15.665 Power and Negotiation

MIT Sloan
Fall 2018

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Class Meetings:
Section A: Thursdays 3:00-6:00pm E51-345
Section B: Thursdays 6:30-9:30pm E51-345

Course Overview
We negotiate every day—with bosses, colleagues, clients, salespeople, landlords, romantic partners, roommates, and many others. Although we negotiate all the time, many of us have not systematically studied the science of negotiation. This course offers scientific tools to empower you in negotiations.

This course will train you to become a more effective negotiator through reflected experiences. Over the semester, you will engage in 15 different negotiations, and reflect on each of these experiences. In addition, you will practice the art of giving and receiving feedback.

RECOMMENDED READINGS
For those who wish to dive more deeply into the topics covered in class, the following books and articles are recommended:

- Several practice-oriented articles (e.g., how to negotiate a job offer) are posted on Canvas.
GRADING

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<tr>
<td>Attendance &amp; Participation</td>
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<td>Assignments</td>
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<td>Final project (optional)</td>
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» Attendance & Participation (50%)
Because this course is so experiential, punctual attendance to all sessions is mandatory. Since negotiation partners are typically assigned in advance, your absence will compromise not only your own learning experience, but also the learning experience of your counterparts. In some negotiations, five or more students could be negatively affected by your absence. Likewise, since negotiation exercises often start at the beginning of the class, a late arrival can cause disruption.

If you believe that you have a truly extenuating circumstance (e.g., bereavement, family emergency), you must notify both me and the TA at least 24 hours before class. Per Sloan policy, personal reasons such as job interviews, vacations, and weddings do not constitute extenuating circumstances. Any unexcused absence, switch, late arrival, or early departure will cause a severe grade penalty.

Please consider carefully whether to enroll in this class given the strict attendance policy.

Your classroom participation will be noted and evaluated in terms of the quality of your contribution and insights. High-quality participation tends to have the following properties:

- Build upon the comments of classmates
- Offer a unique but relevant perspective
- Link class concepts to current events or personal experiences
- Draw connections with previously discussed topics

» Assignments (35%)

- In-class feedback reports (15%). After negotiation exercises, students will complete several online reports to provide feedback to their negotiation partners and themselves.
- Pre-negotiation preparation documents (10%). For several sessions, students will upload a document in advance of the session. These may include an overall strategy outline, talking points, and/or a quantitative model that summarizes valuation of negotiation elements.
- Video analysis (5%). Students will analyze a recording of their own in-class negotiation.
- Email negotiation (5%). Students will engage in an email negotiation with a classmate outside of class, and submit a follow-up analysis.

Please see the last page for the assignment schedule, and see Canvas for the details of each assignment. Late assignment submissions will be subject to grade penalty (per Canvas time).

All written assignments for this course should use 12-point Times New Roman font, double-spaced pages, and 1-inch page margins on all sides.
» Optional Final Project (15%)
You may complete an optional final project that is aimed to help you reflect on the negotiation principles learned in this class. The final project is optional, because I understand that some students may have other commitments and priorities over an “A” in this class. To receive an “A”/“A-” in this class, it is necessary (but not sufficient) to complete one optional final project, which is due in Session 10 (November 15).

Option 1: Real-World Negotiation Analysis

This analysis should focus on a real-world negotiation or conflict. It could be about your own experiences (e.g., a job negotiation, a personal conflict), or about a public event (e.g., negotiations involving North Korea). The paper could analyze an event that happened in the past or is currently unfolding, including the background and context, the parties involved, the dynamics of the negotiation or conflict, and the consequences. An effective analysis would feature some observations about what went well/poorly and how things might have gone differently. Creative approaches are encouraged. The overarching objective is to think carefully about a real-world negotiation or conflict and apply some of the concepts and tools featured in the course.

The paper should range from 5 to 7 double-spaced pages. We may feature a few presentations (on a voluntary basis) in our final class session.

Option 2: Create Your Own Negotiation Exercise

For this optional final project, you will have the chance to create your own negotiation exercise for others. The goal of the exercise is to unleash your creativity and bring an important negotiation lesson to life. The negotiation can be between two or more parties. Good exercises are not necessarily those with many issues or parties; rather, they are designed to elicit outcomes that highlight valuable take-away points. Creativity and clarity matter more than length.

One point of inspiration for this exercise may be a negotiation or conflict that you have seen in the news or experienced personally. It could cover a topic that we have already discussed, presented in a novel context, or a concept we did not cover in class.

The case should include: 1) role information for each party involved (length can vary but will typically be between 2-3 pages), and 2) an overview document (3-4 pages in total) that highlights the context of your exercise, possible negotiation outcomes you might expect (can be in the form of a graph or chart), and key takeaways from your exercise.

» Bonus (1%)
You can earn a bonus point by sharing one video clip related to negotiation principles or class content. The video clip should be novel (e.g., you shouldn’t just search for “negotiation video” on YouTube), and can be one edited by yourself. The clip should be no more than 10 minutes. Please send it to both the professor and the TA, along with a concise 1-page explanation about the negotiation principles or the class content illustrated.
NAMEPLATE
Please bring your MIT nameplate to all classes.

ROLE-PLAY GROUND RULES
• You may NOT show your confidential role materials to other parties, even after the negotiation is over. We will debrief all exercises together.
• Although you can improvise and try different negotiation strategies, you may NOT make up information that materially changes the cases.
• Avoid any behavior that verges on physical intimidation, sexual harassment, or personal abuse.
• Do not discuss any exercises or outcomes with people outside of class.

CELLPHONE & LAPTOP POLICY
No electronic device is allowed during class unless otherwise instructed.

PLAGIARISM
Non-negotiable. A plagiarism-detection system will be used for student assignments.

EXERCISES, RECORDS, AND RESEARCH
Because this class encourages you to experiment with different negotiation styles and tactics, I will never grade you based on your negotiation outcomes. A central element of this course is the production of new information about negotiation. What this means is that some of the classroom exercises double as research investigations. In many cases, you’ll be asked to complete confidential questionnaires before or after the experience. This also fits the philosophy of the course: Almost all of the exercises you will experience have been studied in previous research projects in former classes, like yours. Students from those classes have contributed to your learning experience. By participating in new research projects, you contribute to the experiences of future students. In every case, these new exercises are designed to maximize both learning value and research potential. We’ve had a lot of practice satisfying both these criteria in the past, so don’t worry about experiencing new exercises. They help keep the course fresh. If you would not like the outcomes of your participation in this course to be included – anonymously – in our research database, please email me (lu18@mit.edu) as soon as possible. Approved on 15-Nov-2001, MIT IRB Protocol #0403000325, Expires on: Oct-2018.
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