

Professor: Peter Carnevale

Office Location: Online (on campus: HOH-510)

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Office Hours: 4-5pm Monday and Wednesday. And by appointment; send an email for a mutually beneficial time to meet. My normal email reply time is < 24 hours. **Class Assistants: several TBA**

NOTE: All classes ONLINE via Zoom, iDG, and Other Platforms. e.g., Google Drive

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 about reaching agreement when there is a perceived difference of interest. It involves persuasion, communication, information processing, decision making, power, and a lot more. This course is about understanding negotiation in a variety of settings in business and society. The course emphasizes both “deal making” and “dispute resolution” situations.

Everyone in business negotiates. To set terms of employment (e.g., salary; or who gets the nice corner office); to buy and sell a company, a commodity, or real estate; to resolve a labor dispute; and so on. Businesspeople need analytical skills to discover optimal solutions to problems, but they also need negotiation skills to get them implemented. Everyone in all walks of life negotiate. This course is *research based*: that is, it is about negotiation science that can inform effective practice.

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, videos, 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:

- *Identify the core components of negotiation and mediation (i.e., assisted negotiation) and connections to negotiation outcome.*
- *Describe the basic forms of negotiation outcome including types of agreement.*
- *Explain forms of interdependence (e.g., “reward structures”) and impacts on negotiation.*
- *Describe context factors that predict negotiation behaviors and outcomes.*
- *Identify psychological mechanisms that predict negotiation behaviors and outcomes.*
- *Identify and employ negotiation tactics.*
- *Produce a negotiation plan for effective use of negotiation tactics.*
- *Analyze and explain the negotiation behavior of individuals, groups, and organizations.*
- *Recommend strategies and tactics of negotiation including persuasion, and “pre-suasion.”*
- *Evaluate the costs and benefits of alternative actions to negotiation and mediation including, in some contexts, arbitration and litigation in dispute resolution systems.*

Required Materials

Books

- Lewicki, R.J., Barry, B., & Saunders, D. (2021). *Essentials of Negotiation. 7th Edition*. McGraw Hill. ISBN13: 9781260399455
<https://www.mheducation.com/highered/product/1260399451.html>
- Cialdini, R (2016) *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. Simon and Schuster. isbn: 978-1-5011-0979-9
<https://www.influenceatwork.com/books/pre-suasion/>

Online

- **iDecisionGames.com – sign up**. This online negotiation platform will cost you about \$60. It manages most of the negotiation cases and exercises for every class. During class, you will need to open it in the browser Google Chrome.
- **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.
- **Zoom**. With decent internet connection and webcam.
- **Slack via USC. This is a beta for this class. We will see.**

Readings

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

A Small Library of Outstanding Background Books (Not Required for MOR469)

- 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.
- 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 Notes and Details:

For Fall 2020, MOR469 is entirely online. Synchronous class sessions will be held *Mondays and Wednesdays* from 2:00 – 3:50 p.m. Pacific Time via Zoom. The Zoom link can be accessed via the Blackboard course page.

This course is taught in a flipped format. 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. Some class time may be provided when group preparation is required, and 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).

If you will be joining the class from a very, very distant time zone, consider taking this class when the campus reopens.

This class is **green**, meaning that everything is done electronically. This also means that you must use a computer or similar device every class with a decent internet connection and webcam. 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 (synchronous and asynchronous) 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.** 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.

Classroom Policies

1. Participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

- a. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
 - b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.
2. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
- a. Please do:
 - i. Log into class early or promptly
 - ii. Arrange to attend class where there is a reliable internet connection and without distractions
 - iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - iv. If you use a virtual background, please keep it respectfully professional.
 - v. Display both your first and last name during video conferencing and synchronous class meetings.
 - vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - vii. Engage in appropriate tone and language with instructors and classmates.
 - b. Please try not to:
 - i. Engage in a simultaneous activity not related to the class.
 - ii. Interact with persons who are not part of the class during the class session.
 - iii. Leave frequently or not be on camera for extended periods of time.
 - iv. Have other persons or pets in view of the camera.
3. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

Technology Requirements

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser: Google Chrome

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps, Slack)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System (MarshallTALK)**

For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

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. Not doing so may result in a loss of professionalism points.

1. Participation and Professionalism (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. *Joining class on time.*
- ii. *Preparing for class.* You must be prepared for the negotiation and class discussion.
- iii. *Engaging in ethical and respectful behavior.*
- iv. *Paying attention* to the class, e.g., knowing when to mute and unmute. Adding insights.
- v. *Respect others' time:* please do not ask questions in Zoom that 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 ask me about it outside class e.g., in an office hour meeting.

