

USC Marshall School of Business

MOR-569: NEGOTIATION AND DEAL-MAKING (3 units)
Spring 2022

Section 16709: Wednesday, 6:30-9:30pm (PT), class all online

Instructor: *Professor Peter Carnevale*
Office, and Hours: *Zoom, by appointment via email*
Email Address: *peter.carnevale@marshall.usc.edu*
Teaching Assistant: *TBA*

COURSE DESCRIPTION

From the USC course catalogue:

MOR569 Negotiation and Deal-Making. *Strategies and dynamics of deal-making; practical skills necessary to win in a range of business transactions conducted in domestic and international settings. Cases, role-playing, films, and simulations.*

All people, in all walks of life, negotiate. It is important. In business, negotiation sets the terms of employment (e.g., salary, who gets the nice corner office); it guides buying and selling property, real estate, commodities, companies, mergers, and so on. Negotiation can resolve labor and legal disputes, or lead disputes to escalate. Negotiating well is an important human ability; it is essential for managers and the modern businessperson. As you know from many Marshall classes, businesspeople need analytical skills to discover optimal solutions to business problems; negotiation skills are needed to get these solutions implemented.

This course is designed to improve your ability to negotiate. You will learn negotiation skills *experientially*. The class uses an action-based learning approach based on real-time negotiation in simulated negotiations with others in the class in a **safe, confidential space that allows experimentation, practice, and feedback** (much like a wind tunnel in aviation research). *Negotiation is not a talent a person is born with -- it is a skill to learn.*

The central matter of this class is understanding the behavior of individuals, groups, organizations, and cultures, in the context of negotiation. It emphasizes both “deal making” and “dispute resolution” situations. The analytical frameworks come from behavioral economics and psychology. The class emphasizes readings, simulations, exercises, historical instances of negotiation, videos, and cases. This class is *research based*: that is, it derives from negotiation science that can inform effective practice. It includes several modules on “mediation,” which is *assisted negotiation*; effective managers are excellent mediators; for example, they can see someone else’s negotiation, and give decent advice.

COURSE LEARNING OBJECTIVES

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

1. Identify the core components of negotiation and mediation and connections to negotiation outcome.
2. Describe the basic forms of negotiation outcome including types of agreement.
3. Explain forms of interdependence (e.g., “reward structures”) and possible impacts on negotiation.
4. Describe context factors that predict negotiation behaviors and outcomes.
5. Identify psychological mechanisms that predict negotiation behaviors and outcomes.
6. Identify and employ effective and ethical negotiation tactics.
7. Produce a negotiation plan for effective use of negotiation tactics.
8. Analyze and explain the negotiation behavior of individuals, groups, and organizations.
9. Recommend strategies and tactics of negotiation including persuasion.
10. Evaluate the costs and benefits of alternative actions to negotiation and mediation including, in some contexts, arbitration and litigation in dispute resolution systems.

TECHNOLOGY REQUIREMENTS

⇒ **The Toolkit:** <https://keepteaching.usc.edu/students/student-toolkit/>

⇒ **USC Systems** (Blackboard (Bb), USC Login, MyUSC, Email, GoogleApps, Slack, etc.)

⇒ Online access through Zoom is in Blackboard. Access to the Internet is required. The lecture presentations, links to articles, assignments, quizzes, tests, and rubrics are on Blackboard or links from Bb. To participate in learning activities and complete assignments, you need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations.
- Reliable Internet access and a USC email account.
- A current Internet browser that is compatible with Blackboard (**Google Chrome** is the recommended browser for Blackboard).
- A working video camera with microphone for use on Zoom. Audio is key: a good microphone
- Microsoft Word as your word processing program; and
- Reliable data storage such as a USB drive or Office365 OneDrive cloud storage.
- Updated Zoom web app
- The iDG web app. See below.

⇒ From the Marshall Information Technology Office: Graduate students must use **Duo** for both USC and Marshall email starting on January 20th, 2022.

Duo Two-Factor Authentication Information: [Duo Resources](#)

⇒ 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. For assistance with your USC login or any 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).

