

# USC Marshall

School of Business

## MOR-569: NEGOTIATION AND DEAL-MAKING

Spring 2020

Section 16716: Thursdays, 3:30-6:20, JKP 110

Section 16717: Thursdays, 6:30-9:20, JKP 110

Instructor: *Professor Leigh Tost*  
Office: *HOH-436*  
Office Hours: *Just before and after class and by appointment*  
Email: *tost@marshall.usc.edu*

### COURSE DESCRIPTION

**The purpose of this course is to make you a better negotiator.** That is, the goal is to help you become better at getting what you want, particularly when your ability to do so depends not only on your own behavior but also on the behavior of others. The course is relevant to the full spectrum of negotiation situations, from the explicit types of negotiations one encounters in real estate deals and navigating employment terms, to the more implicit types of negotiations involved in promoting organizational change or persuading team members to adopt a new strategy or pursue an acquisition.

A basic premise of the course is that negotiators need both **analytic and practical** skills to succeed in deal-making. Analytic skills are needed to discover optimal solutions to problems, but negotiators also need practical skills to get those solutions accepted and implemented. The class will therefore utilize an action-based learning approach that emphasizes simulations.

### COURSE OBJECTIVES

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

- Use a **systematic framework for describing the negotiation process**. By definition, negotiations entail some dependence on the behaviors and choices of others, and as a consequence, it is rarely possible to specify a single simple formula that will maximize a negotiator's outcomes. However, by using a systematic framework for understanding how to conceptualize and approach negotiation situations, well-prepared negotiators can garner a substantial advantage over opposing parties, thereby improving their odds of achieving desirable outcomes.
- Become adept and comfortable implementing **specific skills** in the negotiation process in order to improve your chances of achieving the outcomes you desire.
- Develop **confidence in the use of negotiation** as a means for resolving conflict in organizations and in other life domains.

## COURSE MATERIALS AND FORMAT

### Required Materials

- Fisher, R. & Ury, W. 2011. *Getting to Yes: Negotiating Agreement without Giving In*. Penguin Books.
- Malhotra, D. & Bazerman, M. 2007. *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond*. Bantam Books.
- *iDecisionGames.com* – sign up. This online negotiation platform will cost you about \$40. It manages negotiation cases and exercises for every class. You will go to it during class, so you need to **bring a tablet or laptop to each class session**.
- Voucher ticket for simulation materials from USC Bookstores (can be purchased online).
- Access to Blackboard (Bb), where I will post slides, handouts, and additional relevant materials. 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](mailto:HelpDesk@marshall.usc.edu).

### Course Format:

The best way to learn and internalize negotiation skills is to negotiate in a setting where insight is offered, feedback is plentiful, personal reflection is encouraged, and careful analysis is required. Therefore, my course is highly *experiential* and is built around a series of negotiation exercises (simulations that you will conduct) and debriefs (analytical discussions following each negotiation). We will be negotiating in virtually every class. The number and type of issues on the table, as well as the parties at the table, will vary. Negotiation roles will be randomly assigned with the goal of maximizing interactions among classmates, tapping the natural cultural diversity of students. Negotiations will become increasingly complex, building on and reinforcing concepts as we proceed through the course.

## GRADING

Grades for the class will be assigned according to the percentage distribution outlined below.

*Note: The target course GPA for MOR569 is 3.5 (per Marshall policy for electives).*

Source of Points		Due Date
1. Participation	20%	
2. NPA—Survey and Memo	10%	1/23
3. Planning Document (Negotiation 5)	10%	2/13
4. Planning & Reflection Journal	30%	3/5
5. Team Memo #1	10%	4/9
6. Team Memo #2	10%	4/16
7. Final Reflection and Tip Sheet	10%	5/6

## **1. Participation (20%)**

Participation is given slightly higher than normal weight in the grade because of the experiential nature of the class. In each session, you will be paired with one or more classmates for negotiation exercises. Your classmates' learning is therefore dependent upon your regular attendance, timely arrival, thorough preparation, and active participation.

