

Professor: Peter Carnevale
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Office Hour: 12:45-1:45pm Wednesdays @ JFF or VPD (send email to see). I am available most days during business hours to meet at HOH-510 by appointment; send email to find a mutually beneficial time. My normal email reply time is < 24 hours (please, no sms or phone messages).

Course Description

From the USC course catalogue: *MOR469 Negotiation and Persuasion -- Theories, strategies, and ethics underlying negotiation and persuasion in contemporary organizations and societies. Emphasizes the **knowledge** and **skills** needed for effective negotiation and persuasion.*

Negotiation is communication and decision making for reaching agreement about perceived differences of interest. People in business often face negotiation, for example, when setting terms of employment (e.g., salary), problems in entrepreneurship (e.g., buying and selling a company), real estate, etc., even who gets the nice corner office. This course will help you understand negotiation in a variety of settings. The course emphasizes both “deal making” and “dispute resolution” situations. The course is *research based*, that is science: theory and data are central to effective practice.

A premise of this course is that businesspeople need analytical skills to discover optimal solutions to problems but need negotiation skills to get them implemented. The course asks students to learn negotiation skills *experientially* and to *understand negotiation via analytical frameworks that come from behavioral economics and psychology*. The class emphasizes readings, simulations, exercises, historical instances of negotiation, and cases. The central matter of this course is understanding the behavior of individuals, groups, and organizations in the context of negotiation. *Negotiation is not a talent a person is born with -- it is a skill to learn.*

Learning Objectives

Upon successful completion of this course, students will be able to:

- *Explain the nature of negotiation.* This objective is paramount because many of the important parts of negotiation, e.g., interests, goals, tactics, have uncertain or mixed consequences. No formula will *always* maximize outcome; understanding *negotiation mechanics* can help.
- *Describe a set of central concepts and terms in negotiation.* These concepts will be the building blocks from which we can systematically understand and evaluate negotiation.
- *Identify basic forms of agreement, tactics, negotiation contexts and psychological mechanisms.*
- *Demonstrate confidence in the negotiation process* as an effective means for achieving objectives, reaching agreements, and resolving disputes.
- *Analyze and understand the negotiation behavior* of individuals, groups, and organizations.
- *Manage the negotiation process*, including preparation, persuasion, and “pre-suasion.”
- *Evaluate* the costs and benefits of alternative actions to negotiation including, in some contexts, mediation, arbitration, and litigation.

Required Materials

Books

- Lewicki, R.J. , Barry, B., & Saunders, D. *Essentials of Negotiation. 6th Edition.* McGraw Hill, (2015). isbn: 978-0-07-7862466
- Cialdini, R (2016) *Pre-Suasion: A Revolutionary Way to Influence and Persuade.* Simon and Schuster. isbn: 978-1-5011-0979-9

Online

- **iDecisionGames.com – sign up.** This online negotiation platform will cost you about \$60. It manages negotiation cases and exercises for every class. You will go to it during class so you need to bring a smart device that gives you good access (tablet or laptop computer).
- Access to **Blackboard (Bb)** and the class notes and additional readings. If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu.

Readings

- Readings: articles and handouts, to be downloaded, available now on Bb and some posted during the semester.

Suggested Books (Not Required)

- Walton, R. E., & McKersie, R. B. (1965). *A behavioral theory of labor negotiations: An analysis of a social interaction system.* Ithaca, NY: Cornell University Press.
- Raiffa, H. (1982). *The art and science of negotiation.* Cambridge, MA: Harvard University Press.
- Pruitt, D.G. (1981). *Negotiation behavior.* New York: Academic Press.
- Fisher, R., & Ury, W. (1981). *Getting to Yes.* New York: Penguin.
- Pruitt, D.G., & Carnevale, P.J. (1993). *Negotiation in social conflict.* Buckingham, England: Open University Press.
- Carnevale, P.J., & De Dreu, C.K.W. (Eds.) (2006). *Methods of negotiation research.* Leiden, The Netherlands: Martinus Nijhoff Publishers.
- Brett, J. M. (2007). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries.* John Wiley & Sons.
- Shell, G. R. (2006). *Bargaining for advantage: Negotiation strategies for reasonable people,* revised edition. New York, NY: Penguin Books.
- Mnookin, R. (2010). *Bargaining with the devil: When to negotiate, when to fight.* New York, NY: Simon & Schuster.
- Voss, C. (2016). *Never split the difference: Negotiating as if your life depended on it.* Random House.
- Malhotra, D., & Bazerman, Max H. (2007). *Negotiation genius.* New York, NY: Bantam..
- Lax, D. A. & Sebenius, J. K. (2006). *3-D Negotiation: Powerful tools to change the game in your most important deals.* Boston, MA: Harvard Business School Press.
- Kolb, D. M., & Porter, J. L. (2015). *Negotiating at work: Turn small wins into big gains.* John Wiley & Sons.

