

EGRMGMT 514 MEM
Negotiations and Consultative Sales
Spring 2025

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Office Hours: Thursdays, 10:00 am to 11:00 am and 1:30 pm to 2:30 pm, via Zoom
Also by appointment (the best way to schedule an appointment is to send me an email)

I. Course Background & Course Objectives

“ . . . know and understand the customer so well the product or service fits him and sells itself.”
Peter Drucker

“Nothing happens until a sale is made.”
attributed to Thomas Watson Sr.

*“Let us never negotiate out of fear.
But let us never fear to negotiate.”*
John F. Kennedy

“A negotiator should observe everything. You must be part Sherlock Holmes, part Sigmund Freud.”
Victor Kiam

“The most important thing in communication is to hear what isn’t being said.”
Peter Drucker

Negotiation is a core life skill, balancing both the art and the science of getting two or more parties to reach agreement. Similarly, we all need a strong suite of sales skills to be successful in today’s complex world. This course provides the opportunity for in-depth exploration in both disciplines to prepare students for a range of careers in business management and leadership.

The learning objectives for the class include the following:

- Gain a broad intellectual understanding of the central concepts in negotiation and consultative sales
- Develop confidence in situations that require skills in persuasion, negotiations, and consultative sales
- Improve the ability to manage the processes of negotiations and consultative sales
- Learn to recognize which strategies are effective for differing negotiation and consultative sales situations
- Improve analytical abilities to better understand the behavior of individuals and groups in both cooperative and competitive situations
- Enhance leadership skills in situations requiring persuasion, negotiations, and consultative sales
- Explore professional ethics as they relate to persuasion, negotiations, and consultative sales
- Enhance the ability to deal with moral ambiguity, particularly with regard to desired outcomes in business decisions, negotiations, and sales
- Further develop moral imagination and ethical system of thought

II. Class Format & Classroom Expectations

Class Format

We will draw on in-class exercises, classroom activities, simulations, textbook and coursepack readings, class discussions, and negotiations to acquire a strong set of skills in negotiations and consultative selling.

Lectures: A portion of each class meeting will be in lecture format, introducing materials not otherwise covered in the course readings along with reinforcing/further explaining topics included in the texts and coursepack readings.

Team Assignments: You will be assigned to a team for the completion of the Negotiation Analysis Team Project as well as for the completion of selected case/homework assignments. In the interest of making sure all team members acquire a full suite of negotiation and consultative selling skills, as well as that the team arrives at the best decision and/or strategy on each of the case assignments, please DO NOT divide up and assign the work so that individual team members are “specializing” in specific parts of the assignment. Each team member should contribute equally to all aspects of all assignments, so that the team is developing the best approach for moving forward and each team member has mastered the concepts and material being covered in the assignment. All team members are expected to participate fully with their team in the completion of the team-based assignments. Failure to do so will result in a reduced grade on the assignment.

Attendance: MEM’s policy is that campus students are expected to attend class regularly and in person, adhering to Duke’s Academic Calendar. For this course, you are expected to attend every class and to be present for the entire class, with class attendance graded each class meeting. Being absent from class without a valid excuse (related to an illness, religious observance, or emergency) will result in a grade of “0” for the class meeting.

While attendance in class is important, student health, safety, and well-being are the university’s top priorities. To help ensure your well-being and the well-being of those around you, **please do not come to class if you are ill**. There also are times when students face a personal or a family emergency that will require missing class. Students also are permitted by university policy to be absent from class to observe a religious holiday.

In the event of an absence linked to an emergency or illness you are expected to advise the instructor and TAs prior to any missed class or late arrival. Please submit requests for religious accommodations at the beginning of the semester so that we can work to make suitable arrangements well ahead of time. Students who appropriately advise the instructor and TAs of the need to miss class with a valid excuse related to an emergency, illness, or religious holiday observance will receive a make-up assignment for that class meeting. Completing the assignment in a satisfactory manner and by the stated deadline will result in full credit for the missed class session. Failure to meet the assignment standards and/or submission deadline will result in a reduced grade. Failure to complete the makeup assignment will result in a grade of “0” for the class meeting. Students are only allowed to submit one makeup assignment per semester. Without documentation supporting the need for a long-term medical absence, students who miss more than one class for illness will receive a grade of “0” for all class absences after the first absence.

