

COURSE OUTLINE: BU5603 Negotiation: Strategy and Practice

Academic Year	2022/23	Semester	1
Course Coordinator	Assoc. Prof. Geraldine Chen		
Course Code	BU5603		
Course Title	Negotiation: Strategy and Practice		
Language Pre-requisites	Participants must be fluent in English. If English is not your first language nor the medium of instruction in your school or if your English is weak, please think carefully before you enrol in this course. Every week, you will have to read and digest on your own, significant amounts of information. Lack of fluency in English will impair your effectiveness in the role plays, your learning, and the learning of your peers.		
	This course is mutually exclusive with AB9601, AB5601, BL9304/BU5303 Negotiation and Dispute Resolution. If you have read AB9601, AB5601, BL9304/BU5303 you cannot read BU5603		
No of AUs	3		
Contact Hours	39 hours (3hr x 13 weeks)		
Proposal Date	6 June 2022		

A) Course Aims

We often prioritize analytical and technical skills and knowledge “to do the job”, to devise solutions for the task at hand. We sometimes forget that we also need the skills to persuade others to agree with or do what we want. In short, we need to negotiate to get what we want.

You will negotiate to ensure that the M&A deal meets your organisational goals. You will negotiate to get a good deal from a vendor for an outsourced service. You may have to negotiate with a photographer over the copyright for your wedding photographs. When there is a leak in your bathroom ceiling, you must negotiate with your neighbour who believes that they are not responsible for the cost of repair. You will need to negotiate every time you are not able to achieve what you want on your own.

Wherever they occur, negotiations are governed by similar principles. You will learn these principles on this course. You will develop your negotiation skills in a series of simulations that address both deal making and conflict resolution situations. You will develop an understanding of the strategies and tactics for effective negotiation, conflict and relationship management, and learn to negotiate more effectively. Throughout the course, you will be able to continually evaluate your progress - through feedback from your peers, group debriefs and a critical assessment of your experience.

This course is designed to foster learning through doing. You will explore your own approaches, skills, development areas and strengths as a negotiator. Take this opportunity to learn about yourself and how you respond in specific negotiation situations. This course provides a safe and low-risk environment to learn and practise negotiating.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Recognise and apply the key negotiation concepts to every discussion or negotiation, identify your goals and devise an appropriate strategy.

- a. Identify the types of negotiation strategies.
 - b. Apply the concepts of interests, options, alternatives and standards in your design of distributive, integrative and mixed motive strategies.
2. Implement your chosen strategy effectively
 3. Steer and manage the negotiation process in line with your interests and goals, to achieve the outcomes you want.
 - a. Establish a negotiation climate consistent with your goals.
 - b. Manage information appropriately: what to share, when to share, how to share, how to respond or block; how to frame and how to craft good questions
 - c. Communicate to persuade, influence, build trust
 - d. Anticipate and manage negative emotions, perceptions and bias.
 - e. Build rapport: Create and maintain interaction pace and quality through clear messaging, use appropriate justifications, clarify and summarise regularly, adopt targeted questioning and turn taking strategies.
 4. Comport yourself to be professional and persuasive in a negotiation, deliver effectively
 - a. Carry yourself professionally: posture, gestures.
 - b. Maintain appropriate eye contact – to communicate engagement.
 - c. Project your voice (vocal expressiveness): tone, pace, enunciation – to reflect poise and engagement
 - d. Adopt appropriate language: vocabulary, choice of words, appropriate salutations and minimal fillers.

C) Course Content

The Building Blocks

- Goal setting in negotiation
- Identifying Interests: the motivations behind negotiating parties' positions and asks.
- Designing Options – negotiation solutions that meet negotiating parties' interests.
- Assessing Leverage: who has power to get what they want, and the sources of that power.
- Ensuring Legitimacy and Fairness - of both substance and process.

Types of Negotiation: Distributive, Integrative and Mixed Motive.

- Strategies for Claiming Value in negotiation.
- Strategies to Creating Value – where does negotiation value come from?

