FUNDAMENTALS OF NEGOTIATION ANALYSIS

MLD-220M A/C
SYLLABUS: FALL 2017

<table>
<thead>
<tr>
<th>SECTION A/C</th>
<th>SECTION EMAILS</th>
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</table>
| Tuesdays & Thursdays:  
  Alpha (A): 10:15 a.m. - 11:30 a.m.  
  Gamma (C): 1:15 p.m. - 2:30 p.m.  
  Starr Auditorium  
  Tuesdays: 4:30 p.m. ~ 8:00 p.m.  
  Tuesday Check-In: 4:30 p.m., Starr Auditorium | Alpha: Negotiations.Alpha@gmail.com  
Beta: Negotiations.Beta@gmail.com  
Delta: Negotiations.Delta@gmail.com  
Gamma: Negotiations.Gamma@gmail.com |

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<thead>
<tr>
<th>COURSE COACHES</th>
<th>FACULTY ASSISTANT</th>
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</table>
| Alpha and Gamma  
  Sarah Canny and Stephen Delaney | Jean Dombrowski  
  (jean_dombrowski@harvard.edu)  
  L211A, (617) 495-1320 |
| Beta and Delta  
  Tess Byars and Dan Hanrahan |

I. COURSE DESCRIPTION

Why Negotiation Matters: Creating Public Value Through Joint Action in Multi-Stakeholder Environments

This course introduces students to the fundamentals of negotiation analysis and practice. All sections of the course will introduce the same conceptual frameworks, both analytic and behavioral, which are vital for sharpening understanding and improving performance in negotiation.

Being a skillful negotiator is a prerequisite for creating public value, particularly for leaders working within and across the public, private, and non-profit sectors. Analytic and interpersonal negotiation skills are essential for building operational capacity, legitimacy, and support for important policy choices and collective action. To be effective agents of social change—especially in organizations, enterprises, and networks where formal authority is insufficient for advancing policy goals—entrepreneurial change agents must mobilize coalitions across diverse interest groups to negotiate agreements that are acceptable to a broad range of stakeholders. Managers often face strong resistance from capable and well-resourced adversaries who have a vested interest in the status quo or an outcome counter to
the manager’s goals. Public managers are better equipped to see their ideas put into action if they can:

- anticipate structural, institutional, and cross-cultural barriers to agreement;
- assess no-agreement alternatives;
- diagnose incentives and underlying interests;
- engage in backward mapping and sequencing to build winning coalitions;
- trade on differences to generate value-creating, sustainable agreements;
- synchronize internal/external negotiations;
- manage intra-team dynamics;
- resolve disputes even when others are becoming emotional or appear irrational;
- think strategically and act opportunistically to reset the negotiation table;
- understand the vital role of ethics in negotiation;
- and design agreements that create maximum value on a sustainable basis.

II. COURSE OBJECTIVES
This course introduces students to the theory and practice of negotiation. The ability to negotiate successfully rests on a combination of analytical and interpersonal skills.

- **Analytical skills** are important because negotiators cannot develop promising strategies without a deep understanding of context, structure, relevant interests, opportunities, barriers to agreement, and possible moves and countermoves in any negotiation.
- **Interpersonal skills** are important because negotiation is essentially a process of communication, relationship and trust building, and mutual persuasion.

III. COURSE ENROLLMENT

- **Enrollment**: Course enrollment is automatic by MPP1 cohort section. No exemptions or section changes are permitted. MLD-220M is open to MPP1 students only. MPP students will not be allowed to enroll in MLD-222M, which is a very similar course designed for non-MPPs. MLD-220M serves as a prerequisite for MLD-223M (Negotiating Across Differences), and MLD-280 (Advanced Workshop in Multiparty Negotiation and Conflict Resolution). MLD-280 and HLS-2195 (the HLS Negotiation Workshop) may not both be taken for credit.
- **Future Learning**: Interested students who have demonstrated exceptional potential in their written work and substantive contributions to class participation may submit a formal application for MLD-280 (Advanced Workshop in Multiparty Negotiation and Conflict Resolution) after successful completion of MLD-220M. Finalists will participate in a competitive interview process for admission to the workshop. Up to six MPP1 students will be admitted by Professor Mandell to the MLD-280 January workshop. All MPP1 students are welcome to bid for MLD-280 through the HKS Registrar's office.