Participation expectations for MOR 569 include:

1. Do the assigned readings thoroughly and thoughtfully in advance of each class session.
2. Participate in online surveys before and after class sessions (as assigned). The goal of these surveys is to gauge your expectations about upcoming negotiations and/or reactions to recent negotiations. Survey findings are used as a basis for class discussion and will be shared in class as relevant.
3. Do not miss class unless absolutely necessary. Because you'll be paired with another student (or students) for each class session, your unplanned absence would have a negative effect on your classmates' learning experiences. If you must miss a class, notify me well in advance. Of course, do not come to class sick. In the event of illness, please notify me as quickly as possible so that pairing adjustments can be made.
4. Arrive to class on time.
5. Engage fully in the in-class negotiation exercises.
6. Speak up in class—ask questions, share ideas, and discuss your experiences in the negotiation exercises.
7. Use electronics in a professional manner. Once class starts, put cell phones away. Only use laptops for class activities (i.e., no web surfing).

## **2. Negotiator's Personal Assessment (NPA) Survey and Memo (10%; due 1/23)**

This assignment involves two components. First, you will fill out a short survey that is designed to help you understand aspects of your personality and preferences that may affect your approach to negotiation. Second, you will write up a brief (1 page, single-spaced) memo to me describing 1) your assessment of your present strengths and weaknesses with respect to negotiation, 2) a set of 3-5 personal learning goals for the course, and 3) a set of corresponding behavioral intentions. Your learning goals should be tied to your assessment of your strengths and weaknesses and your behavioral intentions should specify actions or behaviors that you can "try out" in our in-class negotiations to help you improve on your limitations and advance your learning goals. Additional details will be posted on Blackboard.

## **3. Planning Document for Negotiation Challenge #5 (10%; due 2/13)**

Planning is one of the most crucial steps for effective negotiation. Over the course of the semester, we will develop a template for effective negotiation planning. The template will evolve over the course of the term, such that early planning documents will be brief and simple, whereas later planning documents will be more complex. This evolution is designed to reflect both the growing complexity of the types of negotiations you'll encounter and the growing development of your personal set of tools and skills in approaching negotiations. For most negotiations, planning will occur in class, prior to the simulation. However, for Negotiation Challenge #5, planning will occur outside of class. You will be provided with a template to use for the planning process, and you will turn in a copy of the planning document in class. Additional details will be provided.

#### **4. Negotiation Planning and Reflection Journal (30%; due 3/5)**

This assignment requires you to maintain a planning and reflection journal covering our first 7 in-class negotiations. For each negotiation, the journal should include 1) your pre-negotiation planning document and notes (including an indication of the specific skills and behaviors you hope to work on during the simulation), 2) your brief personal reflection recorded in the 5 minutes immediately following the negotiation, in which you quickly summarize your immediate reactions to the negotiation experience, and 3) a final brief reflection recorded after the negotiation debrief and the feedback session with your negotiation counterpart(s). With the exception of Negotiation Challenge #5, items 1 and 2 will be completed in class. The final reflection will be completed on your own time and should be about ½ page in length (single-spaced) per negotiation. The entire journal should be turned in during Week 8. The journal will be graded primarily on the extent to which you consistently identify negotiation-relevant goals, try out behaviors and strategies designed to achieve those goals, reflect on your successes and failures, adjust appropriately for subsequent negotiations (or at least make meaningful attempts to do so), and use the analytical frameworks and concepts introduced in class and in the readings. Additional details will be provided.

#### **5. Team Memo #1 (10%; due 4/9)**

This is a one page memo (single-spaced) that you will write to your teammates in advance of Negotiation Challenge #11. The goal of the memo is to give your teammates a sense of what you've learned about yourself as a negotiator during this course. What are your strengths and weaknesses? How do your emotions manifest in negotiations? How will your teammates know when you're frustrated? How can they help you to improve? Are there areas where you hope they can give you feedback after the negotiation? Members of negotiation teams will read one another's memos and use the information to develop an effective team strategy. Additional details will be provided.

#### **6. Team Memo #2 (10%; due 4/16)**

This assignment is a feedback memo for your teammates in Negotiation Challenge #11. The memo should include an overall assessment of what worked well for the team in the first round of negotiation and of what the team could do to improve. It should also include roughly a paragraph of constructive feedback for each team member. What strengths and abilities did the team member show? What skills could he or she further develop? Additional details will be provided.

#### **7. Final Reflection and Tip Sheet (10%; due 5/6)**

This is a brief (2-page) summative evaluation of your learning experience in the course. You'll be asked to reflect on how your strengths and weaknesses have evolved, as well as to re-visit the learning goals you specified in your first memo to me and evaluate the extent to which you have achieved those goals. Finally, you'll be asked to create a brief "Tip Sheet," which will consist of a set of at least 10 bullet-point style key take-aways from our class discussions, readings, lectures, and your personal experiences in the simulations. Because negotiating is a skill that you will use throughout your lifetime, having a document that you can refer to before and during important negotiations to remind you of what you have learned will be invaluable as this class becomes a distant memory. The tip-sheet is designed to serve that purpose for you.