How to effectively persuasion and influence

- Building Rapport and Trust
- Communication and Questioning Strategies
- Influence Strategies
- Hard Tactics

- Perception and Cognition: Recognising, Understanding and Managing Bias
- Information Asymmetry: Managing Deception
- Emotions in Negotiation.
- Team, Multiparty Negotiation
- Differences between deal making and dispute resolution negotiations.

D) Assessment (includes both continuous and summative assessment)**All individual assessments**

Component	Course LO Tested	Learning Goals	Weightage	Assessment Rubrics (attach rubrics in appendix)
1. Professionalism, Engagement and Contribution	1-4	Professionalism, Engagement and Contribution	20%	Rubric 1 (Appendix 1)
2. Peer Feedback (weekly)	1-4	Negotiation	10%	Rubric 2 (Appendix 2 and 2.1)
3. Delivery Effectiveness in Negotiation: Comportment and Presentation	4a-d	Delivery effectiveness	10% one online negotiation	Rubric 3 (Appendix 3)
4. Quiz	1-3	Negotiation	15%	
5. Learning Journals x 3	1-4	Negotiation	15% x 3 = 45%	Rubric 4 (Appendix 4)
Total			100%	

1. Professionalism, Engagement and Contribution (20%). This consists of**a. Punctuality and Professionalism in all respects.**

This encompasses punctuality for classes, on time submission of assignments, familiarity with information on the course site – all behaviours expected of business professionals. Participation grades will be given only for presence, engagement and contribution in the registered class.

b. Preparation for the role plays

You are expected to be well-prepared and actively engaged in the negotiation. Just reading your role instructions without thinking through how you will use the information will not be good enough. The role plays have specific learning points which surface when both parties have internalised their instructions and planned their strategies. Insufficient preparation damages the experience for all parties. I have seen this happen time and again: students realise at some point during the negotiation that they have not digested their instructions. It is always a pity when this happens, as the experience cannot be redone. It is a learning opportunity foregone.

Many students who do not prepare well are caught out during the negotiations and end up being embarrassed. Digest your role information, plan how you will get what you want and come prepared to negotiate.

c. Contribution to the class discussions and debriefs

During the class debrief, everyone should share their experiences and insights with the rest of the class. You will learn about other groups' experiences, and your peers' views on what worked for them, what did not and compare them with your own. There are more lessons to be learnt from not reaching agreement

or not reaching a good agreement than from a good outcome and a smooth process. Reflecting on the causes of non-agreement or a relatively poor agreement often sheds light on what to do differently in future negotiations. Beyond learning from the experience of others, you are expected to contribute to others' learning by sharing your insights from your own experience.

Many students do not want to share themselves but want to hear others' share. This approach will negatively affect the quality of the debrief and detract from your participation grade.

- 2. Peer feedback on eureka platform (10%).** You will provide comments to your negotiation counterparty every week. You should craft your comments to enable your peers to act on them; they should balance between strong points and areas for improvement. Regular practice providing comments will also hone your ability to assess negotiation strategies and behaviours. The rubric for the quality of feedback is set out in Appendices 2 and 2.1. In turn, you will receive comments on your performance from your counterparties every week.

3. Delivery Effectiveness: Comportment and Presentation in Negotiation (10%)

Because negotiation is an interactive process, what we say, how we say it, how we carry ourselves, the impression we give the other party - all have an impact on the negotiating climate and could affect the outcomes that we get. We need to understand and learn how to create the environment that helps us get the result we want. How you carry yourself and present yourself will be assessed in one recorded online negotiation.

4. Three learning journals (45%)

Learning will take place when you consciously and consistently reflect after each negotiation; the aim is to gain insights from your negotiation experiences. Previous students shared that they found it helpful to write up their own personal critiques after each negotiation, incorporating feedback from counterparties. This critique captures the areas where you felt you "did well" and the areas where you think you can "do differently" or "improve" in future negotiations. Use these personal reflections as input for your L&D Journals.

The journals will be structured and will require you to link your experience with theory. The questions/topics will be given out in class. Each journal should be no more than 1500 words.