IV. ASSIGNMENTS AND GRADING

**Required Textbook**: Students in MLD-220M will read:


*Students must purchase this text; it is available for purchase at the COOP.*
Course grades will be calculated using the following three components:

1. **Participation: 35%**
   This component of the grade is divided equally between participation in negotiation exercises and debriefs and the quality of your individual and learning team contribution to class discussion.
   - **Attendance**: Attendance at all class sessions and Tuesday evening exercises is mandatory. Unexcused absences are not permitted. You will lose 10% from your final grade in the course for each unexcused absence from a negotiation exercise.
   - **You must contact MPP Program Director Eleni Cortis and Professor Mandell directly to excuse any absence.**
   - **Punctuality**: On-time arrival to all classes and Tuesday evening exercises is mandatory. Professor Mandell will begin each lecture at exactly the scheduled time. Students who arrive after he begins lecturing will be considered late and will not be awarded any participation credit for that session.
   - **Learning Teams**: You are expected to prepare each case analysis with your assigned Learning Team. Contributions to your Learning Team will be graded at the end of the module using a peer evaluation.
   - **Cold Calling**: Randomly selected learning teams and individuals will be cold-called to lead off discussion regarding cases, exercise debriefs, and weekly readings.
   - **Exercise Preparation**: Students are expected to fully complete a Green Preparation Sheet (GPS) in advance of each Tuesday night exercise.
   - **Negotiation Performance Review**: You will meet with Professor Mandell for five minutes at the end of the course to further strengthen your reflective practice skills. Students must be prepared to speak critically about their negotiation performance.

2. **Reflective Practice Journals: 25%**
   Completing the Reflective Practice Journal (RPJ) after an exercise is an essential component of your experiential learning. Each journal question will be graded based on the degree of comprehensive self-reflection and depth of reflective thinking captured from your negotiation experience. In order to complete the Reflective Practice Journal, **all students are required to bring their laptops to Tuesday’s simulation exercises**. The journal will be completed electronically and must be submitted to the Teaching Team before you leave on Tuesday evening (see page 7 for exercise-specific deadlines). Your negotiation exercise results will not be used in determining your final course grade.

3. **Individual Negotiation Memorandum: 40%**
   The final assignment will be a 1,000-word (maximum) negotiation analytic memorandum, supported by a one-page deal design diagram, examining the challenges of advancing major public policy legislation in a multi-stakeholder negotiating environment. Written through the lens of the “3-D” analytic framework, the memorandum will focus on the various barriers to agreement and propose ways to overcome the negotiation challenges outlined in the assignment scenario. The assignment is due at **1:00 p.m. on Friday, October 6th**, in the box outside of Professor Mandell’s office (L-104).

**V. ACADEMIC INTEGRITY**
As members of an academic community at a leading research university, Kennedy School students will be held to high standards of academic integrity. All expectations are outlined in detail in the student handbook. Charles Lipson identifies four “bedrock” principles of academic
honesty that should guide your decision-making:

- When you say you did the work yourself, you actually did it.
- When you rely on someone else’s work, you cite it.
- When you use their words, you quote them accurately, and you cite them too.
- When you present research materials, you present them fairly and truthfully.

Violations of HKS’ academic integrity policy are taken seriously, with consequences up to and including expulsion from the University. For more detail, students are encouraged to speak with Professor Mandell, MPP program leadership, or refer to: http://www.hks.harvard.edu/degrees/registrar/procedures/integrity

VI. PEDAGOGICAL OBJECTIVES & COURSE STRUCTURE

This course is grounded in an experiential learning cycle that supports a competency-based training model. We engage in an iterative process in which students learn about negotiation concepts through analytic frameworks, practice them through direct experience, and then engage in constructive feedback and systematic reflection in order to identify opportunities for self-improvement.

MLD-220M proceeds along two distinct but related paths. The first is an intensive exploration of the various elements of the “3-D” negotiation-analytic framework. The second involves working through a behaviorally-oriented competency-based training framework. Both paths are explored on a weekly basis to reinforce their synergistic nature.