COURSE MATERIALS

⇒ **Required Materials** (The two texts below can be [purchased from USC Bookstore](#))

- Fisher, R. & Ury, W. 2011. *Getting to Yes: Negotiating Agreement without Giving In*. Penguin Books. ISBN: 9780143118756, New: <\$15.00
- Malhotra, D. & Bazerman, M. 2007. *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond*. Bantam Books. ISBN: 9780553384116, New: <\$15.00
- **iDecisionGames.com sign up.** Required for this class. This online negotiation platform will cost you about \$80. It manages negotiation cases and exercises for every class (that come from HBS, or Kellogg, etc.). You will use it during each class session. I will provide you with a class-specific link to use for registration on Bb. **During class, you will need to open iDG in the Google Chrome browser.**
- Access to Blackboard (Bb), where I will post slides, handouts, and additional relevant readings and materials. **Each class is a “Module”** focused on a particular topic (e.g., “Should you make the first offer?”).
 - **Each Module may (or may not) contain additional brief articles and materials (e.g., a paper titled “Is It Legal to Lie in Negotiations?”). Sometimes a student suggests a news article, or video, or link to a website, that I like to share with the class, and this is where it will go each week.**
- If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or HelpDesk@marshall.usc.edu.” Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.
- **Zoom, updated. With decent internet connection, webcam, lighting, sound.**
- **Google Drive, Forms; Qualtrics, etc., all via USC. No experience needed.**
- **Slack via USC. Maybe, as a beta for this class. Especially for the team projects. We will see.**

IMPORTANT COURSE DATES: MOR569, Negotiation and Deal-Making, Spring 2022

One session per week as indicated above in the following weeks in 2022.

Week 1: January 10-14

Week 2: January 17-21 (Note: Martin Luther King's Birthday Monday, January 17)

Week 3: January 24-28

Week 4: January 31-February 4

Week 5: February 7-11

Week 6: February 14-18

Week 7: February 21-25 (Note: President's Day Monday, February 21)

Week 8: February 28-March 4

Week 9: March 7-11

⇒ Spring Recess: March 14-19

Week 10: March 21-25

Week 11: March 28-April 1

Week 12: April 4-8

Week 13: April 11-15

Week 14: April 18-22

Week 15: April 25-29

Exams: May 4-May 11

⇒ <https://classes.usc.edu/term-20221/finals/>

- 6 or any class after 6 p.m. meeting once weekly
- first scheduled class period, May 4-12

⇒ **May 4, 7-9 p.m.**

First day of classes: Monday, January 10, 2022

Last day to add: Friday, January 28, 2022

Last day to drop without a mark of "W" and receive a refund: Friday, January 28, 2022

Last day to withdraw without "W" on transcript: Friday, February 25, 2022

Last day to change P/NP to letter grade: Friday, February 25, 2022

Last day to drop with a mark of "W": Friday, April 1, 2022

Last day of classes: Friday, April 29, 2022

End of session: Wednesday, May 11, 2022

Commencement: May 13, 2022

COURSE FORMAT: NOTES AND DETAILS

MOR569 is green, meaning that everything is done electronically (this goes without saying in our Zoom world, but note that this also is how this class is done by me when held face-to-face on campus). This means that you must use a computer or similar device every class with a decent internet connection, webcam, mic. This is a requirement of the negotiation exercises in iDG.

*MOR569 is taught in a **flipped** format.* The course is built around a series of negotiation exercises and debriefings. All exercises require preparation in advance. You are expected to be fully prepared for exercises prior to class and to participate in the debriefings. Some class time is for this preparation will be provided; students may also need to meet outside of class for group work.

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.

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 negotiation case and exercise will be found on iDecisionGames.com.

The negotiation exercises will occur mainly in class, but not always. The discussion will also include lectures (primarily about the science of negotiation), additional class negotiation activities, special guest speakers, movies, and videos.

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. *You are required to prepare a negotiation plan in advance of every negotiation.* In this plan, you need to anticipate the nature of the negotiation by using concepts from the readings that may apply to it. At the start of every class, just before the negotiation starts, you will be asked to report on your preparation. This report will be done in an online survey (e.g., a Qualtrics survey, or a Google Forms, or in Bb, or iDG). You will briefly indicate your understanding of the situation and indicate what negotiation tactics you will try (see PREPARATION, PLANS AND REPORTS below).

⇒ **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, *if they do not contradict* any of the explicit instructions or fundamentally alter the negotiation's structure. **If you are not sure about this anytime, please ask me.**

CLASSROOM POLICIES – SPRING 2022

The best way to participate in MOR569 is, first, to attend class and negotiate. Being present and participating in the negotiations is important in developing a coherent view of the materials covered in the course. Unless accommodated as described below, active participation is expected at the synchronous Zoom class sessions.

