

Syllabus
BUS 275f Spring '09
Module I – Thursday Classes

TRANSNATIONAL NEGOTIATIONS
Fighting Fires Without Burning Bridgessm

Professor Steven P. Cohen

Textbook: *Negotiating Skills for Managers*

Steven P. Cohen

McGraw-Hill, 2002

Important caveats to which all students should pay attention:

1. YOU ARE EXPECTED TO BE HONEST IN ALL OF YOUR ACADEMIC WORK. POTENTIAL SANCTIONS INCLUDE FAILURE IN THE COURSE AND SUSPENSION FROM THE UNIVERSITY. IF YOU HAVE ANY QUESTIONS ABOUT MY EXPECTATIONS, PLEASE ASK.
2. IF YOU ARE A STUDENT WITH A DOCUMENTED DISABILITY ON RECORD AT BRANDEIS UNIVERSITY AND YOU WISH TO HAVE A REASONABLE ACCOMMODATION MADE FOR YOU IN THIS CLASS, PLEASE SEE ME IMMEDIATELY. PLEASE KEEP IN MIND THAT REASONABLE ACCOMMODATIONS ARE NOT PROVIDED RETROACTIVELY.

And now information about the course:

A. Course Objectives and Philosophy Negotiation is not a competitive sport. When negotiators treat the process as combat that assumes there will be winners and losers. In the real world, people who feel as if they have lost are not likely to be enthusiastic about fulfilling an agreement they resent. In the global marketplace negotiators need

- Flexibility
- An understanding of how to deal with cultural differences, and
- Tools for managing the negotiation process in order to maximize the likelihood of reaching wise and lasting agreements.

This course is highly interactive.

For further background information you are encouraged to visit Professor Cohen's website: www.negotiationskills.com

B. Grading and Course Requirements

Approximately 20% of your grade will be based on the papers you will write and your preparation for various class assignments.

10-15% of your grade will reflect your performance on a brief, written mid-term quiz in which you will demonstrate your comprehension of the core concepts presented in the course.

Approximately 20% of your grade will be based on your analysis and suggestions for resolving real life negotiation problems you will be presented.

The remaining 45% will reflect course participation. Participation will be evaluated based on the following:

- 1. Attendance at all course sessions**
- 2. Active and imaginative participation in all exercises – including preparation. Your relative ‘success’ at getting the ‘better deal’ will not be considered relevant in the grading process – although your understanding of why a given result was reached will have a significant impact on your learning experience.**
- 3. Active contributions to class discussion, including asking ‘dumb’ questions or making ‘dumb’ points that aid in the learning process.**

Anticipated Course Schedule and Outline (subject to modification)

Each session will include one or more exercises or role-plays

Students should read *Negotiating Skills for Managers*, Steven P. Cohen published by McGraw-Hill before the course. The homework between sessions will include preparation for some role-plays and the writing of brief papers.

ALL HOMEWORK ASSIGNMENTS ARE SUBJECT TO MODIFICATION

ALL PAPERS MUST BE SUBMITTED BY EMAIL BY MIDNIGHT BEFORE EACH CLASS SESSION TO tnc@negotiationskills.com

Session 1, 15 January

HOMEWORK TO BE COMPLETED BEFORE THIS SESSION:

Complete reading of chapters 1 – 5 of the textbook

Introduction to Interest-based negotiation

The characteristics of a good negotiator

Interest-based negotiation and positional bargaining

The 3 Cs of Interests

Communicating across obstacles – the prisoner’s dilemma

Communication

Session 2, 22 January

HOMEWORK DUE FOR THIS SESSION:

A. Complete reading of the textbook

B. First Student papers due by midnight, Wednesday night, 21 January – must be emailed to Professor Cohen at tnc@negotiationskills.com

Write five-page paper describing one or two of your negotiation experiences – discussing your strategy and that of the parties with whom you negotiated, your interests and theirs, and how you would analyze the process and its outcome

- C. Prepare for Sally Soprano role-play
- a. Do not discuss or work on your preparation for the role-play with other people in the class.
 - b. Create a list of stakeholders (the Negotiators, their Constituents, and Other Interested Parties) and then list and prioritize their interests.
 - c. Use this information to develop a negotiation strategy and possible outcomes.
 - d. Preparation: Using an Interest Map® to
 - Prepare for negotiation
 - Bring about buy-in
 - Develop a strategic plan
 - Encourage creativity

Introduction to BATNA

Introduction to The Negotiator's Interest Map®

Session 3, 29 January

HOMEWORK DUE FOR THIS SESSION:

:

Prepare for Harborco role-play – with members of your Harborco group – and not other members of the class.

- i. Draw an initial interest map
- ii. Develop your negotiation strategy
- iii. Create coalitions with other parties in order to maximize your gains

Negotiation Ecology

Developing and maintaining coalitions in multi-party, multi-issue negotiations

Monitoring the pursuit and fulfillment of commitments

Session 4, 5 February

Brief mid-term exam and 2nd paper due

There will be a brief Quiz at the beginning of the class session

HOMEWORK DUE FOR THIS SESSION:

Second Paper due by midnight, Wednesday night 4 February, emailed to Professor Cohen at tnc@negotiationskills.com

Write an analysis of what you observed in your own and other students' negotiation practices during the role-plays, with a particular focus on any cultural differences you have observed among your classmates. This paper may also focus on other opportunities

you have had outside of class which to observe cultural differences in negotiation styles or techniques.

Internal and external negotiations

Getting into the heads of members of your own team and representatives of other negotiating teams

Dealing with cross-cultural issues

Session 5, 12 February

HOMEWORK DUE FOR THIS SESSION:

3rd Student paper: Role-plays must be received by midnight, Wednesday 11

February – emailed to tnsc@negotiationskills.com

Write a role-play based on your experience or situations you have observed, with instructions for the parties.

- One or two of these role-plays may be utilized in the final class session.
- These role-plays may be written by individual students or groups of students.

There will be more detailed instructions given regarding the writing of the role-plays.

Price and Value

Negotiation strategies

Session 6, 27 February

Negotiating in the ‘real world’ – dealing with issues raised in students’ negotiating experiences

Student-written role-plays

The End of the Beginning

Applying negotiation techniques to real world examples

The Seven Pillars of Negotiational Wisdom©