The structure of each week is as follows:

<table>
<thead>
<tr>
<th>COURSE DAYS</th>
<th>CLASS ACTIVITY</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Case Analysis: Utilizing the 3-D Negotiation-Analytic Framework</td>
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<tr>
<td>Tuesday evening</td>
<td>Negotiation Exercises: Skill Building – Closing the Knowing-Doing Gap</td>
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<tr>
<td>Thursday</td>
<td>Exercise Debrief: Integrating Theory and Practice</td>
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Case Analysis: Utilizing the 3-D Negotiation-Analytic Framework

The case discussions have three pedagogical goals:

- To familiarize you with the kinds of complex, dynamic interactions found in many protracted multi-party/multi-issue public policy negotiations.
- To help you better identify and diagnose potential barriers to agreement, along with credible courses of action for overcoming such barriers.
- To equip you with the ability to move seamlessly between analysis and action, while using the 3-D Framework and Case Analysis Toolkit to assist you in designing and exercising backward mapping and sequencing moves. Through practice with the core elements of the 3-D Framework, you will be able to strengthen the prospects for developing and implementing more sustainable agreements.

From an analytic perspective, the conceptual readings discussed in MLD-220M are used to help students understand how to diagnose barriers to and opportunities for robust, value-creating, and sustainable negotiated agreements.

Preparation in Learning Teams for Case Discussions

In order to accomplish these pedagogical goals, you will begin your preparation independently by reading each case thoroughly. You will then meet with your assigned
Learning Team to discuss insights and contending perspectives, generate alternative deal designs, and prepare a systematic analysis for in-class presentation.

We encourage Learning Teams to collaborate on readings and coursework. **Learning Teams should not, however, prepare for negotiation simulations together to respect the confidentiality of the exercises.**

**Student Workbook**
The student workbook is a valuable resource that students should use for writing in-class notes, preparing for negotiation exercises, reflecting on performance after the exercises, and referencing key micro-skill and negotiation terminology, as well as background information. The workbook is designed to help students keep all notes from the course in one central place. On occasion, additional handouts will be distributed which students should include in their workbook.

**Overview of the Case Analysis Class**
To begin case discussions, a randomly selected student from one of the class Learning Teams will be **cold-called**. The student must begin by providing a 1-2 minute 360-degree analysis of the parties, interests, issues, and relationships, as well as an overview of the initial barriers to agreement. A different member of the student’s Learning Team will then be called on to evaluate the first student’s analysis and provide additional insights.

After this initial discussion, Professor Mandell will enlist input from other individuals or teams to generate a Deal Design Diagram. Subsequently, students will unpack the sequencing of moves and associated strategic deal design choices using the Deal Design Diagram provided. Finally, groups will be called upon to generate counterfactual deal designs and sequencing choices that would match, if not improve, the agreement produced in the case.

Each student is responsible for contributing to all dimensions of his or her Learning Team’s 3-D case analysis and class presentation. The entire Learning Team, as well as individual team members, will be called on to present their analysis in class.

**Negotiation Exercises: Skill Building – Closing the Knowing-Doing Gap**
The negotiation exercises are grounded in the pedagogical model of **competency-based training**. Tuesday exercises focus on the several micro-skills and moves you need to exercise to meet your full set of interests as you set the table, manage the negotiation process, and close deals. The exercises take place in a safe and structured environment in which students can develop and practice negotiation micro-skills to be more effective in their professional practice.

The progression of the negotiation exercises in MLD-220M systematically introduces students to numerous stylized simulations that mimic the structure of many real-world public policy negotiations. The first exercise presents a single issue, two-party scenario. The second exercise expands to a two-party, multi-issue scenario focused on shared, opposed, and tradable interests – the raw material of deal design and value creation. The next two exercises transition to multi-party, multi-issue negotiations highlighting “away-from-the-table” moves, in which you will develop the capacity to build, block, and maintain coalitions. The final exercise of the course is a cross-cultural, team-based negotiation, in which students synchronize internal and external negotiations. Over time, students will
accumulate a broad repertoire of strategies, tactics, and moves to be more effective “in-the-moment” negotiators.

**Preparation for Negotiation Exercises**

Instructions, role assignments, and Green Preparation Sheets for Tuesday afternoon negotiation exercises will be distributed during a prior class. It is your responsibility to collect all materials necessary to prepare for and participate in the exercise. You are required to read your role and prepare for each negotiation. Unlike case preparation, you are barred from speaking with other students about the negotiation. For the Seeport and Mouse exercises, you are allowed to prepare with other students playing the same role in other groups. This will be referred to as “Prep by Role.” For Panda, the Capstone Exercise, you will have an opportunity to prepare with your negotiating team. For all exercises, we strongly recommend setting aside at least two hours to read your materials and complete your Green Preparation Sheets.

