



**OBTC 2015 at University of La Verne  
June 17<sup>th</sup> – 20<sup>th</sup>, 2015**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

**Submission Template for the  
2015 OBTC Teaching Conference for Management Educators**

**1) Title of Proposal:**

Teaching Negotiation Successfully: Is it a Fantasy?

**2) Abstract:**

*Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.*

Looking for new, innovative ways to get students excited about learning negotiation? Fantasy Football could be your answer. In the fall 2014, the presenter was looking for a creative way to get students excited about the negotiation course. Having always used case studies and/or hypothetical simulations, the presenter noticed that interest in applying the course concepts was not really being achieved because students weren't really buying into the hypothetical situations. However, all that changed with Fantasy Football. Come join the conversation about how to implement a fantasy process as a real-life, real-time learning experience with real-world implications.

## **Keywords:**

*Use three or four keywords to describe your session.*

Negotiation, reflective learning, adventure learning

## **3) Format**

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

## **4) Time Requested:**

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

## **5) Planning Details:**

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

No specific requirements are needed to facilitate this session.

## **6) Learning Objectives or Goals for the Session:**

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

- 1) Develop pedagogical ideas based on innovative experiential learning
- 2) Incorporate real-time activities to apply negotiation principles
- 3) Determine how to adapt application presented to specific course

## **7) 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.*

LeBaron and Patera (2009) address the need for reflective or second-generation learning in order to equip students for negotiating in the global world. They call for learning opportunities that are adaptable to the moment requiring authenticity from the students and the context of the situation. Alexander and LeBaron (2009) note that if we are trying to change attitudes and behaviors, then the role-play by itself as commonly used in negotiation training may not be the best tool. Rather, they suggest adventure learning. As the authors point out, adventure learning can be any activity that takes students out of the traditional learning situation and puts them in “the real” experience. When students engage in real-time rather than hypothetical learning situations, then they are engaging in more authentic, reflective learning. As management educators, incorporating more second-generation learning prepares students to be adaptable, curious thinkers – a skill set needed by the global negotiators of today and tomorrow.

## **8) Session Description and Plan:**

*What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*

Presenter will explain the project, its purpose, provide materials to illustrate project activities, provide student feedback data, engage participants in discussion about how project can be adapted to fit different course objectives, and discuss lessons learned to help participants implement project into their own courses.

Timeline for the session will be as follows:

0-5 minutes – Introduction of presenter and topic

5-25 minutes – Discussion of project activities with examples provided & student feedback data

25-50 minutes – Participants engage in discussion about how project can be adapted to a particular course they teach

50-60 minutes – Wrap-up with lessons learned and future implementation changes discussion with participants

## **9) For Activities and Exercises:**

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

All project implementation documents used by presenter during the fall 2014 course are attached.

## **10) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

Often we depend on the convenient, time-tested tools to teach our students particular concepts. This session provides participants the opportunity to hear how incorporating fantasy football evolved from the presenter's personal interest and developed into an applicable, engaging real-time learning opportunity successful in helping students apply negotiation principles.

## **11) Application to Conference theme:**

How does your session fit with the overall OBTC theme of Learning in Community? The goal of this session is to provide other educators with an example of reflective learning and to have a conversation about how to incorporate this type of learning into their own teaching experiences. Through this conversation we further develop innovative pedagogical opportunities among those of us committed to management education.

## **12) 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?*

I have not presented or submitted this work at a conference.

## **13) References and/or Additional Materials:**

Alexander, N., & LeBaron, M. 2009. Death of the Role-Play in Rethinking Negotiation Teaching: Innovations for Context and Culture, Eds. Honeyman, C., Coben, J., & De Palo, G. DRI Press: Saint Paul, MN, pg. 179-197.

LeBaron, M., & Patera, M. 2009. Reflective Practice in the New Millennium in Rethinking Negotiation Teaching: Innovations for Context and Culture, Eds. Honeyman, C., Coben, J., & De Palo, G. DRI Press: Saint Paul, MN, pg. 45-61.

## **Additional Materials:**

### **MN 4330- NEGOTIATION & CONFLICT RESOLUTION SEMESTER PROJECT FALL 2014**

**PROJECT:** Fantasy Football Negotiation

**PURPOSE:** Apply common negotiation principles and conflict resolution techniques to successfully manage a fantasy football team with your partner. This negotiation project will include multiple aspects — partner selection, draft strategy, weekly team management, and overall team success analysis. Throughout the season, you will be tasked with varying assignments, reports, etc. All assignments will be communicated during class, on BB, and on the league website.