Official university engagements may be an exception to this policy. Also, if you have an accommodation letter from the USC Office of Student Accessibility Services (OSAS) or from the Marshall School detailing an exemption from the participation policy, please submit your accommodation document to me as soon as possible.

Policy on missed classes: *Please do not give me an excuse if you miss a class.* Yes, I will know it if you miss a class. The policy on missed classes is to allow each student two (2) absences, no questions asked, no penalty. All further absences over this limit will reduce the student's participation grade and final course grade. Habitual lateness and leaving class early, for whatever reason, may be noted as evidence of low course participation. Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not engaged in the negotiations.

Important: This course has an essential element to the participation policy. You must provide prior notice in iDG at least 24 hours in advance of the class if you cannot attend a class to participate in a negotiation. If you do not provide such notice, iDG might pair you with someone to negotiate and that person will wonder where you are. (As an aside, many people do not like it when the person they have an appointment with does not show up.) If you leave someone wondering where you are, e.g., a classmate, or me, you will lose participation points. You will not lose points if you give notice that you cannot make it. Further details on this policy will be described in class.

Negotiation exercise make-ups are difficult to arrange. If you do choose to make up a negotiation, it is your responsibility to make the necessary arrangements and find a make-up partner in iDG.

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.*

⇒ 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, consider taking this course a different semester. This class this semester is not asynchronous.

Note: All Zoom sessions will be recorded and posted in the Blackboard Course pages.

CLASS CONDUCT/NETIQUETTE

Professionalism in MOR569 is always expected. Because both the university classroom, and the university Zoomroom, is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Any discussion tool we use, such as the Zoom chat, is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning; it is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Virtual background respectfully professional
- Display both your first and last name during video conferencing and synchronous class meetings.
- Respectfully minimize distractions with muting and video off when moving around
- Disagree respectfully
- Respectfully pay attention to classmates
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD306) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit messages before you click "Send/Submit/Post.". Consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

Some More Netiquette Rules:

- Log into class on time.
 - Arrange to attend class where there is a reliable internet connection and without distractions.
 - Present a good video image of yourself.
 - Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - If you use a virtual background, please keep it respectfully professional.
 - Display both your first and last name during video conferencing and synchronous class meetings. vii. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - Engage in appropriate tone and language with instructors and classmates.
- a. *Please do not do the following:*
- Engage in a simultaneous activity not related to the class.
 - Interact with persons who are not part of the class during the class session.
 - Leave frequently or not be on camera for extended periods of time.
 - Have other persons or pets in view of the camera.

THE IMPORTANCE OF COURSE EVALUATIONS

Student course evaluations are valuable. I am continuously improving this course based on feedback from students and observations. (See Appendix IV for the mid-point evaluation template).

See Bb Syllabus section for the template for of the new Learning Experience Evaluation (“LEE”). The new LEE is a research-supported approach that was designed by CET and Rossier and is now widely used on campus. Suggestions always welcome!

GRADING

The target course GPA for MOR569 is 3.5 (per Marshall policy for electives). Grades for the class will be assigned according to the percentage distribution outlined below.

Assignments	Points	% Of Grade
1. Participation	150	15%
2. Preparation, Plans and Reports	150	20%
3. First Test	200	20%
4. Second (Final) Test	200	25%
5. Team project on negotiation	300	20%
	1000	100%

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 3.5 (the 2021 revised Marshall norm). Two items are considered when assigning final grade: 1. Your score from the available points for all assignments; 2. Your rank among all students in the class. Your grade is determined by how many points you obtain in the 5 categories above (see Bb for details on how these are determined):

1. Participation (e.g., in negotiations and debrief sessions)
2. Preparation, Plans and Reports on the iDG negotiations
3. First Test (through Week 9 material)
4. Second (Final) Test (comprehensive)
5. Team Project on Negotiation

1. CLASS PARTICIPATION

Participation has two important elements: doing the negotiation exercises in an informed, intelligent, professional manner and talking about it in the debrief sessions after the negotiation, and this includes comments in the Zoom chats. See the “Syllabus, etc.” folder on Bb, for the details, the file “Participation Details” and related documents there. See Appendix III below.

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 my 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 evaluation in this course.

