
Managing Groups and Negotiations

Professor: Jordi Quoidbach
Email: jordi.quoidbach@upf.edu

Objectives

At its core, the course is designed to help you examine and refine your negotiation skills, and to provide an opportunity for you to develop a negotiator's lens for achieving the best results at the bargaining table and beyond.

Description

Whether you are forging an agreement with suppliers, trying to seal the deal with potential customers, raising money from investors, managing a conflict inside the firm, or even facing a dispute at home that is about to affect your work, professional (and personal) success crucially requires the ability to negotiate effectively. This course will enable you to become a more effective negotiator by learning how to:

- > Design and execute deals that create maximum value on a sustainable basis;
- > Capture your fair share of the value that is created;
- > Think strategically in competitive contexts and execute deals that others might overlook;
- > Avoid common mistakes made by negotiators;
- > Achieve superior results in a vast array of competitive environments, including those that entail uncertainty, conflict, complex issues, intense pressure from competitors, negotiating from a position of weakness, negotiating in multi-party environments, and negotiating under threat;
- > Identify, understand, manage, and use your emotions and those of others to achieve desired outcomes;
- > Identify, understand, manage, and use your cognitive biases and those of others at the negotiation table;
- > Work with people whose cultural backgrounds, expectations, and values differ from your own.

Contents

PART I: Negotiation fundamentals

- > Introduction and main Concepts
- > Strategic Guidelines (Claiming Value)
- > Strategic Guidelines (Creating Value)
- > Value Creation and Claiming in Team Negotiation

PART II: Irrational negotiators, complex negotiations

- > Influence
- > Trust
- > Emotion
- > Conflict and Mediation
- > Multi-party Negotiations
- > Cultural Differences

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PART III: Putting it all together and looking ahead

- > Negotiation Challenges
- > Negotiation Field Trip
- > Negotiating with Venture Capitalists
- > Job Offer Negotiation & Wrap-up

Methodology

In addition to traditional case analyses, you will engage in a large number of (increasingly complex) negotiation simulations, receive feedback on your strategies and performance, debate alternative approaches, and work with classmates to discover new insights. The course will allow you to test your analytic ability and your tactical skills, and to experiment with new ideas. This approach allows us to:

1. Introduce a negotiation framework that will help you analyze, prepare for, and execute negotiations more systematically—and hence, more effectively—in a wide variety of contexts.
2. Build a negotiation toolkit that consists of strategies and tactics for creating and capturing value in negotiation, and which can be put to use as soon as you walk out the door.
3. Create an environment that helps diagnose your individual needs, and allows you to identify techniques for mitigating your weaknesses and leveraging your strengths.

The course will be structured in three modules:

1) Module I: Negotiation Fundamentals

In Module I we introduce the negotiation framework and start building the toolkit. There is a strong emphasis on simulations. Module I is the most critical segment of the course. If you were to never sit through another session on negotiation, but made it a habit to reflect on the content, analyses, and experiences of Module I, you would have what you need to become an effective negotiator.

2) Module II: Irrational Negotiators, Complex Negotiations

Sometimes your counterparts seem irrational, uninterested in working together, creating value, or even maximizing their own self-interest. Here we will examine a series of situations in which negotiators are confronting issues of distrust, problematic emotions, seeming irrationality, and the possibility of costly escalation in conflict. Drawing on the latest research, we will examine strategies of influences and ask ourselves whether our framework and toolkit from Module I are still relevant—and if not, what additional tools and insights we need when things have gotten ugly. We will also analyze and strategize across a host of complex, multi-party environments.

3) Module III: Putting It All Together

The real world does not seem to care that our courses have a modular structure: your success in future negotiations will depend, in part, on how well you synthesize the key

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insights from Modules I and II in your approach. We will end the course with a series of sessions that allow us to practice what we want to perform—to see the world, naturally, through a negotiator’s lens.