**SUCCESS CRITERIA:** The project is worth a total of 100 points for each team partner. All points earned are based on regular season performance. Points can be earned based on the following activities:

- 1. PARTNER SELECTION PROCESS — 5 points**
- 2. DRAFT STRATEGY ANALYSIS REPORT — 15 points**
- 3. HEAD-TO-HEAD COMPETITION — 20 points**
- 4. WEEKLY MANAGEMENT REPORT — 35 points**
- 5. OVERALL SEASON ANALYSIS REPORT — 25 points**

**LEAGUE INFO:**

1. League Name: Rattlers Rule
2. Operated through ESPN Fantasy Football
3. 12 team league
4. 10 week regular season
5. 6 teams can make playoffs
6. 3 week playoff schedule
7. ESPN scoring defaults implemented
8. No home field advantage
9. Regular season tie break — most bench points
10. Playoff seeding tie break — total points
11. Top 2 teams receive bye during 1st playoff round
12. Winning team receives a prepared dinner for 6 (provided by Dr. W and friends)

**PARTNER SELECTION PROCESS:**

On the **third day of class**, partners will be randomly drawn. Once the random draw is finished, a 30 minute negotiation window will open for partner trades. Partner trades must meet the following guidelines:

- a. All parties must agree to the trade.
- b. Reasons for trade must be established and verified by all parties.
- c. Concessions allowed in partner trade agreements are limited to items directly related to league play (ex - draft picks, waiver trades, etc.), bonus cards, and food and drink purchasable on campus.
- d. All concessions must be agreed to by all parties of the partner trade agreement.
- e. Each team is only allowed one partner trade.
- f. All teams must have at least two partners.

### **DRAFT STRATEGY ANALYSIS REPORT**

Together as a team, you will participate in an offline draft during class on **September 4th**. Both partners are required to be present during the draft. All draft decisions and trades must be agreed to by both partners. There are two parts to the report as described below:

- a. Pre Draft Strategy — You and your partner must prepare and submit your draft strategy prior to the offline draft. This form is due at the **beginning of class on September 4th**. Both partners must sign off in agreement of this pre-draft strategy.
- b. Post Draft Analysis — Upon completion of the draft, both partners will submit a draft strategy analysis report. The report is due at the **beginning of class on September 8th**. Grade earned will be based on thoroughness and accuracy of analysis, draft outcomes compared to initial draft strategy, and engagement level of both partners during draft. Reports submitted after deadline will receive 5 point penalty.

### **HEAD TO HEAD COMPETITION**

Each team will engage in a head-to-head competition against another team during a 10 week regular season. The winner of each match-up will be based on total points accumulated during the match-up. Points earned for head-to-head competition during each week of the regular season will be based on the following:

- a. Winner = 100 points  
Loser = (100 - total point spread)
- b. Points earned for each week will be multiplied by 20% (because this activity is worth 20% of the total project grade). Total points earned will be averaged over the 10 week regular season.

### **WEEKLY MANAGEMENT REPORTS**

Teams will be required to submit a weekly management form detailing different aspects of team management, trades, waiver activity, partner decisions, and negotiation rationale. Throughout the season, teams can conduct negotiations for players.

Whenever trades occur, teams must detail the negotiation strategy for the trade. Additionally, various negotiation situations will be introduced throughout the season that teams will have to incorporate into their overall season management plan. Points will be earned based on the accuracy of incorporating negotiation practices discussed in class, the rationale behind the negotiation process implemented, outcomes achieved through the negotiation process, and the engagement level of both partners in the team management process. Reports will be due at the **beginning of class every Thursday** during the 10 week regular season. Reports received after the deadline will receive a 5 point penalty. Your total grade for the Weekly Management Report will be determined by averaging points received during the 10 week season multiplied by 35% (because this activity is worth 35% of the total project grade). Weekly Management Reports are divided into two sections:

- a. Team Management Analysis — This part of the report will focus on the Implementation of Negotiation Practices, Negotiation Rationale, and Outcomes Achieved. One report per team is due weekly. Both partners will receive the same grade for this part of the report. This report will represent 50% of your overall Weekly Management Report grade.
  