Course Details:

The course is built around a series of negotiation exercises and debriefings. All exercises require preparation in advance. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings. While some class time will be provided when group preparation is required, students may also need to meet outside of class.

A unique characteristic of this course and its operating procedures is that the negotiation exercises and debriefings come via iDecisionGames.com; you need to register for this *asap* on that site. All exercises will require preparation. Thus, the materials for each exercise will be found there. **There are no exercise make-ups** (barring serious medical or emergency situations).

This class is green, meaning that everything is done electronically, no paper. This also means that you must bring a laptop or tablet or similar device to every class. Note that this is a requirement of the negotiation exercises in iDG.

The negotiation exercises will occur mainly on Mondays, with much of the discussion and debriefing of the negotiations on Wednesdays. Participation in both is important. The discussion classes will also include lectures (primarily about the science of negotiation), additional class negotiation activities, special guest speakers, movies, and videos. There may be quizzes (in class and take home) and negotiation assignments outside of class.

Important: This course has an essential element to the participation policy: You must provide prior notice to Professor Carnevale if you cannot attend a class to either participate in a negotiation or a negotiation debrief and do this at least 18 hours ahead of time. If you do not provide such notice, your negotiating partners for the day could be left wondering where you are and end up being inconvenienced. Details on this policy will be described in class. Note: **For a 2pm class, this is a notice to Professor Carnevale by 8pm the day before if you cannot make it. For a 10am class, this is a notice to Professor Carnevale by 4pm the day before if you cannot make it.** If you leave someone wondering where you are, e.g., a classmate, you will lose professionalism points.

Copies of lecture slides and other class information will be posted on Blackboard, typically the day of, or even during class. This is because the slides contain information about the negotiation exercises that can only be shared *after* you have completed the negotiation.

Preparation for the negotiations is important. Preparation means reading the exercise materials, knowing all the exercise roles and positions and developing ideas about how to negotiate them ahead of time. *Students are required to prepare a negotiation plan in advance of every negotiation.* This will be done online (via a qualtrics survey or in Bb or iDG). In this plan, you will briefly explain the nature of the negotiation exercise by using concepts from the readings that may apply to it; you will indicate your understanding of the situation, and indicate what negotiation tactics you will try.

Grading Policies: Final grades represent how you perform in the class relative to other students. Your grade is based on your performance, not on a mandated target. The average grade for this class is expected to be about B+. Two items are considered when assigning final grades in MOR469: 1. Your weighted score from the available points for all assignments. 2. Your ranking among all students in the class. Your grade is determined by how many points you attain for the various assignments. There are five assignments, or sources of points:

1. Points from *participation and professionalism* (e.g., in negotiations and debrief sessions)
2. From your negotiation *plans & preparation* (aka *Homework*)
3. Points from the *First Test*
4. Points from the *Final Test*
5. Points from the *Team project* on negotiation

Important: You must indicate in iDG that you will be absent, ahead of time; see the participation policy. Not doing so may result in a 10% loss of participation points.

1. Participation (15%)

Participation has two important elements: doing the negotiation exercises in an intelligent, professional manner and talking about it in the debrief sessions. See the “Syllabus, etc” folder on Bb: Appendix -- Participation Notes.

Participation in class discussion involves active participation that contributes to the class. Active participation means that you speak up in class -- answering questions, making observations, commenting on other students’ comments, even challenging the instructor’s views. Your comments should move the discussion forward. This is relevant to the Marshall School Critical Thinking Initiative. Your ability to think critically is an important part of the evaluation/grading process in this course.