The instructions for the exercises are designed to be self-explanatory. Follow the instructions and remember to keep all role-specific information confidential. You are prohibited from searching the Internet or other sources to obtain information about the simulations used in the course. Even after completing your negotiation, please be discreet when discussing the simulation with others.

**Overview of Negotiation Exercise**

Simulations will begin by convening groups to submit Green Preparation Sheets and receive necessary additional materials. Students will not be permitted to participate in a negotiation exercise until they have presented a completed Green Preparation Sheet for each group member to the Teaching Team. Groups will commence negotiations and follow the prescribed timeline. Once complete, a group member will return results forms to the Teaching Team and receive Hot Debrief and Feedback (HDF) forms. Groups will remain together for their Hot Debrief before completing their Reflective Practice Journals individually on their computers. (See Page 7 for more details about exercise administration on Tuesday evenings.)

**Exercise Debriefs: Integrating Theory and Practice**

Class discussions have two pedagogical goals:

- To facilitate groups’ debriefs of their negotiation experiences, paying attention to process dynamics, barriers to agreement, skill development, outcomes, and interpretations of assigned roles and goals.
- To explicitly integrate the 3-D analytic framework with students’ behavioral practice, thereby creating a richer understanding of the multiple levels on which a thoughtful negotiator must effect change.

**Preparation for the Debrief Session**

Reflection and self-analysis should not end with the Hot Debrief and individual Reflective Practice Journals. In exercise-debrief classes, students must be prepared to discuss their key insights and lessons learned from the negotiation exercises.

Students must complete the assigned readings for the debrief session after the Tuesday exercise. The readings help students synthesize and integrate both the behavioral and analytic components of their negotiation experience. These readings supplement the experiential learning gained on Tuesday and will support class discussions.
Overview of the Debrief Session
Debrief discussions begin with a systematic analysis of class-wide results derived from the Tuesday exercise. Individual and group results are deconstructed to reveal the particular dynamics that produced these outcomes. Insights from Reflective Practice Journals are used extensively to support major themes in the class discussion. Students will then review key connections between class readings, their Reflective Practice Journals, and their experience in the week’s exercise.

Class debrief discussions conclude with a summary of important takeaways on negotiation strategy and best practices.

LEARNING TIPS
Be prepared to take public risks – speaking honestly and openly about yourself and your learning will support your growth and that of your classmates.

Use debrief discussions for reasoning and reflection, not for settling scores.

Use the class workbook as a weekly resource to improve your mastery of micro-skills and engage in continuous reflective practice.

Exercise Administration
Out of respect for your peers and the Teaching Team, it is incumbent upon you to abide by the following guidelines for negotiation exercises. You must be prepared to commit a full three to four hours for Tuesday’s negotiation exercise, Hot Debrief, and Reflective Practice Journaling.

<table>
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<tr>
<th>TIME</th>
<th>TASK</th>
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| 4:10 (Sharp) B/D | 1. Find your negotiation exercise counterpart(s) outside of Starr Auditorium.  
2. Check in the group with the Teaching Team. Turn in each member's completed Green Preparation Sheets and pick up any additional materials to play the exercise. **Students will not be allowed to participate without a completed Green Preparation Sheet.** |
| 4:30 (Sharp) A/C | 1. Negotiate.  
2. One member returns the completed results form(s) to the Teaching Team in Starr Auditorium and receives copies of the Hot Debrief and Feedback form. Another member submits the online fast results form for the group.  
3. Allocate at least 30 minutes for the Hot Debrief.  
4. Individually complete your Reflective Practice Journal on your computer after the Hot Debrief. |
| 4:30 / 4:50 | 1. Once you have submitted the online Reflective Practice Journal, no later than the deadline posted on Canvas (varies by exercise, between 7:30 p.m. and 8:30 p.m.), you may leave for the evening.  
**IF YOU FINISH EARLY DO NOT RUIN THE EXPERIENCE FOR OTHERS BY DISRUPTING THEIR NEGOTIATION**  
2. Complete assigned readings for next class. |

Post-Exercise Responsibilities and Requirements

**Hot Debrief:** Giving and Receiving Constructive Feedback in Real-Time
Once you hand in the results of your negotiation, you will conduct a Hot Debrief with your negotiation counterparts. The purpose of the Hot Debrief is for you and your counterpart(s) to provide “in-the-moment” feedback on each other’s performances. Feedback should focus specifically on micro-skill development and interpersonal dynamics. It should not be a general review of the moves or counter-moves made in the negotiation.