- b. Partner Engagement Evaluation — This part of the report will be completed by your partner. Your partner will submit a score indicating your level of contribution and participation for that week. A rationale for your score will also be required. This evaluation will represent 50% of your overall Weekly Management Report grade. Partners who do not submit their evaluation by the deadline will not receive points until the evaluation is submitted and will also receive a 5 point late penalty. Any evaluation submitted more than 48 hours after the deadline will result in the submitting partner receiving 0 evaluation points for the week.

### **OVERALL SEASON ANALYSIS REPORT**

When the regular season ends at week 10, each team will complete an overall analysis of the team's season. This report will include a complete negotiation and decision-making analysis. Points will be earned based on the thoroughness and accuracy of your analysis, the specific negotiation techniques and practices incorporated throughout your season, the rationale behind those decisions, and the contribution of each partner during the season. One report per team is required. Both partners must contribute to writing the report. Contribution will be identified prior to submission. Partners will be graded only on their contribution multiplied by the proportion of the total report they contributed to completing. The report will be due at the **beginning of class on December 4th**. Points will be deducted for poor writing and grammar mistakes. Reports submitted past the deadline will receive a 10 point deduction for every hour past the deadline.



MN 4330 - Negotiation & Conflict Resolution  
Semester Project Draft Instructions  
Fall 2014

The following instructions apply to the Fantasy Football Draft occurring on Thursday, September 4, 2014 from 12:45 - 2:00 p.m. Each team is required to follow all instructions in order to participate in the draft. There are changes included below that are different than the original instructions you received in class so please pay attention to all the details below. Where changes have occurred, follow this set of instructions. If you have any questions, please let me know.

Pre-Draft Instructions

1. All teams must accept the invite sent to you by 6 p.m. Wednesday, September 3, 2014. The league cannot begin the draft until all teams have accepted their invite to participate in the league.
2. Submit your team's pre-draft strategy form via email to the professor no later than 12:35 p.m. on Thursday, September 4, 2014. The pre-draft strategy form can be downloaded from Blackboard.
3. Any teams that have traded draft picks must notify the professor via email no later than 8 a.m. on Thursday, September 4, 2014. Draft trades will not be recognized after 8 a.m. Thursday, September 4, 2014. The time stamp on the email will confirm adherence to the deadline.

Draft Instructions

1. The draft will begin at 12:45 p.m. The draft will be an online draft. You can participate in the draft from anywhere your team chooses. The classroom will be open if you want to conduct your draft from there but be aware that the wifi may respond slower as the number of online connections increase. The professor will be in the classroom during the draft.
2. Teams may choose to auto-pick their entire roster. That means your roster will be picked by the ESPN system based on their algorithm that considers the best players available at the time of your pick, players already chosen for your roster, and the positions still needed to be filled on your roster. You do not have to be present to auto-pick your roster. You may use the Auto-pick strategy option available through ESPN.
3. Each team will have 60 seconds to choose your pick. If you do not make your pick during the 60 seconds, then the system will auto-pick for you. Please note that once you go onto auto-pick you will stay on auto-pick until you manually take your team off auto-pick. This means you will stay on auto-pick for subsequent rounds unless you take yourself off auto-pick.
4. All teams can pick players for any positions the team chooses during rounds 1 - 6. You make these picks either manually by clicking on the draft link for a particular player or by letting the system auto-pick for you. Immediately after your team makes its 6th round pick, every team is required to go on auto-pick. To do this, you will click on the auto-pick link. Every team is responsible for understanding how

to work the draft program prior to beginning the draft. Draft process instructions are available on the ESPN website. Given our class time constraints, we only have time to include 6 rounds of picks. In order to not infringe on other class commitments, going on auto-pick after round 6 is necessary to complete the draft.

5. Once your team has gone to auto-pick for rounds 7 - 16, your team can log off the system at any time. The professor will be watching all auto-picks for rounds 7-16.

Any team that comes off auto-pick and chooses its own player during rounds 7-16 will have that player removed from their roster, will not be able to pick up that player for the rest of the season, and will not be able to fill that roster spot for the Week 1 competition (i.e. - you have to play with fewer players than your opponent).