...and, especially important:

- vi. 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 does 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 tactics 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.

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 5 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 or will be 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.)

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 an appropriate 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 be aware of and abide by our University community 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 *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
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

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

uscса.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/>).

Academic Calendar Fall 2020

Classes Begin.....	August 17
Labor Day.....	September 7
Classes End.....	November 13
Study Days.....	November 14-16
Exams.....	November 17-24
Winter Recess.....	November 25 – January 10

Important Notes:

- Normally video & audio recording will occur during the negotiation exercises as well as during class – in all Zoom interactions.
- MOR469 uses “Turnitin” on many written assignments and it is your responsibility to know what it is and how it works. It is set up so you can check your work prior to submission. Please do check your work.
- **Note: Some Negotiation case exercises (done in iDG) will take place on Wednesdays, some on Mondays. See Bb.**

COURSE CALENDAR, READINGS, and CLASS SESSIONS

- This schedule is subject to change (revisions posted on Bb; check often).
- Each iDG exercise has a required “Flipped” preparation homework, prior to start.
- Read all indicated readings every week for Wednesday class.
- The team project guideline parts [TPG] have specific due dates -- see Bb.

Week 1, August 17 & 19: Introducing Negotiation

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 1
- Negotiate in **Zoom**

Week 2, August 24 & 26: Strategy of Distributive Negotiation (Claiming Value); Persuasion

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 2
- **Cialdini (2001, HBR) Harnessing the Science of Persuasion (Bb)**
- Negotiate: **(iDG)**

Week 3, August 31 & September 2: Strategy of Integrative Negotiation (Creating Value)

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 3
- **Malhotra -- Rules for Negotiating a Job Offer (video & article, Bb)**
- Negotiate: **(iDG)**
- **[Team Project: Meet & Greet, Wednesday -- Discuss Project Ideas: Prep TPG1]**

Week 4, September 9 (Monday, Labor Day, no class):

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 4
- **Final Offer** – documentary showing complexity of a real-world, labor negotiation.
- Negotiate: **(iDG)**
- **TPG1 due Wednesday, 9th, midnight**

Week 5, September 14 & 16: Ethics in negotiation

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 5
- **Shell (Chapter 11 from *Bargaining for Advantage*) Ethics (Bb)**
- Negotiate: **(iDG)**

Week 6, September 21 & 23: Planning; Checklist; Cognition & Emotion

- Lewicki, et al. (2021), *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: **(iDG)**
- **TPG2 due Wednesday, 23rd, midnight**

Week 7, September 28 & 30: Scoring; Communication processes / Influence

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 7
- **Cialdini, R (2016) *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. Simon & Schuster. isbn: 978-1-5011-0979-9**
- Negotiate: **(iDG)**

[Above: Classes 1-13]

[Below: Classes 14-25]

Week 8, October 5 & 7: Negotiation Power

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 8
- **Ames, Larrick, & Morris (2012) Scoring a deal (Bb) [spreadsheet required]**
- Negotiate: **(iDG)**

Week 9, October 12 & 14: Relationships in negotiation; Escalation

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapters 9 & 10
- Negotiate: **(iDG)**
- **1st Test, Due October 13th**

Week 10, October 19 & 21: Cross-Cultural Negotiation / Individual differences

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 11
- 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.**
- Babcock et al (2008), *What happens when women don't ask* **(Bb)**
- Negotiate: **(iDG)**
- **TPG3 due Wednesday, 14th, midnight**

Week 11, October 26 & 28: Mediation of disputes

- Lewicki, et al. *Negotiation*, 7th Edition, Ch 19 on Mediation, download **(Bb)**
- Brett (2019), *The mediation process* **(Bb)**
- Goldberg (PON, Harvard) *Mediation Secrets for Better Business...***(Bb)**
- Mediate: **(iDG)**

Week 12, November 2 & 4: Mediation and Dispute Systems in organizations

- Lewicki, et al. (2021), *Essentials of Negotiation*, Chapter 12
- Mediate: **(iDG0)**

Week 13, November 9, 11: Team presentations -- VIA ZOOM (pre-recorded videos)

⇒ **Post video presentation and send link to Prof. Carnevale 24 hrs in advance, to ensure that it will work. We will chat during presentation.**

⇒ **TPG4 due Tuesday, Nov 17th, midnight: Post to Bb (Note: this is a Turnitin Assignment)**

⇒ **November 20, Friday, 2-4pm: Second test.**
See University Schedule of Classes: <https://classes.usc.edu/term-20203/finals/>.