An important element of participation is professionalism: You are expected to conduct yourselves in a professional manner, as in any business setting. Important aspects of professionalism include:

- i. *Appropriate use of laptop computers.* You are expected to bring your laptop/tablet to every class (we may conduct on-line surveys before and following the negotiation exercises). You may take notes using your laptop, but you may not open up your email function or internet function during class unless it is instructed to do so for the purpose of the class. All of the following will be considered violations: email; preparing for another class; web surfing; shopping, etc. This policy will be strictly enforced.
- ii. *Appropriate use of cell phones.* Any ringing from your cell phone will likely reduce your professionalism points.
- iii. *Arriving to class on time.*
- iv. *Preparing for class.* You must be prepared for the negotiation and class discussion.
- v. *Engaging in ethical behavior.* This includes not asking the professor to make "special exceptions" (i.e., bend the course rules) for you.
- vi. *Respect others' time:* please do not ask questions which are readily answerable via the course syllabus/website. If you have a question about something on the syllabus/website after the first day of class, please approach me about it before class.

...and, especially important:

- vii. There is a class negotiation case/exercise policy: What happens in the negotiation exercises stays in the class. Your task, as you will see in the negotiation exercises, is to try things out. Experiment with it. For example, if you never made an irrevocable commitment, or a “putdown” in negotiation, try it out (“this is my last offer, take it or leave it”; “Only a real jerk would make that kind of offer”). This means that what happens in negotiation may not reflect a person’s personality, but rather the person trying something out for experience and learning. Thus we do not talk about it outside of class.

2. Negotiation Planning (15%)

Preparation involves having read the exercise materials and prepared for the negotiation exercise for that day. There will be a preparation survey that you are asked to complete ahead of time for each negotiation. It will be available when the exercise becomes available online and it sometimes will take the form of a short-answer quiz asking questions about the exercise. There may also be peer reports of preparation and performance after a negotiation. There are no makeups on these.

Because I try to observe as many negotiations as possible on any given day, and some of them will have an associated video, it is often quite obvious when someone is not prepared. This harms your negotiation partner's experience as well as your own and will be noted by me and taken into account in the assignment of preparation scores.

When negotiating, you must follow all the instructions that are provided for your role. However, you can be creative in how you interpret this information and the kinds of strategies you employ, or try out, provided that they do not contradict any of the explicit instructions or fundamentally alter the negotiation's structure. If you are not sure about this anytime, ask me.

3. First Test (25%)

There will be a first (midterm) test (see announcements on Blackboard). This may include your personal evaluation of the agreements achieved in the in-class negotiation exercises. It may be in-class (~50 items, short answer, multiple choice, T/F) or take-home or some combination.

4. Final Test (25%)

There will be an end of semester test during the finals period (see Blackboard). Again, this may include your personal evaluation of the agreements achieved in the in-class negotiation exercises. It will be in-class (multiple format) or take-home or some combination. It will be comprehensive, covering all material in the course. Go to: <https://classes.usc.edu/term-20201/finals/>

5. Team Project: A Team Report and Team Presentation (20%) -- Overview (Details on Bb)

A Team Project is required. This involves the following: (a) Your team identifies an interesting negotiation question, researches it, answers it, and submits to Professor Carnevale an "executive summary" report of your efforts in (called the "Report"); (b) Your team presents your work to the class during the last week of the semester. The maximum length for the Report is 1200 words (that's about 4 pages of text).

You will work in groups of 4 people. I will soon assign students to teams. The full details of this team project are posted on Bb in the "Team Project" section. The team project parts all have specific due dates -- see the guide on Bb. For grading purposes, there will be 3 main parts:

1. **Team Report.** First, you come up with an interesting negotiation question and obtain Professor Carnevale's approval of it. No two teams will have the same question. In your Report, your team states the question that you posed, provide answer(s) to the question, a list of the class concepts that you applied, and the sources of information that you used. Grading of the report will focus on your ability to use concepts from class to analyze a negotiation, as described above, and offer thoughtful insights that can help readers understand the negotiation in question.
2. **Team Presentation.** During the last week of the semester. Evaluation of your team presentation will focus on the clarity, style, and overall effectiveness of your presentation with regard to conveying the learning points of your group project.
3. **Team peer evaluation.** Peer evaluations and grading: Scores for individual student contributions to team projects are assigned by me, based on my observations of your team's working dynamics, my assessment of your team's project quality, and thoughtful consideration of the information provided through peer evaluations. At Marshall, professors are encouraged to use student peer evaluations to gain insight into team dynamics, including individual team member contributions. I like to weigh this evaluative feedback in helping to determine what individual scores to assign; however, I do not take a student-assigned peer evaluation score and use it, directly, as an assigned score nor primary component of a final grade. An effective peer evaluation requires students to describe both the specific