Evaluation criteria

The final grade will include the following components:

- Negotiation Cases and Participation – 50%
- Preparation Memos – 20%
- Final Paper – 30%

As with all courses taught at the UPF Barcelona School of Management, students who fail the course during regular evaluation will be allowed ONE re-take of the examination/evaluation. If the course is again failed after the re-take, students may have to register again for the course the following year. Because the in-class participation and preparation memos components of the grade cannot be changed, the re-take exam will take the form of a series of assignments and a more extensive version of the final paper.

1) Negotiation Cases, Negotiation Challenges, and Participation (50%)

You will negotiate several role-plays that will allow you to develop negotiation skills experientially. Preparation, attendance, and participation in negotiation exercises are essential for your learning. Instructions and role assignments will be sent to you by e-mail a couple of days before the negotiation is to be played. In the exercises, you will receive general instructions for the exercises as well as confidential instructions. Never show the confidential instructions to others. Do not meet with others in preparing for the negotiation exercises unless you are explicitly asked to do so. You will find more information on Policies regarding negotiation cases below (See Policies, Procedures and Recommendations).

It is crucial for your learning that you spend adequate time preparing for the negotiations. You will be paired with one or more participants for your in-class case negotiations. Any absence is likely to cause substantial inconvenience and loss of opportunity to others. Your classmates expect you to be fully prepared for each negotiation case. Students are required to attend 80% of classes. Failing to do so without justified reason can have important consequences in your final grade.

It should be understood that everyone is trying to achieve as good outcome as they can, consistent with their particular instructions. Your skill will improve if you are matched with excellent opponents. Someone who takes it easy on you does you no favor. To encourage you to experiment with various different negotiation styles in a “safe” environment, your negotiated outcomes will not be graded per se. However, if they are consistently poor and it is clear you are not putting in your best effort, your participation grade will suffer. Note also that your negotiated outcomes will be

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publicly posted so that the class can analyze the relationship between different negotiation strategies and outcomes and learn from everyone's experience.

In addition to in-class negotiations, you will be asked to complete 10 Negotiation Challenges outside of class (one challenge per week). These challenges are designed to transfer the negotiation skills you learn in class to negotiations in your everyday life. They will help you overcome your potential inhibitions and fear of negotiating to unlock your negotiator potential. The 10 Negotiation Challenges are therefore very important and I expect you to complete them as best as you can in a timely fashion.

When evaluating your participation in class discussion, I give less weight to quantity. I am more concerned with the quality of discussion. Here, my expectation is that it generally will be high. In a sense, the course is a laboratory in which you will be both experimenter and subject. You will be encouraged to articulate general principles and extract prescriptions from your personal experience in the negotiation exercises. Merely relating who offered what in a particular simulation will be of little value to the rest of the class. The challenge will be to identify the underlying dynamics of a situation, and extract lessons that everyone will find useful.

Sometimes the most important learning comes from apparent "failure." After all, if you have gotten a good deal, it may be hard to know whether you have been smart or simply lucky. By contrast, if you were deadlocked or got a poor outcome, it is often possible to identify what happened – and to see how to avoid getting in the same position in the future. As a consequence, I hope to create a classroom atmosphere that encourages self-reflection and candour. In this process of discovery, good questions will be valued at least as much as good answers. There will be cold calling, mainly for those who are perceived to participate less, even so the right to pass will be respected.

2) Preparation memos (20%)

To help you prepare fully for the role you will play in each negotiation, you are required to submit a preparation memo before the beginning of each class (with the exception of the first one).

You or your team (if you are negotiating in a team) should submit a copy of your planning document before class. If you are negotiating as a team, each team need turn in only one copy for the whole team, but make sure everyone's name is on it. Students often find it useful to print a personal copy of the preparation memo and use it as a reference during their negotiations.