**Online Reflective Practice Journal: Becoming a Self-Reflective Practitioner**
After reviewing your performance with your counterpart(s), students are expected to answer a set of questions in an online reflective journal. You must bring your computer to class on Tuesday evenings. The journal will be accessible online before the end of each exercise and should be completed immediately following the Hot Debrief before you leave for the evening. The Teaching Team will return the form with a grade and comments at the time of the debrief session (See Rubric attached at end of syllabus).

**Tips for Deriving Maximum Benefits from Negotiation Exercises**
- **Play the exercise faithfully** as it was written, in a way that maximizes the intended learning for you and your counterpart(s).
- **Focus on your skill-building objectives**, as listed on your Green Preparation Sheet.
- **Be yourself.** You are taking on a role with a specific portfolio of interests, to which you should adhere. However, the role descriptions should not supplant your better judgment or be treated solely as a character. Remember, you are trying to develop your own negotiation style that fits well with the broader dimensions of your personality.
- **Manage your emotions.** Even in stylized exercises, there are opportunities for real disagreement and conflict escalation. Maintaining emotional control and composure as tensions arise are vital negotiation skills.
- **Manage your reputation.** Your reputation as a fair and reasonable negotiator is based on how you treat your classmates and how you set, manage, and close your negotiation.
- **Dedicate sufficient time to the Hot Debrief.** Don’t rush your learning! Be prepared to give and receive constructive feedback. Very rarely do we get the chance to receive honest feedback in the moment from our peers, particularly after participating in an activity that can be adversarial.

**VII. CREATING A CULTURE OF PROFESSIONAL RESPONSIBILITY**

Students are expected to produce high quality, professional work, which is “at once excellent in quality, responsive to the needs of the broader community, and personally meaningful” (Howard Gardner).

We are all busy; we all have to manage multiple commitments; and we all recognize that emergencies and unexpected events may happen. We are, however, striving to create a community of interdependent learners. We cannot achieve this goal without each of us being accountable for our commitments and to each other. We borrow from Howard Gardner’s emphasis on Excellence, Engagement, and Ethics.

**Excellence:** This is not a course for passive learners. Cutting corners, missed deadlines, and sub-optimal work will not be tolerated.

**Engagement:** The most provocative ideas and freshest insights are of little use if not shared with classmates. Everyone in the classroom is responsible for advancing group discussion in a productive fashion.

**Ethics:** Actively managing your reputation for fairness and honesty is one of your core responsibilities and a critical component of strengthening your professional development. It is important to emphasize that Professor Mandell considers lying to be unethical and
counterproductive for you, your negotiation counterpart(s), and the learning experience of your classmates.

