



COURSE INFORMATION

Effective Negotiating

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Description and Purpose:

Effective negotiating is crucial for success in any managerial, leadership, or professional role. For some roles, formal negotiations are required in order to create durable agreements such as those seen in sales contracts, strategic alliances, and transfer pricing. For other roles, informal negotiations are more important because differences between/among co-workers, departments, business units, and organizations must be bridged through influence rather than formal authority.

The negotiations course is focused on concepts, tools, and techniques that can be used to create effective formal and informal agreements. Fundamental challenges of distributive (i.e., competitive) and integrative (i.e., cooperative) negotiating are examined, as are issues related to coalition formation, emotions, and ethics. Attention is also given to issues that can affect bargaining in a culturally diverse environment. In-class exercises are emphasized in order to develop specific skills. At the end of the course, each class member should be able to better diagnose negotiation situations and adopt effective strategies and tactics for those situations.

Materials

Readings Packet 1 – Available through Study.Net

http://www.study.net/r_mat.asp?crs_id=30152511

Readings Packet 2 – Available through UH Electronic Library Resources

<http://guides.lib.uh.edu/MANA7332>

Exercise Packet – Available through iDecisionGames

<https://idecisiongames.com/promo-home?code=Effective-Negotiating-2021>

Evaluation System

Participation

Learning in this course occurs primarily through in-class exercises (a.k.a., simulations). Thus, effective participation in exercises is critical. In order to promote this participation, each class member's preparation and contributions will be assessed for most exercises. Peer assessments as well as self-assessments will be used.

Outcomes of negotiation exercises also will be assessed. The quality of each negotiated agreement will be judged by the instructor in light of the announced goals for the pertinent exercise.

Finally, participation during general class discussions of exercises and readings will be assessed (in order to promote colleague-to-colleague learning and a lively classroom environment). Contributions to these discussions will be evaluated by the instructor. Important considerations will be:

- Prudent listening – Are you carefully listening to your colleagues' comments?
- Interaction – Are you demonstrating a willingness to interact with your colleagues?
- Relevance – Are you providing rich insights related to the issues being discussed?
- Understanding – Are you generally enhancing your colleagues' learning experiences?

There is an attendance policy. No member of the class may miss more than two class sessions without penalty. Missing more than two class sessions will result in a penalty of one grade level for the course (e.g., a shift from A- to B+) (additional absences will result in additional penalties). If a class member must miss a class session, it is his/her responsibility to notify the instructor at least 24 hours before the relevant session. This policy is crucial for high-quality experiential learning based on the exercises and for smooth logistics related to those exercises. If, however, events related to the ongoing pandemic suggest that changes are needed to the attendance policy, then such changes will be made. Extenuating circumstances beyond the pandemic also will be considered.

Two Diagnostic Analyses

For two key negotiation exercises, each member of the class will critique his/her own negotiating strategies/tactics, as well the strategies/tactics of 1) a teammate and 2) colleagues on the other team. In these critiques, the debriefings of the exercises as well as

concepts and frameworks found in our readings will provide the evaluation criteria. Rich use of the debriefing material as well as the relevant reading material will be critical for success in these important assignments. In addition, video recordings of the negotiations will be available and should be used in the assessments. Additional instructions will be provided as the semester unfolds.

The first analysis will be focused on a negotiation that involves licensing a TV show. The negotiation will take place on September 28th and the analyses will be due on October 9th. The second analysis will be focused on a negotiation that involves a supplier dispute. This negotiation will take place on October 26th and the analyses will be due on November 6th.

The written analyses should be no longer than 1800 words (approximately three single-spaced pages in length based on one-inch margins and 12 point Times-Roman font or equivalent). Tables, figures, and brief appendices will not count against the page limit.

Self-assessment for a Real Negotiation

Each member of the class formally and/or informally engages in negotiations in everyday life (for those without professional negotiations, there are negotiations with landlords, automobile sales persons, home buyers/sellers, partners on study-teams at Bauer, spouses/partners, and so on). After selecting a recent negotiation, each class member will assess his/her approach and outcomes. These assessments should be no longer than 1800 words. Tables, figures, and brief appendices will not count against the page limit. The due date will be November 30th. Additional guidelines/advice will be provided.

Total Potential Points:

Participation	100 points (33.3 points for each of three components)
Analysis 1	100 points
Analysis 2	100 points
Negotiation Assessment	100 points

	400 points

The final course grade will be based on the following standard scheme:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	00-59%

Administrative Details

I do not anticipate any issues with academic honesty. Such issues are rare among graduate students at quality schools. Even so, I will remind everyone that UH has a strong policy governing honesty (see the Student Handbook). For additional inputs, see the course-specific honor code that appears at the bottom of this page.

