

NEGOTIATION BOOT CAMP: PERSONAL MASTERY IN THE ART OF NEGOTIATING (MG300)

Course duration: 54 hours lecture and class time (Over three weeks)

LSE Teaching Department: Department of Management

Lead Faculty: Dr Jonathan Booth

Pre-requisites: Students will need to fulfil ONE of the following two prerequisites:

1. Introductory negotiation course (to the level of MG209) and a university level introductory course in psychology, sociology, political science, management, or economics; OR
2. Evidence practical experience with negotiation that one has had on-the-job and/or in other professional capacities. Potential students should include in their application a brief summary (no more than one page) describing their negotiation experience.

Note: Because this course is primarily practical, all students must already be familiar with basic negotiation concepts (e.g., BATNA, reservation point, integrative bargaining, expanding the pie, etc.).

Course Overview:

Aims: Negotiation Boot Camp is a supportive and challenging course aimed at those wishing to master the art of negotiation using five pedagogical elements:

1. Mastering evidence-based best practices through disciplined negotiation practice and challenges;
2. Intensive, practical peer and instructor feedback;
3. Opportunities for structured self observation, evaluation, and crafting a personal development plan;
4. Development of personal negotiation style that leverages personal negotiating strengths and minimizes liabilities of personal weaknesses;
5. Identification of ideal negotiation settings and situations that fit their personal style; and practice in creating these situations when top performance is most likely.

Content: The course is built on students conducting actual negotiations in nearly every session, and using the negotiation experience for group discussion and individual feedback. Three themes run throughout this course:

Theme 1: Self-knowledge. Focus on understanding your own negotiating style, strengths, weaknesses, opportunities (unknown strengths), and blind-spots (unknown weaknesses) using self reflection, classroom exercises, and peer feedback.

Theme 2: Situational agility. Focus on diagnosing different negotiation situations, social contexts, and negotiation relationships with others, as well as learning how to figure out what others' styles and motives are. Finding out how to use one's own style, strengths, and weaknesses in the best way possible to fit different situations.

Theme 3: Personal mastery. Focus is on mastering the use of ones' own style and strengths by engaging in negotiation exercises throughout the course, and by increasing the difficulty and intensity of those exercises as the course progresses. Focus is also on reinforcing the learning so that it can be used outside the classroom setting.

Example strengths, weaknesses, opportunities, and blind-spots you may wish to identify and focus on are as follows:

1. Asserting your interests and point of view.
2. Managing your emotions.
3. Understanding the motivations and feelings of other parties.
4. Recognizing and capitalizing on opportunities to create value.
5. Establishing your trustworthiness.
6. Dealing with people who have different negotiating styles than your own.
7. Getting the maximum possible in the agreement.
8. Managing the negotiation process.

Pre-requisites: Introductory negotiation course (to the level of MG209). Because this course is primarily practice, all students must already be familiar with basic negotiation concepts (e.g., BATNA, reservation point, integrative bargaining, expanding the pie, etc.). We will also accept students who have practical experience with negotiation through their working life, if that experience is described in a brief summary (no more than 1 page) and included in the application.

Students should read Thompson's *The Mind and Heart of the Negotiator*, Pearson Educational International (any edition) OR Lewicki et al.'s *Negotiation*, McGraw-Hill (any edition) prior to the first day of class. This is imperative.

Text: L. Thompson, *The Mind and Heart of the Negotiator*, Prentice Hall (any edition will do).

Or

Lewicki et al. *Negotiation*, McGraw-Hill (any edition will do) Lewicki, R., Saunders, D., & Barry, B.

Table of contents:

Part I Essentials of Negotiation

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|-----------|--|
| Chapter 1 | Negotiation: The Mind and Heart |
| Chapter 2 | Preparation: What to Do Before Negotiation |
| Chapter 3 | Distributive Negotiation: Slicing the Pie |
| Chapter 4 | Win-Win Negotiation: Expanding the Pie |

Part II Advanced Negotiation Skills

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| Chapter 5 | Developing a Negotiating Style |
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- Chapter 6 Establishing Trust and Building a Relationship
- Chapter 7 Power, Persuasion, and Ethics
- Chapter 8 Creativity and Problem Solving in Negotiations

Part III Applications and Special Scenarios

- Chapter 9 Multiple Parties, Coalitions, and Teams
- Chapter 10 Cross-Cultural Negotiation
- Chapter 11 Tacit Negotiations and Social Dilemmas
- Chapter 12 Negotiating via Information Technology

Assessment:

The assessment in this course will be divided into two elements: participation in classroom-based negotiation simulations, feedback and self-reflection exercises and a two-hour, unseen written examination.