VIII. WEEKLY CLASS SCHEDULE AND READINGS

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<tr>
<th>Week 1</th>
<th>Introduction to Negotiation Analysis and Competency-Based Training</th>
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<tr>
<td></td>
<td>Introduction to MLD 220M</td>
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<tr>
<td>Week 2</td>
<td>Distributive Bargaining: Anchoring, Framing, Fairness Standards, Shaping Perceptions of the ZOPA, and Claiming Value</td>
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<td>September 5 Case Analysis: Up for Auction: Malta Bargains with Great Britain, 1971</td>
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<td>September 5 Negotiation Exercise: Mapletech-Yazawa</td>
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<td>September 7 Debrief Mapletech-Yazawa and discuss assigned readings</td>
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<td>September 8 Optional Session: Hot Debriefs and Reflective Practice Journals</td>
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<tr>
<td>Week 3</td>
<td>Integrative Bargaining and Value Creation: Diagnosing Shared, Opposed, and Tradable Interests – Generating Sustainable, Multi-Issue, and Pie-Expanding Agreements</td>
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<td>September 12 Case Analysis: Tobacco Negotiations</td>
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<td>September 12 Negotiation Exercise: Congo River Basin Project</td>
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<td>September 14 Debrief Congo River Basin Project and discuss assigned readings</td>
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<tr>
<td>Week 4</td>
<td>Mobilizing Allies, Adversaries, and Recruitables: Identifying Sources of Power, Anticipating Resistance, and Building Multi-Party Winning Coalitions</td>
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<td>September 19 Case Analysis: Gulf War</td>
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<td>September 19 Negotiation Exercise: Seeport</td>
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<td>September 21 Debrief Seeport and discuss assigned readings</td>
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<td>September 28 Optional Session: Final Memo Assignment</td>
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<td>Week 5</td>
<td>Mobilizing Allies, Adversaries, and Recruitables Across Cultures and Sectors: Getting Past No, Blocking Adverse Coalitions, and Managing Spoilers</td>
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<td>September 26 Case Analysis: Charlene Barshefsky</td>
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<td>September 26 Negotiation Exercise: Mouse</td>
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<td>September 28 Debrief Mouse and discuss assigned readings</td>
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<td>Week 6</td>
<td>Teaming Across Boundaries: Synchronizing Internal and External Negotiations</td>
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<td>October 3 Case Analysis: George Mitchell</td>
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<td>October 3 Negotiation Exercise: Panda</td>
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<td>October 4 Individually scheduled conversations with Professor Mandell</td>
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<td>October 5 Debrief Panda and discuss assigned readings</td>
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<td>October 6 Final Memo Due at 1 P.M.</td>
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<td>Week 7</td>
<td>Negotiation Performance Review (NPR): Individual Conversations with Professor Mandell on Your Professional Development</td>
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<tr>
<td></td>
<td>October 10 Individually scheduled conversations with Professor Mandell</td>
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<tr>
<td></td>
<td>October 12 Individually scheduled conversations with Professor Mandell</td>
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**Negotiation Performance Review (NPR): Individual Conversations with Professor Mandell on Your Professional Development**

You will meet with Professor Mandell for five minutes to further strengthen your reflective practice skills and demonstrate your capacity for engagement with impact. Timeslots will be available on October 4th, 5th, 10th, and 12th. You will receive more information from the Teaching Team on scheduling and preparing for these sessions.
WEEK 1
INTRODUCTION TO NEGOTIATION ANALYSIS

Session 1: Thursday, August 31
Course Overview
- Readings:
  - Wheeler, M. "Learning to Negotiate" HBS Publication #N9-912-004.
  - Pages 1-18 and pages 93-95 in Student Workbook.
  - Students should make significant progress in reading in “3-D Negotiation: Powerful tools to change the game in your most important deals” to be read through Chapter 9 (page 1-147) prior to Class Session 2.

Distribute Mapletech-Yazawa instructions
- Review “Tips for Deriving Maximum Benefits from Negotiation Exercises” on page 8 of syllabus.

WEEK 2
DISTRIBUTIVE BARGAINING: ANCHORING, FRAMING, FAIRNESS STANDARDS, SHAPING PERCEPTIONS OF THE ZOPA, and CLAIMING VALUE

Session 2: Tuesday, September 5
Case Analysis: Up for Auction: Malta Bargains with Great Britain, 1971
- Readings:
  - Pages 97-100 in Student Workbook.
  - Negotiation Briefings: Volume 19 Number 2, “The Backlash Effect”, pp. 4-5.

Exercise 1: Tuesday, September 5 – 4:10-6:55 p.m.* (Betas and Deltas), 4:45-7:30 p.m.* (Alphas and Gammas)
Negotiation exercise: Mapletech-Yazawa
- Readings:
  - Pages 21-34 in Student Workbook.

Session 3: Thursday, September 7
Debrief Mapletech-Yazawa exercise and discuss readings.
- Readings:
  - Negotiation Briefings: Volume 20 Number 7, “For an Effective First Offer, Strive for Precision,” pp. 5.
  - Negotiation Briefings: Volume 19 Number 5, “When Negotiators Discriminate Based on Race”, pp. 1-3.

Distribute Congo River Basin Project instructions.
Final Memo Assignment
Students will receive the following materials pertaining to the final memo assignment due on Friday, October 6th at 1:00 p.m.

Memo Assignment:
- Memo instructions – details, length, and baseline expectations of a professional product.
- Background scenario – provides pertinent context related to the negotiation challenge.

Required Supplemental Reading:

Students must read memo instructions and background scenario by September 12, at which point they will be referenced regularly during lecture; required supplemental readings should be completed by September 19.