contributions made by each team member and the perceived value of those contributions to the submitted assignment. Contributions might include analysis and organization of information collected by team members, questions asked, clarification provided, suggestions made, feedback given, an active presence for the entire length of team meetings, organizing and leading team meetings and class presentations, encouraging participation from every team member, or any other action or attitude valuable for successful collaboration. I hope this is a clear explanation of the expected quality and value of peer evaluations; if not, please let me know. I will have a format for you to submit your input in the form of a Qualtrics survey at the end of the semester for you to do this (see the “Appendix-Peer Evaluation Form” on Bb.)

Note: Students taking the class P/NP will not participate in the team project, or presentation, but will instead conduct a time- and learning- equivalent project.

To summarize, grades for the class will be assigned according to the percentage distribution outlined below. **Each has its own specific description available on Bb.**

Assignments	Points	% of Grade
1. Participation (e.g., in negotiation exercises & debriefs)	150	15%
2. Negotiation Plans & Preparation (aka <i>Homework</i>)	150	15%
3. First Test	250	25%
4. Final Test	250	25%
5. Team project on negotiation	200	20%
	1000	100.0%

Assignment Submission Policy

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late is subject to a 10%-point deduction.

ADDITIONAL IMPORTANT INFORMATION

Communication and Consultation

Professor Carnevale wants to meet with you individually to discuss your own negotiations, your progress with the course materials and assignments. If you can, and you too would like to meet, please contact him in advance via email to arrange a mutually convenient time. He is available most days during regular business hours.

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. The USC Registrar stated: Students on your roster who missed your class during the first week of the semester (no attendance at all during week one) without your approval, will be removed from your roster. Any student not registered in the class but who wants to register must attend the first week of classes; registration can only occur if a seat opens up. The room has limited capacity.

Retention of Graded Coursework

Final exams and all other graded work which affects the course grade will be retained for one year after the end of the course.

Technology Policy: No Recording and Copyright Notice

Laptop and Internet usage is permitted in MOR469 if it is connected to the negotiation exercise. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (e.g., cell phone) must be completely turned off during class time unless used for the negotiation exercise or other MOR469 purpose. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your device in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Limited exceptions are made for students who have made prior arrangements with DSP and Professor Carnevale.

USC Marshall Critical Thinking Initiative:

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidpreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Campus Support & Intervention (CSI) - (213) 740-0411

<https://campussupport.usc.edu/>

A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

usc.sa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Final Exam Scheduling Conflicts

No student is permitted to omit or take early a final examination and no instructor is authorized to permit a student to do so... Students should plan in advance to avoid scheduling conflicts in their final examinations. *If a scheduling conflict*, students must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. (see <https://classes.usc.edu/term-20201/finals/>).

Key Dates — Academic Calendar Spring 2020

Classes Begin.....	January 13
Martin Luther King Birthday...	January 20
Last day to add.....	January 31
Last day to drop, get a refund...	January 31
Last day to change P/NoP.....	January 31
President's Day.....	February 17
Spring Recess.....	March 15-22
Classes End.....	May 1
Study Days.....	May 2-5
Exams.....	May 6-13
Commencement.....	May 15

JFF ELC:

⇒ <https://www.marshall.usc.edu/programs/experiential-learning-center>

I hear and I forget...
I see and I remember...
I do and I understand.
— Chinese proverb

→ Lower Level of JFF

- Enter and on the left side: Rooms G, J, K, L, M, N
- Enter and on the right side: Rooms F, E, D, C, B, A

→ Normally video & audio recording will occur during the negotiation exercises.

Important Note:

MOR469 uses “Turnitin” on most written assignments and it is your responsibility to know how it works. It is set up so you can check your work prior to submission.

COURSE CALENDAR, READINGS, and CLASS SESSIONS

- This schedule is subject to change (revisions posted on Bb; check often). Each exercise has a required preparation homework, delivered online, prior to start.
- Read all indicated readings every week by the Wednesday class.
- The team project parts [TPG] all have specific due dates -- see the Team section on Bb.