Students who provide an accommodation letter from the USC Office of Student Accessibility Services (OSAS) or from the Marshall School detailing visa or travel restrictions are exempt from the above attendance policy. If you have such accommodations, please submit your accommodation document to me as soon as possible. I will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.

Negotiation exercise make-ups are not recommended (barring emergency situations) as they are difficult to arrange in iDG. If you do choose to make up a negotiation, it is your responsibility to make the necessary arrangements with your make-up partner in iDG.

An effective class participation includes professionalism: You should always conduct yourself in a professional manner in any business setting including MOR569. Important aspects of professionalism include:

- *Joining class on time.*
- *Preparing for class.* You must be prepared for the negotiations and discussions.
- *Engaging in ethical and respectful behavior.*
- *Paying attention to the class, e.g., knowing when to mute and unmute. Adding insights.*
- *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 or Bb after the first day of class, please ask me about it outside class e.g., in an office hour meeting.
- **...and, especially important:**

⇒ **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”; “You are a *buffoon* for making that 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. Class is a safe space, like a wind tunnel in aviation research.**

⇒ **...and, even more especially important:**

Extreme Importance: You must indicate in iDG that you will be absent, ahead of time. Not doing so will result in a loss of participation points especially if it messes up someone’s negotiation.

See Appendix 3 for Participation Evaluation

2. PREPARATION, PLANS AND REPORTS

Preparation is so important for negotiation that in this class it has a separate grade category. Being prepared means many things, but also means being ready to adapt, for example, you prepare a negotiation offer that you think “will not their socks off”; but upon entering negotiation you discover that they are not wearing socks. Do you have a Plan B? Having a Plan B is being ready to adapt.

Preparation for this class and the negotiation exercises involves downloading, reading, and understanding the iDG exercise materials; it means being fully prepared for the negotiation.

- ⇒ It is useful to write notes prior to a negotiation for preparation: Who will be in the room? What do they want? What tactic to try, etc., all things that go into planning. You will do this for every negotiation. Just before each negotiation starts, there will be a very brief short-answer quiz asking questions about the exercise that you will answer from your preparation notes. There may also be peer reports of preparation and performance after a negotiation. These are the “(iDG) Preparation” and “Negotiation Report” referenced on the WEEKLY SCHEDULE.
- ⇒ There will be a negotiation “Checklist” that you prepare for your future negotiations. And there will be a reading about preparing a checklist.
- ⇒ You may be an “Observer” of at least one negotiation in the class. For this, you will read the materials for all positions in the exercise and comment on how well the negotiators did.

It is often obvious when someone is not prepared for negotiation. When we see this in the “real world” we often also see someone “Taken to the cleaners.” In class, not being prepared will harm your, and your negotiation partner’s, negotiation experience, and will be noted by me and considered in the assignment of preparation scores. In the “real world” not being prepared will likely cost you money. Here, it will cost you class points.

3. First Test

There will be a first (midterm) Test (see announcements on Blackboard). It will be in class (short answer, multiple choice, T/F, etc.). This may include your evaluation of agreements including those achieved in the in-class iDG negotiation exercises. It will cover all material through Week 9 and may (TBD) include an iDG negotiation that will be scored and evaluated for a small fraction of your test score.

4. Second (Final) Test

There will be an end of semester Test during the finals period (see Blackboard). It will be in class (short answer, multiple choice, T/F, etc.). This may include your evaluation of agreements including those achieved in the in-class iDG negotiation exercises. It will be comprehensive, covering all material in the course.

5. TEAM PROJECT: A Team Report and Team Presentation (see Bb for details)

⇒ A Team Project is required. This involves the following:

- a. First, your team comes up with an interesting negotiation question and obtains Professor Carnevale's approval of it. No two teams will have the same question Your team researches it, answers it.
- b. Your team presents it (15min maximum) to the class via a video at the end of the semester.
- c. Your team submits the "Team Report": brief, an "Executive Summary." Details posted soon on Bb.