WEEK 3
INTEGRATIVE BARGAINING AND VALUE CREATION: DIAGNOSING SHARED, OPPOSED, AND TRADABLE INTERESTS – GENERATING SUSTAINABLE, MULTI-ISSUE, PIE-EXPANDING AGREEMENTS

Session 4: Tuesday, September 12
Case Analysis: Tobacco Negotiations
- Readings:
  - Pages 101-104 in Student Workbook.

Note: Students should be familiar with the final memo assignment materials prior to this class session.

Exercise 2: Tuesday, September 12 – 4:10-7:40 p.m.* (Betas and Deltas), 4:30-8:00 p.m.* (Alphas and Gammas)
Negotiation exercise: Congo River Basin Project
- Readings:
  - Pages 35-52 in Student Workbook.
- Note: You will be playing this exercise with a partner. Please allow sufficient time prior to 4:10/4:30 p.m. to meet with your partner to review your strategy and approach to this negotiation.

Session 5: Thursday, September 14
Debrief Congo River Basin Project exercise and discuss readings.
- Readings:
Note: Students should make significant progress in the supplemental required readings for the final memo assignment before Class Session 6 (Sebenius, J. “Sequencing in Multiparty Negotiations.” HBS Publishing #1-898-114; Watkins, M. “Diagnosing and Overcoming Barriers to Agreement.” Harvard Business School #9-800-333).

Distribute Seeport instructions

WEEK 4
MOBILIZING ALLIES, ADVERSARIES, AND RECRUITABLES: IDENTIFYING SOURCES OF POWER, ANTICIPATING RESISTANCE, AND BUILDING MULTI-PARTY WINNING COALITIONS

Session 6: Tuesday, September 19
Case Analysis: Gulf War

- Readings:
  - Smith, Alex. “When Negotiations Turn Nuclear,” HKS Draft Case.
  - Pages 105-108 in Student Workbook.

Exercise 3: Tuesday, September 19 – 4:10-7:40 p.m.* (Betas and Deltas), 4:30-8:00 p.m.* (Alphas and Gammas)

Negotiation exercise: Seeport

- Readings:
  - Pages 53-70 in Student Workbook.
- Note: Students should take part in a preparation session with other students assigned to the same role in Seeport. Students may begin to do so as soon as the exercise is distributed to allow sufficient time.
- Informal away-from-the-table negotiations for Seeport will be “open” beginning at noon on Tuesday, 9/19 – parties must not begin whole group negotiations until the 4:10/4:30 p.m. start time on Tuesday evening.

Session 7: Thursday, September 21
Debrief Seeport and discuss readings.

- Readings:
  - Negotiation Briefings: Volume 19 Number 12, “Manage Your Power at the Bargaining Table,” pp. 1-3.

Distribute Mouse instructions

WEEK 5
MOBILIZING ALLIES, ADVERSARIES, AND RECRUITABLES ACROSS CULTURES AND SECTORS: GETTING PAST NO, BLOCKING ADVERSE COALITIONS, AND MANAGING SPOILERS

Session 8: Tuesday, September 26
Case Analysis: Charlene Barshefsky

- Readings:
Exercise 4: Tuesday, September 26 – 4:10-7:40 p.m.* (Betas and Deltas), 4:30-8:00 p.m.* (Alphas and Gammas)
Negotiation exercise: Mouse
- Readings:
  - Pages 71-81 in Student Workbook.
- Note: Students should take part in a preparation session with other students assigned to the same role in Mouse; students may begin to do so as soon as the exercise is distributed to allow sufficient time.
- Informal away-from-the-table negotiations for Mouse will be “open” beginning at 8:00 a.m. on Tuesday, 9/26 – parties must not begin whole group negotiations until the 4:10/4:30 p.m. start time on Tuesday evening.

Session 9: Thursday, September 28
Debrief Mouse exercise and discuss readings.
- Readings:
  - Negotiation Briefings: Volume 20 Number 2, “Don’t Forget to Negotiate the Process,” pp. 4-5.
  - Negotiation Briefings: Volume 19 Number 7, “The Right Way to Say ’I’m Sorry,’” pp. 4-5.
  - Negotiation Briefings: Volume 19 Number 6, “Negotiating the (Seemingly) Impossible,” pp. 1-3.