- 5. There will be a quiz to test understanding of concepts (15%).**

E) Formative feedback

Feedback will be given in a timely manner to enable you to build on your learning from week to week. You will receive feedback on:

1. Your negotiation strategies and behaviours from your negotiation counterparties after each week's role play, both face to face and then through the online peer feedback system on eureka.
2. Your negotiation strategies from peers in the class during the group debriefs. During this segment, you will share your negotiation outcomes and find out the outcomes of other students. This sharing

provides big picture information to assess how “successful” you were in your negotiations relative to your classmates and reflect on the effectiveness of your strategies.

3. Your learning journals. You will receive detailed feedback on each of your learning journals. You may take these comments into consideration for your subsequent journal or for your reflection in general. My feedback is embedded into your submissions as comments (if submitted in WORD) and these are returned to you by email.

4. Delivery Effectiveness (DE): You will receive feedback on your performance in an online negotiation in Weeks 3 or 4. You may then use this feedback (together with the feedback from your counterparty) – as guideposts for improvement, and as preparation for the DE assessment later in the semester.

F) Learning and Teaching approach

This will be a **hybrid course**. Many believe that face to face negotiation is necessary for ensuring good outcomes. While that may be the case, the proliferation of online interaction makes it imperative that we learn to be effective when negotiating virtually.

Weekly role plays

The heart of the course is hands-on negotiating experience through a series of role plays. You will be assigned partners for each exercise, with the goal of maximizing interaction among classmates. You will learn first by negotiating, and then by stepping back to compare your approach and results with others. You will be able to test your abilities and skills, and to experiment with new approaches.

The role plays will cover a range of negotiation contexts and will integrate three perspectives: the analytic, behavioural and contextual. Each role play highlights several negotiation concepts, and these concepts are the building blocks for planning strategy, managing the process, and evaluating the quality of outcomes.

Debriefing with your counterparty and providing feedback (face to face and via eureka platform).

Peer feedback on this course is a tool for learning and development. A good part of your learning will come from your peers sharing their assessment of your strategies and behaviours. In negotiation, your counterparty is in the best position to provide feedback on whether your strategies and behaviours were effective or not, and you are the best person to provide similar feedback to your counterparty. Give and receive feedback with this mindset. Provide comments to help your counterparty take action to develop and improve and ask that they do the same for you. Note all comments and use these to refine your negotiation strategy.

The quality of your comments and the consistency of your feedback will form part of your grade for class participation and engagement (see Appendix 2). Your comments will not be used to assess your counterparty’s performance.

Class Debriefs

Students are often surprised by other’s outcomes. Many wonder “why did I get this outcome?” or “why did the others get such a different outcome?”. The sharing of experiences helps everyone to understand why and how different negotiating groups achieved different outcomes. You are expected to share your experiences and contribute your views and perspectives during this segment. The objective is for everyone to get a good sense of the range of possible strategies and perspectives.

Reflection on negotiation experience, review of readings

Reflection is critical to the experiential learning process. This is a mental review of events, looking at what happened from different perspectives, and ideally writing your thoughts down. Insight usually comes from a dispassionate appraisal of why certain things happened. You may find the “causes” and “conclusions” you came to immediately at the end of a negotiation look quite different when reflected upon after you have taken a step back a few hours or days later. Developing the ability for critically reflect will help you to continually learn and improve with each negotiation experience, inside and outside the classroom. Reviewing the readings will enable you to link your experience with theory and recommended practice.

G) Readings and Role Plays

1. Class slides and recorded seminars – these will be posted in the course site.
2. **Proprietary materials that require payment.** These are the role plays from *Harvard, Kellogg and Negotiation and Team Resources*. The cost of payable cases will be borne by all enrolled students and should cost no more than SGD\$50 each.
3. Readings are posted on “Course Reserves” on the course site. **Do not do the readings before class.** More impactful learning can occur when you experience the various concepts and theories during a negotiation before reading about them. Review the readings after you have completed the role play and debriefed with your partner.