Class attendance will be tracked through sign-in sheets, with students expected to sign in as they enter the classroom before the start of class. There will be an “on time” attendance sheet that will be removed at the start of class and replaced with a “late” sign in sheet. Students who sign in late will receive a reduced attendance grade for the day. Failure to return on time after break will also result in a reduction in one’s attendance grade, as will leaving in the middle of class outside of the scheduled break times. It is the

student's responsibility to make sure they sign in before the start of class and also to keep track of the time allotted for break to allow for an on-time return to class. Please note that falsifying attendance or signing in for a classmate are both considered a violation of the Duke Community Standard in this course, since attendance is a graded component of the course.

Students are not allowed to attend class with any section other than their assigned section.

Not only are you expected to attend each class meeting in its entirety, but you are also expected to be fully prepared for each class meeting and to participate fully in the class discussions and activities. In the event students demonstrate a pattern of not being prepared for class or of not participating in class discussions and activities, the instructor reserves the right to make the Class Attendance portion of the grade a Class Participation grade, where students will receive grades based on participation in class.

Unless and until all coursework, final projects, and examinations (whether comprehensive final exams, quizzes, or otherwise) have been completed for all courses in which a student is enrolled, a student is expected to remain at Duke in person through the end of final exam week as established by the MEM program.

III. Assignments

Negotiations Preparation/Planning Documents: Each week that includes an in-class negotiation, you are required to complete a Negotiations Preparation/Planning document. These documents will be submitted by the due date as noted on the course site. For each negotiation, a preparation/planning document template will be provided in Canvas. As appropriate, you may personalize and enhance this planning document over the course of the semester, to match your personal style of preparation.

Preparation is the single most important way you can improve your performance in a negotiation. Preparation/planning documents help you to prepare for negotiations by asking you to consider different dimensions of the exercise before you negotiate. Time spent on preparation should focus on assessing not only your interests and goals but also those of your counterpart(s). The more complete the information you have about yourself and other parties, the more control you can assume over your own actions and reactions during the negotiation process. When you don't have information about your counterpart(s), you should make the best estimates you can based on the information that you were given.

These preparation/planning documents will help you prepare for the negotiation in advance, ensuring that you will gain the most for the negotiation learning experience and that each student also has a well-prepared counterpart with whom to negotiate. You should plan to have a hard copy of your preparation/planning document with you during the negotiation, to help guide your negotiation. Preparation/planning documents will be graded on the five-category scale. Late planning documents will not be accepted.

Negotiations Reflection Documents: After each negotiation, you will complete a Negotiations Reflection document. You will be evaluated based on the effort demonstrated in your negotiation, as well as the quality of your insights in the Reflection, particularly with regard to how you may enhance your skills as a negotiator.

Negotiation Analysis Team Project Presentation: The Negotiation Analysis Team Project Presentation will be completed with your team. In this project, your group will analyze a real-world conflict/negotiation that has taken place somewhere in the world. Each team selects the conflict/negotiation they would like to analyze. When selecting the negotiation, please select an incident that provides sufficient detail and complexity to allow

a rich analysis. This can be a negotiation in a business context, an international treaty, or a policy issue. It can be ongoing or from the past—whatever provides an interesting and rich example to analyze using the concepts introduced in this course. It should not be based on a fictional case, such as from a movie or a book, or on a personal experience.

You may gather data on the conflict/negotiation situation through secondary sources (media accounts, books, scholarly research) or primary sources (e.g., interviews of the parties involved). You will want to apply the concepts from the class and readings to explain the negotiation situation and provide suggestions as to how the parties were/may be brought to an agreement and how the bargaining strategies adopted by one or more of the parties could be improved.

All members of the team will be evaluated equally, so it is up to you to negotiate an equitable distribution of efforts and contributions within your team.

Examples of good negotiation topics are noted below. Keep in mind these are examples only. You are encouraged to select a topic that is of interest to your team, so please do not feel limited by these examples:

- Shutdowns of governments or government entities that have taken place through history
- Government budget negotiations
- Hostage negotiations
- Teachers' unions and state government's negotiations
- Labor union negotiations
- International treaties and Peace Accords
- Climate agreements
- Natural resource agreements
- Mergers, acquisitions, takeovers, whether successful or failed
- Banks and the U.S. government in 2008
- Israeli-Palestinian negotiations
- U.S. diplomacy efforts in Middle East

Interview with a Sales Professional: To develop a more complete understanding of the tasks required to work in consultative sales, you will complete an interview with a sales professional, either someone working directly in sales or in a role managing either the sales function or salespeople. Following the interview, you will draft a two-page paper that reflects the insights on consultative selling that you gained through this interview.

