Negotiating Through Difference: 
Communication and Conflict Management 
MGMT 421-B 
DRAFT SYLLABUS: SUBJECT TO CHANGE 

Section 3: 
Tu 8:30a-11:20a, A-301  

Section 4: 
W 8:30a-11:20a, A-301  

NOTE: Given that this an experiential course, the negotiation exercises are crucial to its learning points, and thus the coursepacket will be a required purchase, without which you will be unable to participate in the negotiations. 

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Office hours: By appt  
TAs: TBD  

COURSE GOALS AND OBJECTIVES 

This course focuses on how to use negotiation skills to resolve conflicts and negotiate complex agreements. It will build skills that will enable students to manage and thrive when working and negotiating with those different from themselves. Difference can take many forms: people are culturally different from one another, have different goals in their organizations and in their careers, have different needs they must fill, and have different beliefs about how best to work with others. By acquiring both intellectual frameworks and experiential practice facing conflicts and complex agreements with both single and multiple parties, students will gain crucial experience and habits that will allow them to approach potentially contentious situations with confidence and poise. 

How do communications break down during disagreement, and how can this be prevented? In situations already rife with conflict, what are the best approaches to bringing parties back into a negotiation mindset? What are the best ways to engage with other negotiators that not only want different things, but go about getting them in different ways than one is used to? How does one
deal with the complexities that arise in negotiations with more than two parties? There will be a review of integrative principles in week 1, so it is possible to take this course without having taken an introductory course in the past, however previous familiarity with integrative negotiation will be helpful.

This course is grounded in negotiation exercises which push students to learn through doing. These exercises are buttressed with readings, lecture, and debriefings to contextualize information, provide strategies, and illustrate how those strategies play out for different people in different contexts. Every class will involve a negotiation exercise, sometimes more than one. The learning that occurs in the course will involve exercises and simulations that draw on students' current experiences in the class as well as their previous experiences in negotiation and teams outside of Anderson. The course design has two key features:

1. **Experiential Learning**: Students will face a variety of role plays and challenges pertaining to key aspects of managing and negotiating conflict in teams.

2. **Applied Learning**: Students will reflect on their learnings as they relate to important concepts and frameworks presented in class and in the readings.

Learning objectives include preparing students to:

1. Differentiate between different types of conflict and apply appropriate conflict management techniques.
2. Collaborate more effectively with diverse team members.
3. Negotiate more effectively in complex multi-party and team settings.
4. Assess and evaluate root causes of team conflict.

**COURSE FORMAT**

The core content of this course will be a series of team activities, multi-party negotiation exercises, cross-cultural negotiations, and conflict-driven interactions. The exercises will be grounded in theory and readings, with lecture and in-depth class discussion allowing students to share their personal experiences and learn from the successes and failures of others as well as their own.

In general exercises will not be graded; when every failed strategy means a reduced grade, students engage in low-risk, conservative behaviors that limit learning and growth. Thus, by leaving outcomes ungraded but discussing them openly in class, students have the opportunity not only to practice negotiating, but also to push themselves, to try strategies that put them outside their comfort zones, and to engage in the learning behaviors most likely to provide real insight and growth. Students will have the opportunity not only to see how they respond to a variety of negotiation situations, but also to begin the lifelong process of understanding how others are likely to respond in those same situations.
GRADING

Your grade will be based upon:

1. Class participation 20%
2. Planning documents and surveys 40%
3. Leadership Plan Update 40%

Description of Graded Assignments

You are not graded on the outcomes of your negotiations. The reason you are not graded on your outcomes is to encourage you to experiment with different strategies and techniques. Use this to your advantage, and select strategies and goals that will help you learn and grow your skillset to the greatest extent possible.

1. CLASS PARTICIPATION

The readings are assigned to be read after the exercise. Please do not read ahead. I have selected readings to reinforce the learning points of the exercises, and you will best be able to benefit from the readings if you read them after the exercise. The concepts will be more comprehensible after you negotiate rather than before. Similarly, you will best be able to learn about your strengths and weaknesses in negotiations by approaching the exercises using what you have learned about negotiations to date. Foreknowledge of the concepts could prevent mistakes that are a critical part of the learning process.