H) Course Policies and Student ResponsibilitiesClass attendance and responsibility to classmates

Attendance in your registered class is expected for all teaching weeks. Non-attendance will affect your learning and your grade in three ways:

- a. If you are not in class, your participation grade for that class will be zero.
- b. Each week, you will be assigned a particular role for the negotiation. If you do not attend class, your counterpart will be unable to participate in a negotiation. If you are less than properly prepared, you will negatively impact your counterpart’s learning, as well as your own.
- c. Negotiation is a skill honed through practice and reflection.
 - i. If you are not present in class for the negotiation role plays, debriefs and feedback, you will not experience first-hand, the impact of various strategies and behaviours on the negotiation process and outcome.
 - ii. The quality of your learning journals, which are the records of your learning from the role plays, debriefs and feedback, will be correspondingly diminished.

To ensure the best outcome for yourself, please make sure you can commit 100% to the course before registering.

Confidentiality of Role Instructions

For each negotiation, you will receive a set of confidential instructions. You should not show your confidential role instructions to the other side. Sharing these course materials could be considered a violation of academic integrity because it would be giving someone an unfair advantage in the class (or in future classes). Note also that class discussions are confidential and should not be shared with students who are not from that class.

While you are free to tell the other side whatever you would like about your confidential information, you cannot make up facts that materially change the power distribution of the negotiation. For example, you cannot say that your family has just bought the company with which you are currently negotiating for a job, or that you have a specific negotiation alternative that is not stated in your instructions. Note that in selecting a strategy, it is wise to consider that using it may have ramifications that go beyond that particular negotiation. Reputational impacts are very real, both in class and in the business world.

Respectful and Professional Engagement

There is a public goods component to this class, which means that each student benefits from other’s participation. Respectful engagement involves many different behaviours, including coming to class on time and staying until the end, using personal technology appropriately and in a way that is not distracting to others, listening and responding appropriately during discussions, and not speaking while others are speaking.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating.

If you are uncertain of the definitions of any of these terms, please refer to this website for more information. <https://ts.ntu.edu.sg/sites/intranet/dept/tlpd/ai/Pages/default.aspx>

J) Course Instructor

Instructor	Office Location	Phone	Email	Consultation Hours
Assoc. Prof. Geraldine Chen	S3-01C-77	67904647	ayfchen@ntu.edu.sg	By Appointment

K) Planned Weekly Schedule

Teaching Week	Topics	ILO	All readings are listed in the Course Reserves
1	Introductory experiences: <ul style="list-style-type: none"> Managing disagreement and conflict Were you persuasive? Why or why not? 	1, 2, 3	Disagreement does not have to be divisive https://hbr.org/2020/11/disagreement-doesnt-have-to-be-divisive How to be a better conversationalist

2	<ul style="list-style-type: none"> • Positions and Interests • Options 	1, 2	<p>Video by William Ury.</p> <p>Patton, "Negotiation", sections on Interests, and Options</p>
3	<ul style="list-style-type: none"> • Leverage: No-Agreement Alternatives • Legitimacy: Objective Standards/Criteria • Distributive Strategies to Claim Value 	1, 2	<p>Patton, "Negotiation", sections on Alternatives, Legitimacy, and Positional bargaining.</p> <p>Galinsky et. al. The four horsemen of power at the bargaining table</p> <p>The First Offer Dilemma</p> <p>Articles by Brian Gunia, and Adam Galinsky</p> <p>Articles by David Loschelder, and Yossi Maaravi</p>
4	<ul style="list-style-type: none"> • Integrative Strategies to Create Value • Sources of Negotiation Value 	1, 2	<p>See articles in course reserves.</p> <p>David Lax and James Sebenius, The Manager as Negotiator, Chapter 4 for sources of negotiation value.</p>
5, 6	<p>Managing Information</p> <p>Managing the Interaction</p> <ul style="list-style-type: none"> • Asking Questions • Giving Responses • Sharing and Blocking • Framing • Relationship Building • Rapport and Perspective Taking • Trust and Reputation 	2, 3	<p>Asking Better Questions</p> <p>The Surprising Power of Questions</p> <p>Articles by Daniel Kahneman, and Neale and Bazerman, on framing, an aspect that is critical in persuasion and influence.</p> <p>Materials by Roy Lewicki on trust in negotiation.</p>
7	Negotiating Disputes		<p>Ury, Brett and Goldberg "Three Approaches to Resolving Disputes: Interests, Rights and Power"</p>
RECESS WEEK			
8	Perception and Cognition: Recognising and Understanding Bias	2, 3	<p>Bazerman and Chugh, "Decisions without Blinders".</p> <p>Hammond et. al. "The Hidden Traps in Decision Making"</p> <p>Thompson and Lowenstein, "Egocentric Interpretations of fairness and interpersonal conflict"</p>
9	Strategies of Influence	1, 2, 3	<p>See videos on YouTube by Robert Cialdini. Examples:</p> <p>https://www.youtube.com/watch?v=kv0sOX6Alrk</p> <p>https://www.youtube.com/watch?v=2faFNO25IOs</p>
10	Emotions in Negotiation	1, 2, 3	See course reserves
11	Ethics and Deception	1, 2, 3	<p>In particular,</p> <p>Carr, Is business bluffing ethical?</p>

