

## Seattle University NEGOTIATION SKILLS – MGMT 5380-01

Albers School of Business & Economics

Spring 2018 Thursdays 18:00 – 20:40 P204

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**TEXTS :** (G) **GETTING TO YES**, Fisher & Ury, 2nd Edition, Penguin Books  
ISBN# 0-14-015735-2  
(B) **BARGAINING FOR ADVANTAGE**, Shell, Penguin Books  
ISBN# 0-14-303697-1 *Additional readings will be assigned.*

**COURSE DESCRIPTION:** This course is designed to develop business negotiation skills. It will focus on resolving conflicts in a positive manner for all sides. This course will provide instruction about how to craft a strategy for negotiation that is based on clear analysis of key stakeholders and their interests, and how to implement that strategy effectively. Students will examine how to evaluate opposing interests, develop options for agreement, and manage conflicts. Instructional materials and teaching methods will demonstrate the principle that even the most ingenious strategy will fail if not artfully implemented...and that being very persuasive does little good unless it is in service of a carefully conceived plan. Critical thinking and communications will be emphasized throughout the course. Overall, the course is aimed at enabling students to become more effective in the role of negotiator, advisor, team member, and leader.

### **SUMMARY COURSE SCHEDULE - MAY BE REVISED BASED ON CLASS PROGRESS**

Apr 5 1: **Introduction and Overview**

Apr 12 2: **Positions and Interests** (G 1, 2, 3) (B 1, 2, App A)

Apr 19 3: **Optimal Outcomes** (G 4, 5) (B 3, 4, App B)

Apr 26 4: **Power and Leverage** (G 6) (B 5, 6) Quiz 1

May 3 5: **Team Negotiations** (G 7) (B 7, 8)

May 10 6: **Complex Negotiations, Part 1** (G 8) (B 9, 11)

May 17 7: **Team Negotiations, Part 2** (G Parts IV, V) (B 10, 12)

May 24 8: **International Negotiations** Quiz 2

May 31 9: **Alternative Forms of Negotiation**

Jun 7 10: **Personal Negotiations**

Jun 14 11: **Final Exam**

### Course Learning Objectives

- Increase understanding of the principles, strategies and techniques of negotiation
- Develop the attributes and practice the skills of effective negotiators
- Improve outcomes in negotiations
- Enhance problem solving/critical thinking
- Enhance team skills
- Enhance communication skills

### Seattle University Graduate Learning Outcomes

Upon completing their graduate studies, Seattle University students will:

1. Demonstrate mastery of competencies required in their profession or field.
2. Demonstrate effective communication in speech and in writing.
3. Exhibit professional integrity, ethical leadership, and effective collaboration skills.
4. Recognize and address moral and ethical challenges within their professions as informed by the Jesuit Catholic tradition.
5. Assess personal and professional levels of commitment to service for a just and sustainable world as informed by a global perspective.
6. Develop a professional perspective focused on life-long learning that is informed by the knowledge and skills of their graduate education.

### Course Methods

This is an experiential course is designed to improve negotiation skills through instruction, discussion, readings, reflective and analytical writing, case studies and repeated practice. By using a variety of feedback sources, skill-building exercises, and debriefings, the class will increase negotiating effectiveness through improved self-awareness, earned self-confidence and increased insightfulness and sensitivity to others. The techniques covered in the course can be used by all who want to strengthen their skills and to improve their effectiveness at structuring sustainable negotiated agreements.

Students will participate in numerous negotiation simulations, discuss their experiences and submit written summaries that examine in-class activities in connection with assigned readings. Class attendance is essential in order to participate in the negotiation simulations and other exercises. There are no make-ups of negotiation sessions. Therefore, attendance will have an impact upon your grade. The other essential component of class participation is students' active and thoughtful participation in class discussions and other activities.

In most in-class exercises, students will be assigned different roles to play and/or positions to take for purposes of the negotiation. Take your assigned roles seriously. Although you are not expected to be gifted with special acting skills, it is expected that each student will make every effort to play the role assigned to him/her with conviction and with character. Good role playing can increase the effectiveness of the entire exercise, both for you and for the other participants. Keep in mind that you will not necessarily fully understand the purpose of your role in the overall structure of the negotiation until after we discuss the results in class.

### Out-of-Class Negotiation Assignment

Students build and retain stronger skills if they use the principles discussed in class to negotiate issues of personal importance. To aid in such skill transfer, all students will conduct **one out-of-class negotiation**, in which there is a real and personal stake in the outcome, and write a summary of the experience.

To complete this assignment, students must **first select a classmate to serve as “coach.”** Coaches will provide assistance with: (a) preparation prior to the negotiation, and (b) feedback on the negotiation performance itself. Next, identify a **personal, professional, or academic situation** in which you have an interest in negotiating an agreement. This must be a “real” negotiation—e.g., you may not “negotiate” for a car or TV that you have no realistic intentions of purchasing or selling at this time. Students should prepare for the session and get input from their coach **prior** to the negotiation. Then they should arrange for the coach to observe them during the negotiation (For example, have your coach accompany you for a face-to-face negotiation or listen on an extension for phone negotiations.) If that is not possible, the coach should be

contacted as soon as possible after completion of the negotiation, for example, by telephone to debrief and discuss what happened during the negotiation. Coaches should serve *ONLY* as observers; they may *NOT* directly participate in the negotiations. Finally, coaches will provide written feedback after the negotiation has been completed, and this will be included in the written summary submitted by each student.

Students will write an analysis of their experiences using this feedback and their own personal observations. They should attach or include: (a) their *coach's written feedback* on *both* the preparation and negotiation, and (b) their own negotiation preparation worksheets. The written summary should be  $\leq 2,000$  words.

### **Grading**

We will be focusing on practice of negotiation techniques, not on achieving predetermined benchmark results. Someone who has paid the highest price in a given negotiation exercise will not necessarily be graded any differently than someone who paid the least. Therefore, outcomes in negotiations are not a factor in grading. It is expected that all will strive to get good deals, and success in this regard will be its own reward.

### **General Policies**

No recording of lectures. Class attendance is essential in order to participate in the negotiation exercises. Therefore, attendance will have an impact upon your grade. Obviously, there are no make-ups of negotiation sessions, except that one personal negotiation can be submitted in lieu of one in-class exercise. Please be advised that the Academic Honesty Code of Seattle University will be strictly enforced. <https://www.seattleu.edu/registrar/academics/performance/>

Limit any in-class computer use to course-related functions only. This syllabus is a projected course schedule only and is not intended to create a contract. Course schedule is subject to change at any time in the sole discretion of the instructor. Registration for and participation in the course indicates acceptance of these terms and conditions.

**Disabilities:** If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

### **Typical Scoring/Grading Guide (May be changed based on class progress.)**

Weekly Negotiation Reports	45	A = 100% to 96%	A- = 95% to 91%
Quiz 1	25	B+ = 90 to 86%	B- = 85% to 81%
Quiz 2	25	C+ = 80% to 76%	C- = 75% to 71%
Personal Negotiation	40	D+ = 70% to 66%	D- = 65% to 61%
<u>Final Exam</u>	<u>40</u>	E = Below 61%	

TOTAL POINTS 175

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