One of your preparation memos will be chosen at random to grade, and this will be 20% of your final grade. In general, grades on planning documents are based on the extent to which an intelligent 3rd party who knows something about negotiations

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(but not the particular exercise) could take only your planning document into the negotiation and receive a favourable outcome for you. Your grades are based on the extent to which you have thought your strategy out in advance.

A preparation memo template will be posted on the course website. Late memos will not be accepted.

3) Final Paper (30%)

The purpose of the final paper is to provide you an opportunity to synthesize your learning and to assist in fixing the lessons and experiences in long-term memory. It should include critical reflection on your negotiation experience overall since the beginning of class. The paper should focus on key learning points across in-class negotiations, as well as personal negotiations and the Negotiation Challenges you conducted outside of class.

A good reflection paper provides only brief details of the negotiations themselves to illustrate main learning insights and to link them into specific concepts and principles learned from class and readings. Please note that explaining the content of the roles in the cases negotiated in class is not necessary since both you and your professor already know what those roles were. Moreover, rather than going through each negotiated case sequentially, a better negotiation paper makes overarching conclusions regarding one's personal tendencies, behaviour, strengths, points of improvement, and general negotiation strategies. Specific examples from in-class and out-of-class negotiations are then used to illustrate these conclusions.

To maximize your learning derived from writing the paper, I encourage you to focus on both outcome of your negotiations as well as process data, i.e., what specifically happened during the negotiation, how it affected the rest of the negotiation, how it was or was not aligned with what you expected, what was your personal reaction to it, what are possible alternatives to this reaction, what general lessons you can derive from this episode, etc.

Potential questions to consider for the paper include:

- > What have I learned about my strengths and weaknesses as a negotiator?
- > What works well for me?
- > What should I try to do differently / improve?
- > In the specific negotiations I am using as examples, what surprised me? What surprised my counter-party?
- > What are the potential risks and rewards of certain behaviors of mine? How can I mitigate these risks?

Independently of the format used, it is very important that the paper communicates very precisely. So instead of just saying: "I communicated well!" it is preferred to say: "Communication was efficient because I focused on making open ended questions and

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then used active listening to learn their interests and concerns." Giving direct examples of what was said and then commenting on them will enrich your reflection paper.

The length for the final paper is 3 pages typed (1.5 spacing, font size 12). Please make your paper readable. Do not use just "bullet points." Give your paper some narrative structure. The final paper should be submitted through Aula Global. The deadline will be announced in class.

Plagiarism: Plagiarism is to use of another's work and to present it as one's own without attributing the sources in the correct way. All essays, reports or projects handed in by a student must be original work completed by the student. By enrolling at a Barcelona School of Management Master of Science and signing the "Honour Code," students acknowledge that they understand the Barcelona School of Management's policy on plagiarism and certify that all course assignments will be their own work, except where indicated by correct referencing. Failing to do so may result in automatic expulsion from the program.

Late submissions: If you require an extension for submission of your reflection paper, you need my permission and your grade will drop by 2 points (out of 10). No submission is accepted 24hrs past the deadline. Emergency situations (health and deaths) will be dealt with on an individual basis.

Bio of the professor

Prof. Jordi Quoidbach is an expert in emotion and decision-making. He completed his Ph.D. in Psychology conjointly at the University of Liège and the University of British Columbia before spending several years as Postdoctoral Fellow at Harvard University. His research explores the temporal determinants of choice and happiness. In particular, he is interested in understanding how people's memories of past experiences and anticipation of future experiences shape the decisions they make, the emotions they feel, and their overall happiness in the present. His work highlights novel perspectives to increase happiness and to help individuals making better professional and personal decisions. This research has been published in journals such as Science and Psychological Science and is often covered in popular media such as CNN, BBC, and The New York Times. Jordi Quoidbach is the co-founder of Socialmood Labs, a consulting company dedicated to collecting and analyzing rich and contextualized big data through smartphones. He has written several popular books on emotion and happiness and is the host of the coaching TV series "J'ai décidé d'être heureux" broadcasted on the French TV channel M6.