiation) (to be handed-out in class)</td>
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<td><strong>Exercises</strong>: Alpha Beta</td>
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<td><strong>Assignment</strong>:</td>
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<td>o <em>Journals (6) Due by 5:00 am</em></td>
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13 Feb 19

********** Quiz **********

12 Feb 21

**Topic:** Third Parties in Negotiation: Arbitration and Mediation

**Readings:**
1. *Essentials of Negotiation*, chapter 10 (Multiple Parties and Teams) (to be handed-out in class)

**Exercises:** Amanda Project

- **Assignment:**
  - *Journals (7) Due by 5:00 am*

13 Feb 26

**Topic:** Multi-Party Negotiations I

**Readings:**
1. Course packet: Vanover, “Getting Things Done Through Coalitions

**Exercises:** Federated Science Fund

- **Assignment:**
  - *Journals (8) Due by 5:00am*

14 Feb 28

**Topic:** Multi-Party Negotiations II; Course Wrap-up

**Readings:**
1. *Bargaining for Advantage*, chapter 12 (Conclusion: On Becoming an Effective Negotiator)
2. *Essentials of Negotiation*, chapter 12 (Best Practices) (to be handed-out in class)

**Exercises:** Harborco

- **Assignment:**
  - *Reputation Scores due by 5:00am*
Guidelines for Personal Journals
MGMT 401

Journals must be submitted to the course website as described earlier.

The journal is a confidential, written record of your personal learning about negotiation. Journal entries are not to exceed one page, double-spaced, and may be shorter.

Your LAST entry (the 5th journal entry) should be a review of your goals for the course, a summary of what you feel you accomplished during the semester, and a survey of what you still need to work on. This will include addressing:

1. “What I’ve learned”;
2. Insights;
3. Plans to improve.

For any real world experiences in negotiating that you have during the semester (or previous experience), record an entry (5 total). In each entry, describe any insights you’ve gained, and apply negotiation principles that you’ve learned from lectures, readings, and class discussions.

Use the journal to explore your sense of competence or incompetence, comfort or discomfort: both successes and failures. Be as candid as you can possibly be about yourself and others. Focus on your own actions; the best learning comes from exploring what you can do to improve rather than blaming others for what went wrong.

Journals are confidential communications between you and me. Occasionally I may share examples from journals with the class, but I will never do so without checking with you first, and you are under no obligation to say “yes” (or you may also say “yes” with the proviso that I don’t identify you).

Journal grades will be based on the following criteria:
“C” journals will have an entry but little insight. This is the minimum.
“B” journals will do “C” level, and also show a serious attempt to grapple with those negotiations using the course concepts.
“A” journals will do “B” level, and will also use real-world examples, and apply course concepts effectively to these experiences and examples.
Please use the following Model Negotiations Journal Form: MHR 401

(keep each entry to one typed page – see the following sample to use in submitting your journal.)

Your Name:
Date:
Journal Entry #:

1. **Facts.** What interesting or surprising things happened? BE AS BRIEF AS POSSIBLE – NO NEED TO REPEAT THE ENTIRE SEQUENCE OF MOVES!!

2. **Mistakes.** What did you do that you should not have done (i.e. opened too soon; trusted too much, gave away a concession too easily) and/or what did you NOT do that you should have done (i.e. probed better, closed with more clarity, etc.)?

3. **Insights into your personal style/habits/instincts.** What personal insights did you learn from this experience that can help you gain more confidence and control as a negotiator?

4. **Tools/concepts/models.** How, if at all, did this experience relate to the negotiation tools (use of standards, relationships, interests, leverage, etc.), readings (on style, gender, emotion, teams, coalitions, interest-based negotiations, etc.) or conceptual models (distributive versus integrative bargaining, scarcity effects, audience effects, etc.) you are learning about? Please do not just list these and instead tie these in with your own insights and bargaining situation.
SAMPLE JOURNAL ENTRY FOR A REAL-LIFE “HAGGLE” EXPERIENCE

Your Name: Becky Badger
Counterparts’ Name(s): Jim Curves, Fitness Club Supervisor
Date: April 15, 2003
Journal Entry #: 4
Name of Negotiation Exercise (or Real World Event): “My Haggle With a Fitness Club”

1. FACTS. Fitness Club replaced the type of weight lifting equipment I like two weeks after I joined. Asked the person at the desk for refund so I could join another club that had the right equipment. Desk person: “The club does not give refunds as a matter of policy.” I asked to see a supervisor; made the same request; got the same answer. Took a break, went to the bathroom and thought it over. I realized that the reason I needed the particular equipment was to follow a physical therapy routine given me by a physician. Several pieces of equipment removed did not have equivalents in the new type. I returned to the supervisor and laid out my reasons for not being satisfied with the new equipment; offered to show the supervisor my medical records. He said it was still the policy not to grant refunds. “I understand the policy. Have you ever made an exception to that rule for medical or hardship reasons?” I asked. He looked at me a moment and offered to refund the balance of the fee, after taking out first month. I accepted!

2. MISTAKES. Should have been better prepared and had my reasons and even a copy of my physical therapy regime with me when I opened. This would give me credibility. I should also have gone to the supervisor in the first place. Find the decision-maker! Finally, I should have pushed a little at the end and asked what the problem was with getting a refund for the full time I was foregoing the Club. I gave up as soon as he said “yes.” I could also have offered to bring in a new customer as a way to replace my membership (did not think of that until later).

3. INSIGHTS. I was proud to have bolstered my credibility with the medical record offer and to have pushed past the club standard by asking about exceptions. This shows I can think on my feet better than I realized. But I tend to “wing it” a lot and just see what happens. I am lazy! And I do not want to think about possible confrontations, which make me uneasy. This will take some effort. I am persuasive when I have a very good reason justifying something I am asking for. My tactful and polite M.O. can be an asset -- helped me in this. The supervisor had no reason to get impatient with me.

4. TOOLS/CONCEPTS. 1. Target Decision-makers (Chap. 5 BfA). 2. Standards (Chap. 3 BfA): When arguing against a standard or policy, look for a standardized exception to the policy. This gets over the consistency principle problem for the decision-maker. [Please tie these in with your own insights and bargaining situation]
Student Questionnaire & Course Agreement

Your name ______________________________    Your major/minor _____________________
Your home town/state _________________________
Your full email address ____________________________________________________

Extracurricular Activities:____________________________________________________
____________________________________________________
____________________________________________________

Employment Objectives Upon Graduation _______________________________________
____________________________________________________
____________________________________________________

Your objectives in taking this course _______________________________________
____________________________________________________
____________________________________________________

Student Agreement: I, the above-named student, have read this syllabus and understand that much of my final grade will be based on my active participation in class and my independent written work outside of class and that I have successfully logged onto the Blackboard web site.

______________________________________
(Signature)