			<p>Tenbrunsel and Messick, Ethical Fading: the role of self-deception in unethical behaviour</p> <p>Gasper et al Fifty Shades of Deception: Characteristics and Consequences of Lying in Negotiations</p>
12	Hardball Tactics	1, 2, 3	Fisher, Ury and Patton, Chapters 7, 8
13	Multiparty Negotiation	1, 2, 3	Thompson Chapter 9
<p>Students must craft their negotiation strategies and implement them in the weekly negotiation role plays starting from Week 1. Executing their negotiation strategies will cover all the ILOs.</p>			

ANNEX A:**Rubric for Professionalism, Engagement and Contribution**

NEGOTIATION RUBRIC 1 Professionalism, Engagement and Contribution			
Trait/Behaviour	Performance Levels		
	Scant		Well-developed
<u>Professionalism</u> <ul style="list-style-type: none"> • Attends classes. • Informs in advance when unable to attend. • Is Punctual • Gives attention in class • Provides evidence of having prepared for the week's exercises and role plays. • Responds to emails and instructions for class 			
<u>Engagement and Contribution</u> <ul style="list-style-type: none"> • Shares experiences during class debriefs. • Contributes own views on the topic at hand. • Builds on views and comments of peers. • Expands the scope of discussion by asking relevant fresh questions or thoughtful reframing of issues. • Contributes to the learning of the class. • Provides constructive and substantive feedback to counterparties on the online feedback platform on eureka. 			

ANNEX B:**Rubric for peer feedback****[See Appendix 2.1 for explanation of traits and guidelines]**

NEGOTIATION RUBRIC 2 Peer Feedback			
Trait/Behaviour	Performance levels		
	Scant		Well -developed
Describes the specific strategy/words/behaviour of interest	Few specifics; only labels without explanation or commentary		Describes the specific words/ action
Describes how the strategy/words/ behaviour of interest was or were <u>perceived by</u> counterparty (yourself) and <u>the impact</u> of these on the negotiation.	Does not set out perception and impact of the action described		Explains how that action was interpreted and the impact this had.
Makes specific recommendations/ action steps for review and improvement	No or not actionable recommendations		Suggests thoughtful and actionable recommendations.

ANNEX C:**GUIDELINES FOR PEER FEEDBACK PROCESS**

The giving and receiving of feedback are key parts of the learning of this course. The aims are:

- *To help you understand and enable you to help your counterparties learn and be aware of what behaviours and actions have an impact on the negotiation process and outcome.*
- *To enable them to do the same for you.*

Guidelines for receiving feedback: Be Open for Feedback

1. Listen carefully. Try to understand what the giver of the feedback means and ask for clarification where needed. For example, if your counterparty shares that he/she thought you were “aggressive”, you should follow up with questions such as:
 - Please help me understand what you mean by aggressive: What did I do that gave you this impression? What did I say? What words did I use that made you think this way? What was the impact on you?
2. Focus and think about what the counterparty is saying. Try not to defend or reject what you are hearing. It is not unusual to react emotionally to feedback. Try to control the emotions and listen.
3. When you feel that the feedback is relevant, show that you think it is.
4. When you feel that the feedback is not relevant (at least at that point in time), thank your counterparty for the feedback and go back to think about it.
5. All of us have blind spots. For feedback that you think is off base, a good way to test this is to share the comments with someone close to you and whose views you trust. Get this person’s views on the comment that you received.