You are expected to be prepared for class and to actively participate in all class discussions and negotiation exercises. Class discussion is for analyzing negotiation exercises. Our goal is to determine why things happened, so we will do better next time. You should reflect, once your negotiations are over, about how well your preparations actually prepared you, what worked and what surprised you at the table, any regrets you might have (“If only I...”), and what lessons you have learned that you plan to use in future negotiations. Your participation in class discussion will be evaluated on the quality of your contributions and insights. You will be evaluated on the quality of your contribution to class discussions. Quality comments possess one or more of the following properties:

1. Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation)
2. Contribute to moving the discussion and analysis forward
3. Build upon the comments of your classmates
4. Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
2. PLANNING DOCUMENTS

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. Thus, you must plan for every exercise; this often requires that you come to class with a written planning document that will help guide you through the negotiation.

The planning documents will help you structure your negotiation experience. Preparation and reflection will help instill the thoughts and behaviors you need to negotiate successfully. Planning documents will enable you to fully understand the nature of the particular negotiation exercise and develop strategies that will maximize your outcomes. Specifically, they will help you prepare fully for the role you will play in each negotiation exercise.

You are encouraged to complete a planning document before all negotiations. You are required to submit a planning document for three of the four negotiations you will prepare for Weeks 2-5; it is your choice which negotiation not to submit a planning document for. Your planning document must be typed. Submit one copy of your planning document to CCLE by the start of class and bring a copy to class so that you can use it as a reference during your negotiation.

A template for the planning document can be found at the end of this syllabus.

Part of your participation grade will also be comprised of thoughtful completion of the online surveys throughout the course. The first survey will be due a few days before class begins; other surveys will be due upon the completion of your negotiation in class, or before the beginning of the following week’s class.

3. LEADERSHIP PLAN UPDATE

At the start of the MBA program, you submitted a personal leadership plan for your first assignment in Leadership Foundations. For your last assignment in Communications II, we would like you to review, reflect upon, and update your plan. For the update, please do the following three things:

Part 1: Peer Interview
Interview two peers at UCLA Anderson to help you answer the questions below:

1) What have they noticed about your development during your time at Anderson?
2) What are the two most important things that each peer learned from you, during their time at Anderson? How have you positively impacted their time at Anderson?
3) What constructive feedback can they give you to further your leadership development once you graduate?

Part 2: Individual Reflection
Review the profile of your leadership strengths and weaknesses that you wrote in your original leadership plan. Update your profile so that it represents you now. Apply specific concepts and lessons from your Communications II class to your assessment, as well as a more general
introspection of how your experiences in the Anderson MBA program have influenced your leadership development.

Part 3: Individual Prospection
Apply what you’ve learned in Communications II to provide a focused description of the leadership skills you would like to work on and a detailed description of all the formal and informal ways you plan to do so over the next five years post Anderson. This statement should be specific and concrete, not like a generalized “New Year’s Resolution.”

This assignment will be graded based on your candid self-reflection, in-depth feedback conversation with your peers, and specificity of your leadership plan. Please be assured that no one other than the faculty instructor and TA for your section of Comm. II will read your Leadership Plan.

Your updated Leadership Plan should be no longer than four double-spaced pages with one-inch margins all around and a readable (meaning 11- or 12-point) font. You should be able to access your original leadership plan from Turnitin (accessed from the course list on my.ucla.edu link). Please be sure to upload your new plan as a separate submission to the course’s Turnitin link.

COURSE POLICIES

ATTENDANCE POLICY

This course has a strict attendance policy. You may miss one negotiation without penalty if you provide me with 2 weeks advance notice. If you do not provide advance notice regarding an absence, you will lose a third of a letter grade. If you miss a second negotiation (even with advance notice), you will lose a third of a letter grade. If you anticipate difficulties attending class you should consider taking the course another time.

The attendance policy for this course is strict because the negotiation exercises are a critical component of the class. If you miss a negotiation exercise, not only will you lose out on the learning process, but your classmates’ learning will also be affected. In some negotiations, six or more students could be affected by the absence of a single student.

If you do not receive your role assignment and materials for the following week’s negotiation, it is your responsibility to follow up with the Head TA before class to obtain the materials.

USE OF COMPUTERS AND MOBILE DEVICES IN CLASS

Laptops with internet access will be required for participating in some of the negotiation role-playing exercises.

Students are NOT permitted to surf the web, check e-mail, or engage in instant messaging during class time. If you choose to violate this rule, your participation grade will suffer.
Video-taping/audio-taping during class is prohibited without the instructor’s prior approval.

