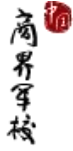




# PHBS

北京大学汇丰商学院



## Negotiations Module 4, 2024

### Course Information

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**Instructor: Kevin Nanakdewa**

Office: PHBS Building, Room 615

Phone: 86-755-2603-5230

Email: [knanakdewa@phbs.pku.edu.cn](mailto:knanakdewa@phbs.pku.edu.cn)

Office Hours: Mon, Tue, Fri (10:30AM–12:00PM)

**TA: TBD**

Contact: TBD

**Lectures: Tue, Fri (8:30AM–10:20AM)**

Venue: PHBS Building, Room TBD

**Materials:** Shared on WeChat / iDecisionGames.com

## 1. Course Description and Objectives

### 1.1 Context

We negotiate every day—with potential employers, coworkers, roommates, landlords, parents, bosses, spouses, and service providers—determining what price we will pay, the amount of our salary and compensation, what movie to watch, and who will clean the kitchen...all of these are negotiations. Although negotiations are a ubiquitous part of our everyday life, many of us know little about the strategy and psychology of effective negotiations. Why do we sometimes get our way, while other times we walk away feeling frustrated by our inability to achieve the agreement we hoped for?

Negotiation is the art and science of securing agreements between two or more interdependent parties who are seeking to maximize their outcomes. It is a way of getting what you want from others through back-and-forth communication. This course provides the opportunity to develop your negotiation skills in a series of simulations and exercises that engage a variety of bargaining processes in the contexts of deal making and dispute resolution.

A basic premise of this course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations.

### 1.2 Course Format

In this course, you will participate in a negotiation simulation in every class session. At the start of the class, you will be asked to read the case and prepare for the negotiation by answering some planning questions. You will be randomly assigned to a partner or group and then conduct the negotiation. After the negotiation, we will debrief on the negotiation as a class and explore theories and concepts relevant to the negotiation simulation for that session.

**Note:** There are no fees for this course. PHBS will provide access to the simulation cases.

### **1.3 Course Materials**

#### iDecisionGames.com

The iDecisionGames platform is used to randomly assign partners/groups, distribute the simulation materials, and collect responses to pre-negotiation and post-negotiation questions.

#### Optional Textbooks

Malhotra & Bazerman (2008). *Negotiation Genius*. Bantam.  
Fisher, Ury, & Patton (2011). *Getting to Yes*. Penguin.

### **1.4 Attendance Policy**

If you are absent, your negotiation partner(s) will not be able to participate in the simulation as intended. As such, you are expected to participate in every class negotiation. You are **permitted to miss TWO classes** without penalty if you notify the professor of your absence by email 24 hours before the start of class. Each absence without 24-hour prior written approval, and each approved absence in excess of two, will result in a loss of 5 points to your final grade.

### **1.5 Assessment/Grading Details**

In-class Planning Documents	30%
In-class Quizzes	20%
In-class Negotiation Performance	20%
Final Assignment	30%

#### In-class Planning Documents

Preparation is the single most important thing you can do that is entirely within your control to improve your negotiation outcomes. While reading the negotiation case at the start of class, you will be asked to prepare a planning document for each negotiation. More information will be provided about the planning documents in class.

#### In-class Quizzes

At the start of three random classes, you will be asked to complete a 10-question quiz testing your knowledge of all topics up until that point. Quizzes will be conducted at the start of class. If you arrive after the quiz link has been shared in class, you will not be able to write the quiz (e.g., during the break, after class), or make-up the quiz. Out of three quizzes, I will keep your best two scores. Each quiz is worth 10% of your final grade.

#### In-class Negotiation Performance

Your negotiation outcomes will be evaluated in five negotiations. The evaluated negotiations will not be announced, so it is recommended to make your best effort in every negotiation. Out of five negotiations, I will keep your best four scores. Each evaluated negotiation is worth 5% of your final grade.

#### Final Assignment

This will be a short final paper (4-5 pages, double-spaced). I will ask you to analyze a real-life negotiation you have participated in (during or before this course). Detailed instructions will be provided later in the module and posted on WeChat.

The submission deadline is **June 28, 2024 (Friday), 8:00PM**. This is a hard deadline and extension will not be provided. The submission portal will automatically close at the deadline.

## Make-up Assignments

For in-class (1) planning documents, (2) quizzes, and (3) negotiation performance: If you are absent *without* 24-hour prior written approval, you will not be able to make-up the missed grades. See attendance policy above for how this may further impact your final grade.

If you are absent *with* 24-hour prior written approval, or provide evidence of a family/medical emergency, you may complete a written reflection to make-up for each missed grade. The maximum score for the make-up assignment will be the class average for the corresponding grade. For example, if you are completing a written reflection to make-up for an in-class quiz, and the class average on the quiz was 80%, then the highest possible score on the make-up assignment would be 80%. This policy is to ensure fairness to those who were present in class.

## **2. Topics, Teaching and Assessment Schedule**

### Part 1 — Basic Negotiation Skills

- Session 1: Distributive Negotiations
- Session 2: Investigative Negotiations
- Session 3: Integrative Negotiations I
- Session 4: Integrative Negotiations II

### Part 2 — Third-Party Negotiations

- Session 5: Agents in Negotiations I
- Session 6: Agents in Negotiations II
- Session 7: Agents in Negotiations III
- Session 8: Mediation in Negotiations

### Part 3 — Multi-Party Negotiations

- Session 9: Multi-Party Negotiations I
- Session 10: Multi-Party Negotiations II
- Session 11: Multi-Party Negotiations III
- Session 12: Multi-Party Negotiations IV
- Session 13: Multi-Party Negotiations V
- Session 14: Teams in Negotiations

### Part 4 — Culture and Negotiations

- Session 15: Cross-Cultural Negotiations I
- Session 16: Cross-Cultural Negotiations II
- Session 17: Cross-Cultural Negotiations III
- Session 18: Cross-Cultural Negotiations IV

### 3. Learning Outcomes

#### 3.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes. Students will be asked to write a short final essay applying the concepts learned in the class to their daily life.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes. We will explore theories of leadership underlying the negotiations concepts explored in the class.
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Yes. We will discuss the ethical implications of the leadership approaches discussed in class.
	3.2. Our students will practice ethics in the duration of the program.	
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes. We will explore cultural differences in negotiations.
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes. Students will learn to overcome challenges in various business settings and identify solutions based on the concepts learned in the class through critical thinking.
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	
	5.3. Our students will demonstrate competency in critical thinking.	

#### 3.3 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; 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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.