While I fully intend to follow the roadmap delivered through this course document, I do reserve the right to make any changes that might enhance our collective learning experiences.

I will make reasonable accommodations for any students with documented disabilities.

In order to maintain a level playing field for all members of the class, I will penalize late written assignments.

I will abide by recent inputs from the UH Provost regarding Covid 19 (please see last two pages of this syllabus).

Honor Code for Negotiations Courses (courtesy of Jeanne Brett, Northwestern University)

The honor code applies to this course as follows:

- You may not show your confidential role information to others before or during the negotiation, though you may tell others what you wish during the negotiation. You also may share confidential information after the negotiation (inside of the class).
- You may use any strategy, short of physical violence, to reach agreement, including misrepresentation. However, in selecting a negotiation strategy it is important to remember that a strategy may have ramifications that go beyond the particular negotiation in which you used it.
- You may not make up facts that materially change the power distribution of the exercise (e.g., your family just bought the major competitor of the company with which you are currently negotiating). The other party would have no way of checking your made-up material facts in the simulation environment.
- It is not appropriate to search the web for information about the exercise.
- It is not appropriate to borrow or download notes, discuss exercises, or share exams with people outside of your section.
- All materials used in this class including, but not limited to handouts, exercises, cases, discussion questions, charts, and graphs have copyright protection and may not be used for purposes other than the educational experience of this class without my written consent of the instructor.
- Class discussion stays in class. You may not record any part of this class without my consent. You may not post any materials from this class on the internet.

Course Schedule and Assignments

Sessions	Core Readings¹	Exercises²
Session 1 (August 31) <i>(Fundamentals of Negotiating)</i>	None	Recruitment of a New Employee Purchase of a Solar Energy Company
Session 2 (September 7) <i>(Distributive Negotiating)</i>	The Surprising Power of Questions (Brooks & John, <i>Harvard Business Review</i>) (UHEL) To Move or to Wait (Gunia, <i>Business Horizons</i>) (UHEL) Batten Down the Anchors (Gunia, <i>Business Horizons</i>) (UHEL)	Intra-firm Technology Transfer
Session 3 (September 14) <i>(Integrative Negotiating)</i>	Investigative Negotiation (Malhotra & Bazerman, <i>Harvard Business Review</i>) (UHEL) Putting More on the Table (Medvec & Galinsky, <i>Negotiation Newsletter</i>) (SN) Betting on the Future (Bazerman & Gillespie, <i>Harvard Business Review</i>) (UHEL)	Real-estate Development
Session 4 (September 21) <i>(Integrative Negotiating)</i>	Effective Pie-Expanding Strategies (Thompson, <i>Mind and Heart of the Negotiator</i>) (SN) Negotiating in a Team (Mehta & Stein, <i>IESE Technical Note</i>) (SN) Pioneers, Drivers, Integrators, and Guardians (Johnson et al., <i>Harvard Business Review</i>) (UHEL)	Licensing a TV Show
Session 5 (September 28) <i>(In-class Learning Consolidation)</i>	None	None
Session 6 (October 5) <i>(Multiparty Negotiating)</i>	Three Keys to Navigating Multiparty Negotiations (Mannix, <i>Negotiation Newsletter</i>) (SN) Bend Their Reality (Voss, <i>Never Split the Difference</i>) (SN) Emotion and the Art of Negotiation (Brooks, <i>Harvard Business Review</i>) (UHEL)	Purchase of an Airline
Session 7 (October 12) <i>(Multiparty Negotiating)</i>	Multiple Parties, Coalitions, and Teams (Thompson, <i>Mind and Heart of the Negotiator</i>) (SN) Being Nice in a Negotiation Can Backfire (Jeong et al., <i>Harvard Business Review</i>) (UHEL)	Setting up a Technology Alliance
Session 8 (October 19) <i>(Difficult-Two-Party Negotiating)</i>	How to Deflect Difficult Questions ... (Bitterly & Schweitzer, <i>Harvard Business Review</i>) (UHEL) Hardball Tactics (Lewicki, Saunders, & Barry, <i>Negotiations</i>) (SN) Beware Your Counterpart's Biases (Bazerman, <i>Negotiation Newsletter</i>) (SN)	Real-estate Acquisition
Session 9 (October 26) <i>(Difficult Two-party Negotiating)</i>	Beware "Yes" – Master "No" (Voss, <i>Never Split the Difference</i>) (SN) Don't Like Surprises? (Susskind, <i>Negotiation Newsletter</i>) (SN)	Supplier Relations
Session 10 (November 2) <i>(In-class Learning Consolidation)</i>	None	None
Session 11 (November 9) <i>(Difficult Two-Party Negotiating)</i>	How to Manage Your Negotiating Team (Brett et al., <i>Harvard Business Review</i>) (UHEL) When Winning Is Everything (Malhotra et al., <i>Harvard Business Review</i>) (UHEL)	Development of an Advertising Deal
Session 12 (November 16) <i>(Cross-cultural Negotiating)</i>	Getting to Sí, Ja, Oui, Hai, and Da (Meyer, <i>Harvard Business Review</i>) (UHEL) Culture and Negotiation (Brett, <i>Negotiating Globally</i>) (SN)	Cross-Cultural Challenges
Session 13 (November 23) <i>(Virtual Negotiating)</i>	How to Negotiate – Virtually (Movius, <i>Harvard Business Review</i>) (UHEL) 5 Practical Ways to Ace a Virtual Negotiation (Thompson, <i>Fast Company</i>) (SN)	Aerospace Investment
Session 14 (November 30) <i>(Integration and Wrap-up)</i>	Be Your Own Best Advocate (Kolb, <i>Harvard Business Review</i>) (UHEL) Scoring a Deal (Ames et al., <i>Columbia Business School Case Works</i>) (SN)	Entertaining an Outside Offer