Persuasion Exercise: This assignment is based on the Ted Talk discussed in class and is designed to enable you to learn more about your personal strengths in persuasion and resilience. After completing the Persuasion experience, as an individual you will draft a one-page paper outlining your results and the insights you gained from the experience.

Reflection on Overall Skills in Negotiation, Consultative Sales, and Ethics in Both Areas: At the end of the course, you will draft a final reflection that allows you to consider your overall skills in negotiations and consultative sales, as well as your thoughts on ethics as related to negotiations and consultative sales.

Other Assignments: There are assignments related to two selected readings from *How Good People Make Tough Choices*, the name of the Sales Professional You Plan to Interview, the Topic for the Negotiation Analysis, and an in-class simulation.

Attendance: As outlined earlier, attendance is a graded component of this course

IV. Grading

Weight of Individual Assignments in Overall Course Grade: The following table summarizes how grades will be determined. The subsequent sections elaborate on the overall structure for grading in the course.

Grading Element	Weight
Attendance	6%
Reflection on “The New Selling of America”	4%
Persuasion Exercise	5%
Negotiation Preparation/Planning Documents, 9 assignments at 2%/each	18%
Negotiation Reflection Documents, 8 assignments at 2%/each	16%
<i>How Good People Make Tough Choices</i> , 2 assignments at 4%/each	8%
Name of the Sales Professional You Plan to Interview	1%
Interview with a Sales Professional	12%
Participation in Simulation	2%
Topic for the Negotiation Analysis Team Project	1%
Negotiation Analysis Team Project Presentation	17%
Final Reflection on Your Overall Skills in Negotiation and Ethics	10%

Grading Scale by Assignment: There are two categories of grading in this course, as outlined in the following sections.

Scale of 0 to 100

The assignments noted below will be graded on a scale of 0 to 100, with every value in between those two extremes a possible grade.

- Persuasion Exercise
- Participation in Simulation
- Interview with a Sales Professional
- Negotiation Analysis Team Project Presentation
- Final Reflection on Your Overall Skills in Negotiation and Ethics
- Attendance

Five-Category Scale (0, 50, 75, 85, 95)

The assignments noted below will be graded on a five-category scale—Did not submit/participate (0), Minimal Effort (50), Passing (75), Good Work (85) or Exceptional (95)—as explained below.

- Reflection on “The New Selling of America”
- Negotiation Preparation/Planning Documents
- Negotiation Reflection Documents
- How Good People Make Tough Choices* Assignments
- Name of the Sales Professional You Plan to Interview
- Topic for the Negotiation Analysis Team Project

The five-category scale is based on the following:

Did not Submit	Minimal Effort	Passing	Good Work	Exceptional
0 points	50 points	75 points—"B"	85 points—"B+/A-"	95 points—"A+"
You did not submit the assignment. You know you are not going to get a good grade.	You met the minimum basic requirements of length and timeliness, but otherwise showed no serious engagement with the material. You know you are not going to get a good grade.	You completed the assignment as prescribed and demonstrated an acceptable level of engagement with the material.	You did everything you were supposed to do and you engaged with the material at a high level. You displayed clear effort, interest, and the ability to analyze and apply the theories and constructs we are covering in class and in the course readings. You should be pleased with this grade.	You far exceeded the expectations with a truly exceptional effort and ability to analyze and apply the theories and constructs we are covering in class and in the course readings. This grade will be given in rare instances.

Late Assignments: As noted earlier, students/teams are expected to submit all assignments by the stated deadline.

V. Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard, Duke students agree to adhere to the following:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

The Duke Community Standard is an integral part of this course. Given the nature of the negotiation and class exercises included in this course, there are a number of specific provisions which must be followed in this course to create an effective learning environment. These provisions are as follows:

- You may not share the materials you receive to prepare for the negotiations/class exercises **with anyone in any way**. Not only may you not show the written materials, you also may not discuss them with anyone. Students within the class will have differing confidential roles and it undermines the learning process if a student has seen or heard about any role other than their assigned role.
- This prohibition on not sharing information on your confidential role lasts even after you have reached agreement within your negotiation. The exercises do not always end when an agreement is reached, so you must keep your negotiation materials confidential.