6. One of the options your team can utilize during the draft is the auto-pick draft strategy. You can identify if you want a specific position chosen during a particular round or the best player available for that round according to ESPN player ranking. You can also set the limit of players chosen for each position. You set-up your autopick strategy prior to beginning the draft. At any time your team goes on auto-pick during the draft, the system will use your strategy.

7. Another option you have is putting players into a player queue. If you have players in your queue and you are on auto-pick, the system will auto-pick based on the order of players in your queue if those players are still available to be drafted. However, you must pay attention to the order that you include players in your queue. For example, if the top 3 players in your queue are quarterbacks and each of those quarterbacks is available when team's pick is due then the system will pick you one of those 3 quarterbacks even if you need other positions filled. Thus, after 3 rounds you could end up with 3 quarterbacks on your roster.

#### Post-Draft Instructions

1. Once the draft is completed, teams will be able to view their roster through the ESPN system. The draft is estimated to be completed around 3:30 p.m. If you log back into the system before 3:30 p.m. there could be a chance that your team would re-enter the draft and cause your team to go off auto-pick. Please do not let this happen. If it does, then your team would come under the consequences identified in point #5 above.

2. No roster trades between teams will be allowed for the Week 1 head-to-head competition.

3. Teams can manage their rosters as desired for Week 1. This means you can move players around to various positions to create your starting line-up. Players are locked into positions by the ESPN system prior to that player's start time.

4. Teams are responsible for knowing and understanding all the rules and scoring of the ESPN system. Your team can access all rule and scoring information for our league through the ESPN league website.

5. Your team's post-draft strategy report will be due September 8th at the beginning of class. The post-draft strategy report can be downloaded from Blackboard after the draft has been completed.

MN 4330 - Negotiation & Conflict Resolution  
Overall Season Analysis Report Guidelines  
Fall 2014

Below are the guidelines for completing the Overall Season Analysis Report. The report is due no later than 12:30 p.m. on Thursday, December 4th. Reports will incur a 10 point deduction for each hour submitted past the deadline. One report is required per team.

1. Both team members are expected to contribute to the completion of the report. Team members need to identify who completed which section. Sections must be completed entirely by a single team member. Each report will receive one grade. The report is worth a total of 25 points. Writing errors will result in point deductions.

2. There are 5 sections in the report. When completing each section, the report should be written from the perspective of how the team applied the negotiation concepts rather than how each individual participated (unless otherwise specified). Below are the guidelines for each section:

a. SEASON STRATEGY

- i. After the draft was concluded, what was the team's overall strategy for managing success throughout the season?
- ii. Why was this strategy chosen?
- iii. What was each team member's participation role in executing this strategy?
- iv. Did the strategy produce the intended results?
- v. Why or Why not?

b. REFERENCE POINTS

- i. What BATNA was set at the beginning of the season? Did it change over the course of the season? Why or why not?
- ii. What AL was set at the beginning of the season? Did it change over the course of the season? Why or why not?
- iii. What RP was set at the beginning of the season? Did it change over the course of the season? Why or why not?
- iv. What Bargaining Zone existed at the beginning of the season? Did it change over the course of the season? Why or why not?
- v. What ZOPA existed at the beginning of the season? Did it change over the course of the season? Why or why not?

c. TYPES OF NEGOTIATION

- i. How were negotiations completed by the team throughout the season?
- ii. What type of negotiation was used by the team throughout the season?
- iii. Did the team ever change negotiation styles throughout the season? Why or why not?
- iv. What type of negotiation did the majority of teams use against your team?
- v. How could your team have been more successful with the negotiation

style used throughout the season?

d. NEGOTIATION TACTICS

i. What hardball tactics did your team use throughout the season?

ii. Why did your team use each of these tactics and was each tactic successful?

iii. What types of power did your team use throughout the season and why did you use power in these ways?

iv. What influence tactics did your team use throughout the season?

v. How did using any and all of these tactics help or hinder your team's relationship with other teams in the league throughout the season?

e. NEGOTIATION RESULTS

i. Did your end-of-season results successfully attain your beginning-of-season strategic goals? Why or why not?

ii. How could you have improved your negotiation strategy (even if your team was successful)?

iii. How could your team have incorporated principled negotiation more fully throughout the season?

iv. What type of trust did your team try to build throughout the season? How did you go about trying to build this type of trust?

v. Did your team's negotiation decisions throughout the season improve or hinder trust between your team and other teams? How did your trust-building or lack thereof impact your team's season's success?