¹ The designation "SN" indicates that a reading is located on our Study.Net site (http://www.study.net/r_mat.asp?crs_id=30152511).

The designation "UHEL" indicates that a reading is located on our UH electronic library site (<http://guides.lib.uh.edu/MANA7332>).

² Exercise materials can be found on our iDecisionGames site (<https://idecisiongames.com/promo-home?code=Effective-Negotiating-2021>).

About the Instructor

C. Chet Miller

C.T. Bauer Professor of Organizational Studies

Since working as a shift manager and subsequently completing his graduate studies, Professor Miller has taught full-time at Baylor University, Wake Forest University, and the University of Houston. At Baylor, he served as Director of the Center for Executive Education. At Wake Forest, he served as Associate Dean for Faculty Affairs and as Academic Director for the Executive MBA Program. Professor Miller is an active member of the Academy of Management and the Strategic Management Society. Awards and honors include: Outstanding Young Researcher Award (Baylor University); Best Research Award (*Academy of Management Review*); and teaching awards from Wake Forest University, the University of Houston, and Duke University (he has been a guest instructor at Duke).

Professor Miller has worked with a number of managers and executives. Through management development programs, he has contributed to the advancement of individuals from such organizations as ABB, Bank of America, Krispy Kreme, La Farge, Red Hat, State Farm Insurance, and the United States Postal Service. His focus has been leadership, strategic visioning, and high-involvement approaches to managing people.

Professor Miller's published research focuses on the functioning of executive teams, the design of organizational structures and management systems, and the design of strategic decision processes. His work has appeared in *Harvard Business Review*, *Organization Science*, *Academy of Management Journal*, *Journal of Management*, *Academy of Management Review*, *Academy of Management Executive*, *Academy of Management Annals*, *Strategic Management Journal*, *Journal of Organizational Behavior*, *Journal of Behavioral Decision Making*, and *Advances in Strategic Management*.

University of Houston COVID-19 Information
Office of the Provost
Fall 2021

Face Covering Policy

To reduce the spread of COVID-19, the University strongly encourages everyone (vaccinated or not) to wear face coverings indoors on campus including classrooms for both faculty and students.

Presence in Class

Your presence in class each session means that you:

- Are NOT exhibiting any **Coronavirus Symptoms** that makes you think that you may have COVID-19
- Have NOT tested positive or been diagnosed for COVID-19
- Have NOT knowingly been exposed to someone with COVID-19 or suspected/presumed COVID-19

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see **Student Protocols** for what to do if you experience symptoms and **Potential Exposure to Coronavirus** for what to do if you have potentially been exposed to COVID-19. Consult the (select: **Undergraduate Excused Absence Policy** or **Graduate Excused Absence Policy**) for information regarding excused absences due to medical reasons.

COVID-19 Information

Students are encouraged to visit the University's **COVID-19** website for important information including on-campus testing, vaccines, diagnosis and symptom protocols, campus cleaning and safety practices, report forms, and positive cases on campus. Please check the website throughout the semester for updates.

Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent **vaccine information**, consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA

guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through email.