PubH 6578  
Negotiation Strategies  
Spring 2015

Credits: 2  
Meeting Days: Mondays (Term B)  
Meeting Time: 3:30-6:30  
Meeting Place: TBA  
Instructor: Lori Abrams  
Office Address: D262 Mayo  
Office Phone: 612-626-9953  
Fax: 612-626-8328  
E-mail: lja@umn.edu  
Office Hours: By appointment

I. Course Description

Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their own outcomes. The central issues of this course deal with understanding the behavior of individuals, groups and organizations on the context of competitive situations.

II. Course Prerequisites

MHA student or instructor permission

III. Course Goals and Objectives

The purpose of this course is to understand the theory and process of negotiation in a variety of settings. This course is designed to be relevant to the broad spectrum of negotiation problems that are faced by managers and professionals.

This course is designed to complement the technical and diagnostic skills learned in other courses in the MHA Program. The basic premise of this course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills are needed to get these accepted and implemented. This course will allow participants the opportunity to develop these skills experientially and to
understand negotiation in useful analytical frameworks. As such, considerable emphasis will be placed on simulations role-playing and cases. The following is a list of course objectives:

- To gain a broad understanding of the central concepts in negotiation
- To develop confidence in negotiation as an effective means for resolving conflicts in health care organizations. This objective is accomplished by providing you with negotiation experience, which includes learning how to evaluate the advantage and drawbacks if alternative.
- To improve your ability to analyze the behavior and motives of individuals, groups, and organization in settings that have both competitive and cooperative elements.

IV. Methods of Instruction and Work Expectations

Participation (25% of grade)

This class is comprised of lectures, discussions and exercises. You must participate in all exercises, as they are the core of the course. Your absence from class disrupts the exercise experience for yourself and your classmates. Each person is given a role for all of the class negotiations at the start of the class. Failure to attend class leaves your classmates without a negotiation partner. Thus, failure to participate will reduce your grade one full letter grade per absence. If your absence cannot be avoided it is your responsibility to call me in advance and find a substitute. Your substitute must be coached and ready to go when class begins. Punctuality is also important as some exercises start at the beginning of class and require the entire class period. Failure to show up for an exercise on time will also result in a grade reduction. If you miss more than one exercise or more than one class you will be required to drop the course.

Class participation is an integral part of the learning process. Numerous identical negotiations take place in each class. Although roles given to students are the same, the results of the negotiation are often different. Class participation of all students provides a better understanding of the different tactics that may be used in the negotiation exercise. It is expected that you are fully prepared for each exercise in advance and that you are ready to provide useful contributions to the class discussions that follow the exercise based upon the readings and your experience.

Reflection Papers (75% of Grade)

The papers should analyze the process and outcome of a negotiation. The reflection paper should not be a record of the details of the negotiation. Papers should incorporate class discussion, the readings and your personal experience to analyze what you have learned during the negotiation experience. Reflection papers should address the following issues:

   You must incorporate the theory from the readings and class discussion into your analysis.
2. How did the actual process and outcome compare to the predictions in the readings? You must incorporate ideas from the readings.
3. What did you learn about yourself? How effective was your negotiation strategy? 4. What would you do differently next time? Why?

The Reflection papers should be 3-4 double spaced pages. Please make a copy for each individual involved in the negotiation. Since I cannot observe each negotiation and provide feedback, I hope that you will do this for each other. Please retain a copy of your paper. Students must turn all assigned reflection papers on time. Late papers will not be graded. Reflections are based on the negotiation experience prior to the due dates (see schedule). Each is worth 25% of your grade. You are required to turn in three papers. The first paper is due on April 7, the second paper is due on April 21 and the third paper is due on May 5. You may choose the cases you wish to reflect on.
### V. Course Text and Readings

- Required text: “Getting to Yes” by Fisher, Ury and Patton
- Course packet available at the Bookstore
- Lecture notes available on WebCT