⇒ You will work in groups of about 5 people. I will soon assign students to teams. The full details of this team project are, or soon 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 Presentation to the class, the last class of the semester.** During the last week of the semester. Evaluation of your team presentation will focus on the overall effectiveness of your presentation regarding conveying the answer to your negotiation question. Post your video of your team presentation and send the link to Prof. Carnevale at least 2 days in advance to ensure that it will work. We will Zoom-chat during the presentations.
2. **Team Report** (Due at end of semester)
 - Your team will follow the TPG (Team Project Guidelines; see Bb).
 - Doing each on time earns points!
 - TPG1 is simply reporting you met and agreed with your team.
 - TPG2 is your team decides on a question. I will help on this, and I will approve.
 - TPG3 is your research that answers your question.
 - TPG4 is *The Report*: Your team writes and submits a brief Report, due at the end of the semester after your presentation. In the report, state the question that your team posed, detail your answer, a list of the class concepts that you applied, and sources of information. Grading of the report will focus on your ability to use concepts from class to analyze a negotiation and offer insights that can help readers understand the negotiation question.
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 Appendix II below, and Bb.)

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" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on research misconduct at <https://policy.usc.edu/research-and-scholarship-misconduct/>.

Student Well-being 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 suicidepreventionlifeline.org

Provides 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.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 <https://eeotix.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.

Office of Student Accessibility Services - (213) 740-0776 <https://osas.usc.edu> SASfrntd@usc.edu

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. 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 Student Accessibility Services (<https://osas.usc.edu>). OSAS 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 OSAS each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

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.

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, or 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) 442-1200 – 24/7 on call dps.usc.edu

Non-emergency assistance or information.

Trojans Care for Trojans – (213) 740-0411 <https://campussupport.usc.edu/trojans-care-4-trojans/>

USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

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

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

WEEKLY SCHEDULE (HIGHLY SUBJECT TO CHANGE, See Updates on Bb)

Modules	Likely Topics	Readings	Deliverables	Class Activities
Module 1: Synchronous Meeting on Jan 12, 2022 [Week 1]	- Introduction to negotiation and mediation. - Interdependence	- Syllabus	- Register for iDG (iDecisionGames.com) - Watch Journey to Yes	- The Syllabus, etc. - Some History: <i>The Science and the Art</i> . The books. - Negotiate
Module 2: Synchronous Meeting on Jan 19 [Week 2]	- Claiming Value: Distributive negotiation. - Tracking.	- F&U (Intro & Ch. 1) - M&B (Intro & Ch. 1) - Module 2 materials.	- iDG Preparation - Negotiation Report	- Negotiate (in iDG) - Team Project Guidelines (TPG1, 2, 3, & 4).
Module 3: Synchronous Meeting on Jan 26 [Week 3]	- Creating Value: Integrative Negotiation.	- F&U (Ch. 2) - M&B (Ch. 2) - Module 3 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG) - TPG Teams Setup.
Module 4: Synchronous Meeting on Feb 2 [Week 4]	- Planning. - “Pre-Mortem” - Scoring.	- F&U (Ch. 3) - M&B (Ch. 3) - Module 4 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG)
Module 5: Synchronous Meeting on Feb 9 [Week 5]	- 3-D Negotiation.	- F&U (Ch. 4) - M&B (Ch. 4) - Module 5 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG) - TPG1 due
Module 6: Synchronous Meeting on Feb 16 [Week 6]	- Job offers. - Biases	- F&U (Ch. 5) - M&B (Ch. 5 & 6) - Job Negotiation video - Module 6 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG)
Module 7: Synchronous Meeting on Feb 23 [Week 7]	- Influence.	- F&U (Ch. 6) - M&B (Ch. 7 & 8) - Module 7 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG) - TPG2 due
Module 8: Synchronous Meeting on March 2 [Week 8]	- Ethics. - Power.	- F&U (Ch. 7 & 8) - M&B (Ch. 9 & 10) - Module 8 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG)
Module 9: Synchronous Meeting on March 9 [Week 9]		- Module 9 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG) - Test 1

Modules	Likely Topics	Readings	Deliverables	Class Activities, et al.
Module 10: Synchronous Meeting on March 23 [Week 10]	- Negotiation tech: Online and AI.	- Module 10 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG)
Module 11: Synchronous Meeting on March 30 [Week 11]	- Culture	- M&B (Ch. 11) - Module 11 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG)
Module 12: Synchronous Meeting on April 6 [Week 12]	- Escalation. - “Corporate Campaign.” - Complaint systems.	- M&B (Ch. 12) - Module 12 materials.	- iDG Preparation - Negotiation Report	- Negotiate (iDG) - TPG3 due
Module 13: Synchronous Meeting on April 13 [Week 13]	- Strategic Choice in Mediation - Tough situations.	- M&B (Ch. 13) - Module 13 materials.	- iDG Preparation - Mediation Report	- Mediate (iDG)
Module 14: Synchronous Meeting on April 20 [Week 14]	- Mediation and Culture	- F&U (Sect. V) - M&B (Ch. 14) - Module 14 materials.	- iDG Preparation - Mediation Report	- Mediate (iDG)
Module 15: Synchronous Meeting on April 27 [Week 15]	<i>- Post video of presentation and send link to Prof. Carnevale at least 2 days in advance to ensure that it will work. We will Zoom-chat during the presentations.</i>		- Team Project Presentations (15min each)	- Chat w/video
Finals Week May 4				- Test 2 (May 4, 7:30pm-9:30) - Team Report (Due Date: TBA)