- You may not share your confidential role with the other side during any negotiations, although you are free to use information from your role during the negotiation as is appropriate given your negotiating strategy (so, you may share some specific aspects of your role, as needed to negotiate).
- You may use a variety of strategies in your negotiation, including misrepresentation. You may not, however, make up information that materially changes the facts of the exercise in a way that does not honor the basic framework of the negotiation.
- For the individual assignments, you must complete the preparation for the negotiations/exercise without any assistance from anyone. Once you have completed your preparation, you may not share your preparation documents with anyone.

In terms of the application of the Duke Community Standard overall, you cannot give or receive any information on any graded assignment. This prohibition applies not only to conversations you might have with students enrolled in the class, it also means you may not receive information on graded assignments from people in other Duke classes, from people outside of Duke, or from any other source (this includes your friends outside of Duke, as well as your family members). With regard to work designated as an “individual assignment” within this course, you cannot give or receive any information on any assignment. All aspects of your work must be completely your own.

On work designated as a “team assignment,” the expectation is that you will actively participate with the members of your team in the completion of the assignments. You cannot, however, give or receive any information on any assignment outside of working with your team members. This includes prohibitions on sharing information with or receiving information from other teams, as well as sharing information with or receiving information from any individuals who are not members of your team.

If there are any questions about how the Duke Community Standard applies, either in terms of the course overall or with regard to a specific assignment, please contact the course instructor directly.

VI. Required Course Materials

Textbooks: There are two books noted below that we will use in the course. These books have been widely available for a number of years and are available for purchase at very reasonable prices online.

Getting to Yes: Negotiating Agreement Without Giving In (third edition) by Roger Fisher, William Ury, and Bruce Patton

To Sell Is Human: The Surprising Truth About Moving Others by Daniel H. Pink

Electronic Coursepacks: There are two separate coursepacks required for this course:

1. The coursepack at the **Dispute Resolution Research Center (DRRC)** at Northwestern’s Kellogg School of Business contains the negotiation exercises you will need to purchase for the course. All enrolled students will receive an invoice directly from DRRC. You will not be given access to any course negotiation exercises until you have purchased them from DRRC/Northwestern.
2. The electronic course pack, “**Negotiation and Consultative Selling,**” contains the rest of the background readings, cases, and additional negotiation simulations for this course. You will obtain and pay for your coursepack directly from **Harvard Business Publishing** following directions sent to the class and included on the Canvas site.

Given that you will receive your confidential materials to complete your assignments through the coursepacks, **it is a requirement of the course that all students purchase both coursepacks. You will not be able to complete the course without purchasing these materials.**

In addition to the readings, cases, negotiation exercises included in these coursepacks at the beginning of the semester, the instructor reserves the right to add readings, cases, or negotiation exercises to the coursepacks throughout the semester, as appropriate. Should this occur, you will be advised to purchase these additional materials directly from either DRRC or Harvard Business Publishing.

Online Materials: Throughout the semester, the instructor will provide links to materials that are available online, with no payment required. These materials are required readings in the course. If you have difficulty accessing these materials, please notify the instructor via email.

VII. Wellness and Mental Health

Graduate study can get intense at times, so it's important to take care of your body and mind. There are many resources at Duke to help graduate students with their physical, mental, and social wellbeing. We encourage you to take advantage of these resources. If you have wellbeing-related concerns, questions, or suggestions, please contact grad-gsa@duke.edu.

- [DukeReach](#) is a good starting point if students are unsure where to turn for health, well-being, and safety resources on campus.
- [Counseling and Psychological Services \(CAPS\)](#) helps students manage increasing stress or deal with situations best addressed in collaboration with a trained mental-health professional. CAPS staff members are also available to provide counsel on how to be supportive of a peer that you may be concerned about.
- [Blue Devils Care](#) is a new, free, 24/7 mental telehealth service for students.
- The [Duke Student Wellness Center](#) helps students focus on their individual wellness by looking at the integration of many areas of life, including financial, social, spiritual, intellectual well-being, mind-body, and the environment around them. The center provides individual services, does group outreach, and acts as consultants as well as a hub of information on wellness. (Check out the center's [Moments of Mindfulness activities](#).)
- [Student Health Services](#) provides a wide range of health-care services, many of which are covered by the student health fee. Student Health can serve as the primary-care physician for students and also refer students to specialists within the Duke network as needed.