**HONOR CODE**

All members of the UCLA Anderson community -- the faculty, the staff, and the students -- are expected to abide by a code of ethics befitting a quality academic institution. Honesty and trust are the cornerstones of such conduct. Members of this community manifest their confidence in the honor system by maintaining the highest standards of personal conduct; by voicing their commitment to ethical behavior; and by refraining from extraordinary precautions and other distrustful behavior. Furthermore, community members contribute to an atmosphere of trust by preventing temptations for dishonesty. Should the behavior of either an individual or a group appear questionable, it will be evaluated within the guidelines of fair and just procedures to determine the appropriate actions. The honor code applies to all activities in this course.

Please note: In order to deter and detect plagiarism, online tools and other resources are used in this class.

**THE HONOR CODE APPLIES TO THE NEGOTIATIONS CLASS AS FOLLOWS:**

- You are expected to be prepared and on time for all classes.
- You are expected to participate actively in class discussions.
- Class discussion stays in class.
- It is inappropriate to borrow notes, discuss cases, or share exams with people outside of class.
- **Copyrighted material:** Materials used in this class including but not limited to handouts, exercises, cases, discussion questions, charts, and graphs are copyrighted and may not be used for purposes other than this class without the written consent of the instructor.
- **Group work:** Group assignments are to be completed in consultation with members of one's own team, without the aid of other teams. You should not discuss the assignment with members of other teams or with students who have completed the assignment in the past.
- **Written work:** All written work should be the original product of the individual or group members. If you refer to another person’s ideas or work, you must indicate the source (published or unpublished). Accessing materials from students who have taken this or similar courses at this university or other universities is considered a violation of the honor code.

**GUIDELINES FOR NEGOTIATION EXERCISES**

- **You may not show your confidential role instructions to the other parties at any point** in time, even after the negotiation. You are free to tell the other parties whatever you would like about yourself during the negotiation.
• **Stay in role during the negotiation** and do not discuss the case with the other party even after the negotiation is complete. You may discuss the negotiation with them after it has been debriefed in class.

• **Never assume material is identical even if a classmate is playing the same role, unless you are specifically told that you can share information and strategize together.**

• Although you can improvise and use different negotiation strategies, **you may not create facts that materially change the case.**

• You may use any strategy, short of physical violence, to reach agreement. But, in selecting a negotiation strategy it is important to remember that a strategy may have consequences that go beyond the particular negotiation in which it was used. Keep in mind, reputations developed in class can have long-term consequences.

• It is inappropriate to discuss the cases or anyone’s outcomes with people outside of class.
### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Daytime Class</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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| Week 1        | Introduction and Team Negotiations | • “Four Key Concepts: Your Starting Points”  
• “Strength in Numbers: Negotiating as a Team” by Elizabeth Mannix | A brief introductory survey will need to be completed a few days before class. |
| Week 2        | Conflict and Disputes | • “Three Approaches to Resolving Disputes: Interests, Rights, and Power” by William L. Ury, Jeanne M. Brett, and Stephen B. Goldberg  
• “When Negotiations Get Ugly: Dealing with Irrationality, Distrust, Anger, Threats, and Ego” | Planning document* |
| Week 3        | Mediation | • “The Mediator as Negotiation Adviser,” by Stephen B. Goldberg  
• “5 Ways Managers Can Enhance Their Mediating Skills: The Mediator Mindset” by Kandarp Mehta and Ignacio Ripol  
• “Be a Mirror” | Planning document* |
| Week 4        | Cross-Cultural Negotiations | • “Cross-Cultural Negotiation” | Planning document* |
| Week 5        | Multi-Party Negotiations | • “Three Keys to Navigating Multiparty Negotiations” by Elizabeth Mannix | Planning document* |
| Week 6        | Leadership Development Plan | (due one week after last class session) | |

*Only three of the four possible planning documents are required; students may select which three negotiations they submit a planning document for.
APPENDIX A: SAMPLE PLANNING DOCUMENT

Name: ________________________________
Negotiation: ___________________________
Role: _________________________________

What issues are most important to you? (List in order of importance)
1. 
2. 
3. 
4. 
5. 

What is your BATNA? Reservation Price? Target?

What are your sources of power?

What issues are most important to your opponent? (List in order of importance)
1. 
2. 
3. 
4. 
5. 

What is your opponent’s BATNA? Reservation Price? Target?

What are your opponent’s sources of power?

What is your opening move and why? What strategies would help you create and claim maximum value? What tendencies of yours might interfere with this and what are you planning to do to offset these tendencies? (500 word minimum)