Lecture & Class Attendance & Participation: 10%

Provide evidence that you're showing up to class on-time; using Negotiation Planning Document; active in your negotiations and participating in class.

Reputation Index: 20%

The Reputation Index is an end-of-course peer assessment tool. Students have the opportunity to rate one another, awarding them "votes" for good or bad negotiation reputations.

Students are required to complete the Index. Students are also required to make comments for every negative vote they give. Students who receive negative comments from their peers will obtain the feedback 'blind' from Salma Raheem. RI evaluations will be turned into numerical grades as follows:

- + 2 points if a student gets a "Good" evaluation by someone who had direct experience with him/her.
- b. + 1 point if a student gets a "Good" evaluation by someone who did not have direct experience with him/her.
- c. - 2 points if a student gets a "Bad" evaluation by someone who had direct experience with him/her.
- d. -1 point if a student gets a "Bad" evaluation by someone who did not have direct experience with him/her.

When all the points received by every student are entered, an absolute total score will be created for each student (combination of the + scores and – scores). These absolute scores will be scaled against the 20 points one can receive from this exercise. Typical distribution of 'points' runs from 20 points for the most positive reputation to 8-10 points for the most negative reputation.

All “C” votes (i.e., *partner contributed to my learning*) and comments carry over into extra credit in the Class Participation grade.

Feeding Back the Reputation Index. Salma Raheem will provide students with their + scores, - scores, absolute score, point for the RI in the grading scheme, and all the comments that have been made about them.

Daily Planning, Feedback & Reflection:

Prior to each negotiation, you will want to prepare and complete the *Negotiation Planning* document.

After each negotiation, you will provide your negotiation partner(s) feedback. Additionally, you will want to complete the following:

- *Partner Reaction Checklist and Peer Assessment* documents
- *Subjective Value Inventory – Self-Reflection*
- *Negotiation Journal*

In the journal, you will be commenting and keeping track of your progress related to the following questions:

1. Briefly, what happened in the simulation, role-play (or 'real-life negotiation') -- that is, provide a brief overview of the key events.
2. What did you learn about yourself from this experience?
3. What did you learn about the behaviour of others from this experience?
4. How does this experience compare to others that you have had in similar or comparable circumstances?
5. What did you learn about bargaining or conflict from this situation?
6. What would you do the same or do differently in the future, or how would you like to behave in order to perform more effectively?

4

Mid-Term – Personal Negotiation Assessment: 20%

1. From your peer- and self-appraisals you receive throughout the course (captured in the documents above), you will write a 1,000 word essay answering the following questions. You are encouraged to use evidence from your daily planning, feedback, and reflection.
2. Do I enjoy bargaining? Do I enjoy being in situations of conflict, and/or do I enjoy attempting to persuade others to my point of view? Why?
3. Do others see me as a good bargainer? Am I seen as strong or weak? Am I perceived as one who gives in easily, or holds out too long, or knows when to make concessions and tradeoffs?
4. How do I see myself in relation to the question in (2) above?
5. How effective am I at persuading others? How effective are my verbal skills to argue my points?
6. At what time do I feel most competent in bargaining? Least competent?

7. How do I respond when I hold the power in a situation? How do I respond when I have little or no power in a situation?
8. Overall, what are my major strengths and weaknesses as a negotiator, and what kind of learning goals must I set for myself for the future?

Two-hour, unseen written examination: 50% (related to self-development, open book)

Supplementary Reading:

- StyleMatters online conflict style assessment tools, Riverhouse ePress (2010)
- Difficult Conversations: How to Discuss What Matters Most by Bruce Patton, Douglas Stone, and Sheila Heen (2000)
- Crucial Conversations: Tools for Talking When Stakes are High by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler (2002)
- Women Don't Ask: The High Cost of Avoiding Negotiation--and Positive Strategies for Change by Linda Babcock and Sara Laschever (2007)
- Ask for It: How Women Can Use the Power of Negotiation to Get What They Really Want (2008) by Linda Babcock and Sara Laschever.
- Getting to Yes: Negotiating Agreement without Giving In by Roger Fisher, William L. Ury, and Bruce Patton (2003, revised 2nd edition)
- Getting Past No: Negotiating with Difficult People (1992) by Roger Fisher and William Ury.
- Getting Ready to Negotiate (Penguin Business) by Roger Fisher and Danny Ertel (1995)
- Building Agreement: Using Emotions as Your Negotiate (2007) by Roger Fisher and Daniel Shapiro.
- The Psychology of Conflict and Conflict Management in Organizations, edited by Carsten K. W. De Dreu and Michele J. Gelfand (2008).
- Negotiation (2010, 6th edition) Lewicki, R., Saunders, D., & Barry, B.
- Negotiation: Readings, Exercises, and Cases (McGraw-Hill) by Roy J. Lewicki, David M. Saunders, and Bruce Barry (2010).
- The Art and Science of Negotiation. (1990, new edition) Howard Raiffa.
- Winning Negotiations (2011) by Harvard Business Review.