Guidelines for giving feedback

1. **Describe – do not judge or interpret. This is much harder than it sounds – because we interpret almost instantaneously based on our observations**
 - In the example above, using the term “aggressive” is a judgement and an interpretation of actions, not a pure description. It is a label that means different things to different people, and which can have positive or negative connotations depending on the context.
2. Do when giving feedback, **try to avoid labels and be as specific as possible.** Describe specific actions, specific words and specific behaviours that you feel had an impact on you and the negotiation process and outcome.
3. Your feedback must be about negotiating behaviours and actions that can be changed. Avoid general comments about the person
4. **Separate intent from impact:** What you perceived or felt may not have been what the counterparty intended. Do not try to assign intent or motives or look for explanations. Just describe what you perceived and how you interpreted the actions and behaviours.
5. Focus on “I”, not “You”. E.g. “I felt that...”, “I perceived that as being...” This perspective focuses on how actions/behaviours/words/ affected you (the impact) and not the other party’s intent (which you do not know).
6. Share the impact of counterparty’s behaviours and actions on you and your strategy.

ANNEX D:

Rubric for Effectiveness in Delivery to Persuade and Influence, Comportment and Presentation during Negotiation.

Negotiation Rubric 3		
Delivery Effectiveness will be assessed via ONE online negotiation which will be recorded on ZOOM		
Trait/Behaviour	Performance Levels	
	Scant	Well-developed
Adopts Professional Postures, Gestures, Facial Expressions,	Poor posture, gestures and expressions that distracts or detracts from import of message.	Upright and relaxed posture, gestures help to reinforce message and promote interaction
Maintains appropriate eye contact	Seldom looks at camera or at the screen; often looks away or down at notes	Good eye contact (looks at the camera), which helps to convey engagement and promote interaction
Manages Vocal Expression: Tone, Pace, Enunciation	Flat tone that does not convey interest in interaction; pace of speaking is not effective (too fast?); words are swallowed, not well enunciated.	Tone conveys engagement, pace facilitates understanding, words are enunciated.
Adopts Professional language and speech: Word choice, appropriate salutations, minimizes fillers	Little attention paid word choice, inappropriate salutations e.g., “you guys”; many fillers in speech “uhm, ya, like”.	Thoughtful word choice, appropriate salutations, no or few verbal fillers.
Messaging and Interaction Quality <ul style="list-style-type: none"> • Pleasantries. • Articulates and substantiates proposals. • Asks questions, shows interest in other side’s perspective • Clarifies, restates, summarizes. • Institutes turn-taking strategies. • Adopts a professional stance. 	Messages require much clarification or are misunderstood; questions and responses are not well considered; either hogs the stage or does not assert “presence” in the interaction (lets other side speak all the time).	Messages are clear; questions and responses to questions are well considered; maintains pace of interaction through purposeful exchange of information and turn taking strategies.

ANNEX E:**Rubric for Learning and Development Journals**

Negotiation Rubric 4 Learning and Development (L&D) Journals Individual Written Assignments are due on morning of class in Teaching Weeks 6, 9 and 13			
Trait/Behaviour	Performance Levels		
	Scant		Well-developed
<u>The Experience</u> <ul style="list-style-type: none"> Provides a clear and detailed <u>description</u> (not a commentary) of the implementation of the strategy, and the reasons for the chosen strategy. Provides a detailed assessment of the effectiveness of the strategy. 			
<u>Link to theory</u> <ul style="list-style-type: none"> Links one theory/concept to the strategy described in section 1, and explains the theory/concept correctly. Readings are correctly and fully referenced. 			
<u>Lessons and Action Steps</u> <ul style="list-style-type: none"> Summarises the lessons learnt from the experience. Describes 2 specific action steps that student will carry out to be more effective in a similar situation in future 			
<u>Integration, Synthesis and Writing</u> <ul style="list-style-type: none"> Coherently integrates all sections of the paper Uses acceptable style, with good command of language and grammar. 			