

USC Marshall

School of Business

MOR-569: NEGOTIATION AND DEAL-MAKING

Spring 2021

Section 16716: Thursdays, 3:30-6:20, online

Section 16717: Thursdays, 6:30-9:20, online

Instructor: *Professor Leigh Tost*
Office: *HOH-436*
Office Hours: *by appointment*
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Teaching Assistant: *Jacob Roberson (jacobr21@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 \$60-\$70. It manages negotiation cases and exercises for every class. You will use it during each class session. I will provide you with a class-specific link to use for registration.
- 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.

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%	1/28
3. Planning Document (Negotiation 5)	10%	2/18
4. Planning & Reflection Journal	30%	3/11
5. Mouse Memo	15%	4/29
6. Final Reflection and Tip Sheet	15%	5/3

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 1/28)

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 provided.

3. Planning Document for Negotiation Challenge #5 (10%; due 2/18)

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 3/11)

This assignment requires you to maintain a planning and reflection journal covering Negotiation Challenges 2-7. 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. Mouse Memo (15%; due 4/29)

The goal of this assignment is for you to provide feedback to, and receive feedback from, your classmates. Please write a brief memo (about 3-4 paragraphs) sharing your reflection on the Mouse negotiation, including feedback to your negotiation counterparts. This memo will be shared with your counterparts from that negotiation.

In your memo, please include your reflections on what aspects of the negotiation went well and which went poorly. Some things to consider:

- How effective were the parties in developing trust during the negotiation?
- Did the various parties communicate clearly and effectively?
- Was there a particular turning point in the negotiation?
- Did one or more parties make any statements or engage in any behaviors that substantially enhanced or impeded progress in the negotiation?
- How did your perception of the different parties change over the course of the negotiation?

Please use concrete and specific examples to support your perspective or to demonstrate your key points. For example, if you think communication broke down after a certain exchange, describe that exchange and explain why you think it had the effect it did. If you think that one or more parties failed to develop trust, provide some evidence supporting your view.

Please email your memo to the other parties involved in your negotiation. Please also cc Jacob (jacobr21@marshall.usc.edu), who will log all the incoming memos in the gradebook and collect them into a single folder to share with me.

6. Final Reflection and Tip Sheet (15%; due 5/3)

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.

PANDEMIC-SPECIFIC POLICIES

Let’s first acknowledge that this pandemic has been challenging for all of us in myriad ways and to greatly varying degrees. For these reasons, **the importance of compassion cannot be overemphasized**—compassion for one another and compassion for ourselves. While I am committed to holding students to a high standard and creating a rigorous learning environment, I am also cognizant of the unusual circumstances that can sometimes make it impossible to meet the standard to which we all desire to hold ourselves. To that end, if you are struggling in any way, please do not hesitate to reach out to me. If you cannot afford to pay for the IDG membership or books, let me know. **We will find solutions together to whatever problems arise. My goal is to help you learn, not create more stress in our already stressful lives.**

With this in mind, below is a list of class policies to which I would like us to adhere. **If any of these policies provide a particular challenge to you, please do not hesitate to let me know.**

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Attendance and active participation are expected.
2. Students are expected to have cameras on during class Zoom sessions.
3. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
 - a. Log into class early or on time.
 - b. Arrange to attend class where there is a reliable internet connection and without distractions.
 - c. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - d. If you use a virtual background, please keep it respectfully professional.
 - e. Display both your first and last name during video conferencing and synchronous class meetings.

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, preferably:
 - Google Chrome
 - Firefox
 - Safari (Mac)

Technical Support Resources

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
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.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “Help” link on the upper right.
 - Log in using your Marshall username and password.
(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

STATEMENT OF ACADEMIC CONDUCT AND SUPPORT SYSTEMS
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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;
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; 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

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.

Course Schedule

Date	Topic	Reading:	Deliverables	Class Activities
Week 1 – 1/21	Introduction to Strategic Negotiation	Syllabus	- Register for iDecisionGames.com (IDG)	Negotiation Challenge #1 Prepare (materials distributed in class), Negotiate (1x1), Debrief.
Week 2 – 1/28	Single Issue Negotiation	Malhotra & Bazerman, Introduction & Chapter 1	- Negotiator's Personal Assessment (NPA) - NPA Memo	Negotiation Challenge #2: Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 3 – 2/4	Strategic Planning	Watch First Offer video Fisher & Ury, Chapters 1-3	- Journal entry (not turned in until Week 8)	Negotiation Challenge #3 Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 4 – 2/11	Intro to Multi-Issue Negotiations	Watch Integrative Negotiation video Fisher & Ury, Chapters 4 & 5	- Journal entry (not turned in until Week 8)	Negotiation Challenge #4 Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 5 – 2/18	Multi-Issue Negotiations	Watch Multiple Issues video 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 – 2/25	Job Offer Negotiations	Malhotra & Bazerman, Chapters 2 & 3	- Journal entry (not turned in until Week 8)	Negotiation Challenge #6 Prepare (case materials distributed in class), Negotiate (1x1), Debrief
Week 7 – 3/4	Managing Electronic Negotiations	Watch Job Negotiation video Fisher & Ury, Chapter 6	- Journal entry (not turned in until Week 8)	Negotiation Challenge #7 Prepare (case materials distributed in class), Initiate negotiation
Week 8 – 3/11	Agency in Negotiations	Watch Interests vs. Positions video Fisher & Ury, Chapter 7	- Turn in Negotiations Journal	Negotiation Challenge #7 Debrief

Week 9 – 3/18	Interests, Positions, & Values	Watch Power(less) Communication video Malhotra & Bazerman, Chapter 5		Negotiation Challenge #8 Prepare (case materials distributed in class), Negotiate (teams), Debrief
Week 10 – 3/25	Dispute Resolution	Malhotra & Bazerman, Chapters 9 & 10		Negotiation Challenge #9 Prepare (case materials distributed in class), Negotiate
Week 11 – 4/1	Power	Watch People vs. Problems video Watch Objective Standards video Malhotra & Bazerman, Chapters 11 & 12		Negotiate Challenge #9 Debrief
Week 12 – 4/8	Multi-Party Negotiations	Watch Body Language video Fisher & Ury, Chapter 8		Negotiation Challenge #10 Prepare
Week 13 – 4/15	Multi-Round Negotiations	Explore Fisher & Ury’s section on “10 Questions People Ask...”		Negotiation Challenge #10 Negotiate
Week 14 – 4/22	WELLNESS DAY			
Week 15 – 4/29	Integration & Conclusion		- Mouse Memo	Negotiation Challenge #10 Debrief
	Final Reflection & Tip Sheet		- Turn in Final Reflection & Tip Sheet, due Monday, May 3 by the end of the day Early submissions very welcome! ☺	