Distribute Panda instructions

Optional Session – Thursday, September 28 – Time & Location TBD: Professor Mandell will offer an additional class session specifically focused on the final memo assignment. Attendance is optional, but encouraged.

WEEK 6
TEAMING ACROSS BOUNDARIES: SYNCHRONIZING INTERNAL AND EXTERNAL NEGOTIATIONS

Session 10: Tuesday, October 3
Case Analysis: George Mitchell
- Readings:
  - Pages 113-115 in Student Workbook.
  - PON Blog: How to Resolve Cultural Conflict: Overcoming Cultural Barriers at the Negotiation Table http://www.pon.harvard.edu/daily/conflict-resolution/a-cross-cultural-negotiation-example-how-to-overcome-cultural-barriers/?mqsc=w3839750

Exercise 5: Tuesday, October 3 – 4:10-8:10 p.m.* (Betas and Deltas), 4:30-8:30 p.m.* (Alphas and Gammas)
Negotiation exercise: Panda
- Readings:
  - Pages 82-90 in Student Workbook.
- Informal intra-team negotiations for Panda will be “open” beginning at 8:00 a.m. on Tuesday, 10/3 – parties must not begin whole group negotiations until the 4:10/4:30 p.m. start time on Tuesday evening.

Session 11: Thursday, October 5
Debrief Panda exercise and discuss readings.
- Complete “Conflict Management Style Survey” on pages 130-134 and read pages 129, 135-137 in Student Workbook.
- Readings:

o *Negotiation Briefings*: Volume 18 Number 2, “Too Eager to Close?,” pp. 4-5.


Friday, October 6
- Final Memo Assignment (hard copy) due at 1:00 p.m. in the box across from Professor Mandell’s office (L-104). NO EXTENSIONS, NO EXCEPTIONS!

**WEEK 7**

**Negotiation Performance Review with Professor Mandell**
Timeslots will be available on October 4th, 5th, 10th, and 12th. You will receive more information from the Teaching Team on scheduling and preparing for these five-minute sessions.

*End times for negotiation exercises are contingent upon team members arriving on time and ready to participate with completed Green Preparation Sheets. All students are expected to participate in exercises and debriefs through completion. We recommend against making plans on Tuesday evenings following exercises.*
### REFLECTIVE PRACTICE JOURNAL GRADING RUBRIC

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Unacceptable (1)</th>
<th>Needs Improvement (2)</th>
<th>Satisfactory (3)</th>
<th>Effective (4)</th>
<th>Exceptional (5)</th>
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<tbody>
<tr>
<td>Theme 1: Incorporating Peer Feedback • Identifies specific piece of targeted and actionable feedback ² • Analyzes performance in light of feedback received • Outlines clear and specific plan for incorporating feedback into future performance • Shows evidence of incorporating prior feedback in new exercise ³</td>
<td>Meets very few criteria.</td>
<td>Meets some criteria; responses substantially lack understanding and/or depth.</td>
<td>Meets some criteria; responses need more evidence of understanding and/or depth.</td>
<td>Meets all criteria; responses show solid understanding and depth.</td>
<td>Meets all criteria; responses demonstrate exceptional insight.</td>
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<td>Theme 2: Micro-Skill Development • Shows evidence of implementing new micro-skills • Addresses a micro-skill from each competency cluster • Accurately associates micro-skill descriptions with specific and relevant actions taken in the exercises • Analyzes the effect of micro-skill performance on exercise outcomes and objectives. Does not simply recount.</td>
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<td>Theme 3: Playing It Forward ⁴ • Demonstrates awareness of strengths and weaknesses in negotiation performance • Engages in specific planning for and thoughtful reflection on micro-skill development over time • Shows evidence of incorporating prior micro-skill into performance of new exercise ³</td>
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<td>Theme 4: Exercise-Specific Analysis ⁴ • Shows evidence of understanding key concepts of exercise • Accurately associates micro-skill descriptions with specific and relevant actions taken in the exercise • Analyzes the effect of moves and behaviors on the outcome of the negotiation. Does not simply recount.</td>
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1 All questions on the Reflective Practice Journal will correspond to one of the four themes above.
2 It is the responsibility of each negotiator to seek out targeted and actionable feedback during the Hot Debrief.
3 Criterion does not apply to Mapletech-Yazawa.
4 Questions related to this theme may appear more than once on some Reflective Practice Journals. All questions will be graded separately.