## **No recording and copyright notice:**

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, prior 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. Exceptions are made for students who have made prior arrangements with DSP and me.

## **STATEMENT OF 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](http://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*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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](http://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*  
[uscsa.usc.edu](http://uscsa.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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://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](http://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](mailto: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](http://blackboard.usc.edu)), teleconferencing, and other technologies.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading:</b>	<b>Deliverables</b>	<b>Class Activities</b>
Week 1 – 1/16	Introduction to Strategic Negotiation	Syllabus	- Register for iDecisionGames.com (IDG)	Negotiation Challenge #1 Prepare (materials distributed in class), Negotiate (1x1), Debrief.
Week 2 – 1/23	Single Issue Negotiation	Malhotra & Bazerman, Chapter 1	- Negotiator's Personal Assessment (NPA) - NPA Memo - Journal entry (not turned in until Week 8)	Negotiation Challenge #2: Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 3 – 1/30	Strategic Planning	Fisher & Ury, Chapters 1-5	- Journal entry (not turned in until Week 8) - Turn in USC bookstore voucher to me	Negotiation Challenge #3 Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 4 – 2/6	Multi-Issue Negotiations	- Malhotra & Bazerman, Chapters 2 & 3 - Ames et al., Scoring a Deal	- Journal entry (not turned in until Week 8)	Negotiation Challenge #4 Prepare (case materials distributed in class), Negotiate (1x1), Debrief  <i>Access materials for Negotiation Challenge #5</i>
Week 5 – 2/13	Negotiation as a Co-Creative Challenge	Read case and prepare for Negotiation Challenge #5	- Negotiation Challenge #5 planning document - Journal entry (not turned in until Week 8)	Negotiation Challenge #5 Negotiate (1x1), Debrief
Week 6 – 2/20	Agency in Negotiations	Malhotra & Bazerman, Chapter 4	- Journal entry (not turned in until Week 8)	Negotiation Challenge #6 Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 7 – 2/27	Dispute Resolution	Malhotra & Bazerman, Chapters 5 & 6	- Journal entry (not turned in until Week 8)	Negotiation Challenge #7 Prepare (case materials distributed in class), Negotiate (teams)



Week 8 – 3/5	Dispute Resolution	Malhotra & Bazerman, Chapters 9 & 10	- Last journal entry - Journal DUE THIS WEEK	Negotiate Challenge #7 Debrief
Week 9 – 3/12	Alliances	Malhotra & Bazerman, Chapter 12	- Bring \$5 to class	Negotiation Challenge #8 Prepare (case materials distributed in class), Negotiate, Debrief
Week 10 – 3/26	Coalitions and Power	Malhotra & Bazerman, Chapters 7 & 11		Negotiation Challenge #9 Prepare (case materials distributed in class), Negotiate, Debrief  <i>Access materials for Negotiation Challenge #10</i>
Week 11 – 4/2	Multi-Party Cross- Cultural Negotiations	Read case and prepare for Negotiation Challenge #10		Negotiation Challenge #10 Negotiate, Debrief  <i>Access materials for Negotiation Challenge #11, R1</i>
Week 12 – 4/9	Management- Union Negotiations	Read case and prepare for Negotiation Challenge #11, Round 1	- Team Memo 1—bring to class	Negotiation Challenge #11 Negotiate Round 1  <i>Access materials for Negotiation Challenge #11, R2</i>
Week 13 – 4/16	Multi-Round Negotiations	Read case and prepare for Negotiation Challenge #11, Round 2	- Team Memo 2—share via email by Tuesday of this week (cc me)	Negotiation Challenge #11 Negotiate Round 2  <i>Access materials for Negotiation Challenge #11, R3</i>
Week 14 – 4/23	Negotiating Long- Term Relationships	Read case and prepare for Negotiation Challenge #11, Round 3		Negotiation Challenge #11 Negotiate Round 3, Debrief 1/2
Week 15 – 4/30	Integration & Conclusion		- Submit peer awards survey by Tuesday at midnight!	Finish Debriefing Negotiation Challenge #11; Awards, Integration, & Course Evaluations
Week 15 – early May	Study Days 5/2 – 5/5; Finals Week begins 5/6		- Remember to turn in Final Reflection & Tip Sheet by 5/6!	