Course Outline

Day	Lecturer	Lecture	Class	Prepare After Class
Mon	JB	Overview of Syllabus, Appraisal, Feedback, Reflection Giving & Receiving Feedback Personal Bargaining Inventory <i>(Lewicki, Saunders, & Barry)</i>	Class (1.5 hr) <i>Administrative Class</i> <i>Review Appraisal, Feedback and Reflection</i> <i>Cover 'How To Complete' a Negotiation Planning Document</i>	Complete Negotiating Style Assessment Begin Negotiation Planning for Pacific Sentinel
Tue	JB	Negotiation Warm-Up and Style Assessment Getting Our Feet Wet: UGLI Exercise <i>Medical Equipment</i> <i>Pacific Sentinel (HBS Publishing)</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i>	Complete Negotiation Style Assessment & Communication Competence
Wed	JB	Communication & Two Party Negotiation <i>Negotiating Style Assessment</i> <i>Communication Competence</i> <i>(Lewicki, Saunders, & Barry)</i> <i>Nonverbal Communication – Ekman and microexpressions</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i>	Begin Negotiation Planning for Viking Investments
Thu	JB	Communication & Two Party	Class (1.5 hr)	Begin Negotiation Planning for El Tek

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		Negotiation Day 2	<i>Complete Negotiation Journal</i>	
		<i>Ekman and microexpressions: Identifying nonverbal training</i>	<i>Subjective Value Inventory</i>	
		<i>Bakra Beverage (PON)</i>	<i>Partner Reaction Checklist & Peer Assessment</i>	
		<i>Viking Investments (DRRC)</i>		
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Fri	JB	Two Party – Advanced Integrative (Team)	Class (1.5 hr)	Begin Negotiation Planning for Cobalt
		<i>El Tek (DRRC)</i>	<i>Complete Negotiation Journal</i>	If you have not begun your Personal Negotiation Assessment essay, this is a <i>gentle</i> reminder that it is due on Tuesday of next week.
			<i>Subjective Value Inventory</i>	
			<i>Partner Reaction Checklist & Peer Assessment</i>	
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Mon	JB	Two Party – International, Real World <i>Cobalt (DRRC)</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i>	Begin Negotiation Planning for Towers Market Complete Personal Negotiation Assessment
Tue	JB	Multiparty, Multi-Issue Group Negotiation <i>Towers Market Negotiation (DRRC)</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i>	Finish Personal Negotiation Assessment Turn-in Personal Negotiation Assessment to Salma Raheem at beginning of lecture
Wed		Boot Camp Review & Feedback	(All Day Feedback for Students)	Begin Negotiation Planning for Elmwood Hospital
Thu	JB	Alternative Dispute Resolution and Mediation <i>Elmwood Hospital exercise (Lewicki, Saunders, & Barry)</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i> <i>Receive Reputation Index</i>	Begin Negotiation Planning for Negotiating Corporate Change Begin Reputation Index (and over the weekend)
Fri	JB	Multiparty, Managing Relationships <i>Negotiating Corporate Change (HBS publishing)</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i>	Begin Negotiation Planning for HarborCo Reputation Index to be turned-in later in the programme.

Mon	JB	Multiparty, Multi-Issue Complex Negotiation <i>HarborCo (DRRC)</i>	Class (1.5 hr) <i>Complete Negotiation Journal</i> <i>Subjective Value Inventory</i> <i>Partner Reaction Checklist & Peer Assessment</i>	Reputation Index to be turned-in later in the programme.
Tue	JB	Advanced Multiparty, Multi-Issue Negotiation <i>One Company</i>	Class (1.5 hr) Review for Exam <i>One Company Group Feedback</i>	
Wed	JB	Boot Camp Review & Feedback	(All Day Feedback for Students) <i>Turn-in Reputation Index to Salma Raheem</i> <i>Make sure Salma Raheem has your email contact to send you your Reputation Index Report</i>	
Thu		Study	Study	
Fri		EXAM		

Credit Transfer: If you are hoping to earn credit by taking this course, please ensure that you confirm it is eligible for credit transfer well in advance of the start date. Please discuss this directly with your home institution or Study Abroad Advisor.

As a guide, our LSE Summer School courses are typically eligible for three credits within the US system and 7.5 ECTS in Europe. Different institutions and countries can, and will, vary. You will receive a digital transcript and a printed certificate following your successful completion of the course in order to make arrangements for transfer of credit.

If you have any queries, please direct them to summer.school@lse.ac.uk