Week 1, Jan 13 & 15: Introducing Negotiation and Persuasion, and the Class

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 1 (pp 1-9)
- Cialdini (2001, HBR) Harnessing the Science of Persuasion (Bb)

Week 2, Jan 22: Strategy and Tactics of Distributive Bargaining (Claiming Value)

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapters 1 (pp 10-27) and Chapter 2
- **Negotiate: Terms of Employment**

Week 3, Jan 27 & 29: Strategy and Tactics of Integrative (Creating Value) Negotiation

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 3
- **Final Offer** – documentary showing complexity of real-world, tough negotiation.
- **Negotiate: Texoil (JFF ELC)**

Week 4, Feb 3 & 5: Job negotiation; Pareto [Team project discussion, Feb 5]

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 4
- Malhotra -- Rules for Negotiating a Job Offer (video & article, Bb)
- **Negotiate: Penguin People (JFF ELC)**

Week 5, Feb 10 & 12: Ethics in negotiation

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 5
- Shell (Chapter 11 from *Bargaining for Advantage*) Ethics (Bb)
- **Negotiate: Bullard**

Week 6, Feb 19: Planning; Negotiation Checklist; Cognition & Emotion [TPG1 Due Feb 21]

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 6
- Cialdini (2016) To influence people don't try to persuade. Use 'pre-suasion' (Bb)
- Gawande, A. (2007). The checklist. *The New Yorker*, 83(39), 86-95. (Bb)
<http://www.newyorker.com/magazine/2007/12/10/the-checklist>
- **Negotiate: Viking**

Week 7, Feb 24 & 26: Scoring; Communication processes / Influence

- Ames, Larrick, & Morris (2012) Scoring a deal (Bb) [spreadsheet required]
- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 7
- **Negotiate: Chestnut Drive (JFF ELC)**

Week 8, Mar 2 & 4: Negotiation Power [1st Test, Mar 4th, in class]

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 8
- Lax & Sebenius, *3-D Negotiation* (Bb)
- **Negotiate: Hollywood (JFF ELC)**

Week 9, Mar 9 & 11: Relationships in negotiation; Escalation [TPG2 Due Mar 11]

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 9
- Gangemi & Torres (1996, *JLabRes*) The Corporate Campaign at Caterpillar (Bb)
- **Negotiate: The XYZ Campaign (JFF ELC)**

----- Spring Break -----

----- Spring Break -----

Week 10, Mar 23 & 25: International and Cross-Cultural Negotiation

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 11
- Cialdini, R (2016) *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. Simon & Schuster. isbn: 978-1-5011-0979-9
- Brett: Negotiating Globally (*Culture and Negotiation*, Ch.2, pp 25-47) (Bb)
- NTR's Culture/ Negotiation Survey (in iDG) measures perceptions of cultural norms (dignity, face, honor, tightness-looseness, holistic/analytic mindset); personalized feedback, benchmarking from managers around the world.
- Negotiate: Mouse (JFF ELC)

Week 11, Mar 30 & Apr 1: Individual differences; Mediation

- Lewicki, et al. *Negotiation*, 7th Edition, Ch 19 on Mediation, download (Bb)
- Babcock et al (2008), *What happens when women don't ask* (Bb)
- Brett (2019), *The mediation process* (Bb)
- Negotiate/Mediate: Quickstop Mall (JFF ELC)

Week 12, Apr 6 & 8: Mediation

[TPG3 Due Apr 8]

- Goldberg (PON, Harvard) *Mediation Secrets for Better Business...*,
- Negotiate/Mediate: Prosando

Week 13, Apr 13 & 15: Dispute systems in organizations

- Negotiate/Mediate: Amanda (JFF ELC)

Week 14, Apr 20 & 22: Best Practices in Negotiation and Mediation

- Lewicki, et al. (2015), *Essentials of Negotiation*, Chapter 12
- Negotiate: TBA (JFF ELC)

Week 15, Apr 27 & 29: Team presentations in class

⇒ **Send presentation to Prof. Carnevale 24 hours in advance, with AV if any.**

⇒ **(TPG4: Team Report Due Friday May 1)**

Please note: The date/time of the **Final test** is determined by the University *Schedule of Classes* at <https://classes.usc.edu/term-20201/finals/>. It will be on **Monday, May 11**.