

Submission Template for the 2015 OBTC Teaching Conference for Management Educators

1) Title of Proposal:

Negotiating a New Hire: A Role Play Simulation

2) Abstract:

In the student exercise to be described for instructors who participate in this session, students practice negotiating the terms of employment for a new MBA considering a cross-country move. The primary teaching objective is to develop students' skills in negotiating multiple issues, some of which offer the opportunity for mutual gain. The exercise can also be used to introduce or review negotiation concepts like the BATNA, distributive vs. integrative issues, and cooperative and competitive negotiation style. Teaching notes will be provided.

3) Keywords:

Use three or four keywords to describe your session.

negotiation, role play, debriefing, job interview

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

ability to present Powerpoint is desired but not required

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

Participants will

- * receive materials for students to read before role playing the new hire interview
- * walk through how to debrief the simulation after the student role play
- * receive teaching notes to accompany the debrief slides
- * discuss links to key concepts in negotiation and power and influence
- * be invited to participate in research on negotiation styles using this exercise

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

This role play exercise has been conducted as part of an MBA negotiation elective, and it would also be appropriate as a stand-alone exercise in a core course on organizational behavior for MBAs or undergraduates. There are opportunities to connect with topics typically covered in a core course, such as power and influence, and managing your boss.

The key concepts within negotiation that the exercise taps are as follows:

- **BATNA (best alternative to a negotiated agreement)**
(Both the job candidate and the hiring manager role descriptions identify the BATNA for that role, so students can check whether they made an agreement better than their BATNA)

- distributive issues (the salary issue is distributive, since any salary increment the job candidate can secure comes at the expense of the hiring director's budget for team training)
- integrative issue pairs (vacation & start date options, if the students can identify the optimal solution according to the point values provided in the role descriptions, can combine to create a solution that creates value for the two students combined).
- cooperative vs. competitive negotiation style (the hiring manager's role instructions can be modified to ask the student assigned that role to choose one of these styles and behave consistent with that style throughout. This option can be omitted if the instructor prefers.)

9) Session Description and Plan:

What will you actually do in this session?

5 minutes for an overview of the exercise

5 minutes for participants to read an individualized summary of different students' responses to the role play

15 minutes to walk through an outline of a debrief session (see attachment 3 for sample slides for a 60-minute debrief)

5 minutes for questions and my invitation to participate in research

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

I have used versions of this exercise over the last 5 quarters of teaching an MBA elective on negotiation, and can provide qualitative data to session participants about its impact on student learning.

Three attachments are provided.

The first attachment is a copy of the role instructions for the student playing the role of the job candidate. (Role instructions for the student playing the role of the hiring manager will also be provided to session participants, but are not included with this OBTC session proposal.)

The second is a copy of the instructions that students receive once they have completed the simulation, so that they can discuss their outcomes in pairs outside of class time, and before a full class discussion debriefing the experience.

The third is a copy of the slides I use to structure the debrief discussion in class.

11)Implications for Teaching or for Teachers:

What is the contribution of your session?

This session will add a new exercise to participants' teaching repertoire, and give them the confidence to facilitate an effective debrief and class discussion about negotiating a job offer for a new hire.

12)Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

Learning in community is a key element of debriefing role play simulations. Students gain not only the ability to reflect on their own experience in the role play, but also the opportunity to hear from other students who tried different negotiating tactics. Participants in this session will receive guidance on how to conduct a meaningful debrief.

13)Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

Not presented before anywhere.

14)References and/or Additional Materials:

See 3 attachments described in item 10 above.