### VI. Course Outline/Weekly Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Debrief Case</th>
<th>Read</th>
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<td>3/23</td>
<td>Introduction to course</td>
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<td></td>
<td>Introduction to Negotiation</td>
<td><strong>New Recruit</strong></td>
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<td>3/30</td>
<td>Integrative Negotiation</td>
<td>Debrief case</td>
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<td>Communication/Conflict</td>
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<td>4/6</td>
<td>Integrative Negotiation</td>
<td>Debrief case</td>
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<td>Negotiation: <strong>Baxter</strong></td>
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<td>4/13</td>
<td>Social Dilemmas</td>
<td>Debrief case</td>
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<td>Negotiation: <strong>FGT</strong></td>
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<td>4/20</td>
<td>Third party negotiations</td>
<td>Debrief Case:</td>
<td>TBA</td>
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<td>Negotiation: <strong>Supplier</strong></td>
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<td>4/27</td>
<td>Group Negotiation</td>
<td>Debrief Case:</td>
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<td>Negotiation: <strong>Bio-pharm</strong></td>
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<td>5/4</td>
<td>Making the pie bigger</td>
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<td>Negotiation: <strong>Commodity</strong></td>
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- **Read:** Getting To Yes. Fisher and Ury
- **Read:** Reitz, Wall & Love. Ethics in negotiation: Oil and water or good lubrication?
- **Read:** Sebenius, James K. Six Habits of Merely Effective Negotiators Harvard Business
- **Read:** Bazerman, Max. Biases (Chapter 2) Judgement in Managerial Decisions making
- **Read:** Cialdini, Robert B. Harnessing the Science of Persuasion HBR 2001
- **Read:** Folger and Poole Face Saving (Chapter 5) Working through conflict
- **Read:** Lewicki, et al. Interdependence
- **Read:** Lax, D.A. and Sebenius, 3D Negotiation HBR November 2003
- **Read:** Hammond, Keeny, and Raffia. The Hidden Traps in Decision Making. HBR January 2006
- **Read:** Vanover, M.. Getting things done through Coalition. Negotiation
- **Read:** Thompson, Leigh.: Groups and Teams: Multiple Parties at the Bargaining table
- **Read:** Kramer, R.M. The more the merrier? Research on Negotiation in Organization
- **Read:** Subramanian,G. and Zeckhauser R. : Negotiauctions HBR February 2005
- **Read:** Lerner, J.S. and Shonk, K. Create Accountability, Improve Negotiations HBR 2006
VII. Evaluation and Grading

25% Participation
25% First Reflection Paper
25% Second Reflection Paper
25% Third Reflection Paper

The grading scale is: 94-100=A, 90-93 = A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 66-69=D+, 64-66=D, 60-63=D-, <60=F.

This course is offered A/F only.

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A- 3.667
B+ 3.333
B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B- 2.667
C+ 2.333
C 2.000 - Represents achievement that meets the course requirements in every respect
C- 1.667
D+ 1.333
D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.
VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you
have additional questions, please clarify with your instructor for the course. Your instructor can respond to
your specific questions regarding what would constitute scholastic dishonesty in the context of a particular
class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources,
if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate
circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events,
subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not
include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and
integrating the educational experience. However, broadly disseminating class notes beyond the classroom
community or accepting compensation for taking and distributing classroom notes undermines instructor
interests in their intellectual work product while not substantially furthering instructor and student interests in
effective learning. Such actions violate shared norms and standards of the academic community. For
additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment
“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or
physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with
an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or
academic environment in any University activity or program. Such behavior is not acceptable in the
University setting. For additional information, please consult Board of Regents Policy:

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to
race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status,
veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all
students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to
provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health,
sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding
equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please
contact your instructor as early in the semester as possible to discuss how the accommodations will be
applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained
relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of
motivation. These mental health concerns or stressful events may lead to diminished academic performance
and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.
The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

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