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How MOR569 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	MOR569 Learning Objectives that support this goal	Assessment Method
<p><i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</p>	1-10	Participation in negotiation exercises.
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.	7,9	
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	7,9	
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	7,9	
<p><i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.</p>	1-10	Participation in negotiation exercises.
2.1 Gain knowledge of the key functions of business enterprises.	8-10	Group Project
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain, and dynamic.	8-10	
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	8-10	
<p><i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</p>	8-10	Group Project
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	8-10	
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	8-10	
3.3 Foster collaboration, communication, and adaptability in helping organizations excel in a changing business landscape.	8-10	

Appendix II: SAMPLE PEER EVALUATION FORM

Please identify your team and team members for the ____ Project(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Contribution details:

Appendix III: Possible Participation Plans (TBD)

Evaluating Participation via Three Plans:

Plan A: Class Participation—Behavioral Scale

Excellent Performance (+2)

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions
- Volunteering for class activities
- Sending an email to Prof. Carnevale with link to something relevant

Average Performance (+1)

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, “good” information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

(Some kind of) Performance (0)

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class, or not: does nothing
- Distracts group / class
- Irrelevant discussion

Participation Plan B: Synchronous Class Participation Grading Rubric

	Below Minimum 0 to 4 points	Below Standards 5 to 6 points	Meets Standards 7 to 8 points	Above Standards 9 to 10 points
Active Participation (20%)	Logs in more than 10 minutes late and/or leaves sessions more than 10 minutes early.	Logs in between 6 to 10 minutes late and/or leaves sessions between 6 to 10 minutes early.	Logs in 3 to 5 minutes late and/or leaves session 3 to 5 minutes early.	Always logs in timely and is active to the end of every session.
Attention and Professionalism (40%)	Never turns on webcam and/or is consistently distracted. Attends class from a non-professional location, such as lying in bed or on a couch. Sometimes treats classmates and faculty in a disrespectful manner.	Occasionally turns on webcam, often permits others to enter the field of view during class session, and/or gives partial attention to class. Attends class from a non-professional location, such as lying in bed or on a couch. Sometimes treats classmates and faculty in a disrespectful manner.	Always turns on webcam, occasionally permits others to enter the field of view during class, and gives full attention to class. Attends class in a professional manner. Always treats classmates and faculty in a respectful manner.	Always turns on webcam, does not permit others to enter the field of view, and gives full attention to class. Attends class in a professional manner. Always treats classmates and faculty in a respectful manner.
Preparation (30%)	Exhibits lack of preparation and non-completion of required preparatory assignments.	Attempts to participate and has completed some preparatory assignments and activities.	Attempts to participate and has obviously completed most preparatory assignments and activities.	Exhibits evidence of having completed all preparatory assignments and suggested background readings.
Initiative and analysis (10%)	Rarely initiates discussion and is not able to reference required readings or other materials.	Does not support points adequately during discussion, but attempts to analyze the topic.	Supports points during discussion, but provides only general references to readings and other materials.	Initiates discussion and supports points using specific references to readings or other materials.

(Created by Greg Kling)

Participation Plan C:

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or absence.

Appendix IV

MIDPOINT COURSE EVALUATION QUESTIONS

Midpoint course evaluations to gauge student concerns and adjust the course early on. This is me only and not a part of the formal performance review process.

To improve the effectiveness of our class, could you please take a few moments to answer the following questions:

1. How well do the course objectives support your general business knowledge and personal career goals?
2. What have you liked about this course so far?
3. Do you have any suggestions for improving the course experience?

A Small Library of Interesting Negotiation Books (Useful but 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.
- Lax, D. A., & Sebenius, J. K. (1987). *The manager as negotiator*. Simon and Schuster.
- 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.