

**Professor: Peter J. Carnevale, PhD**

**Office location: The cloud, via Zoom**

**E-mail: [peter.carnevale@marshall.usc.edu](mailto:peter.carnevale@marshall.usc.edu)**

**Office Hours: By appointment via email.**

**NOTE: Classes are *in person* @ JFF; online support from iDG, Zoom, Qualtrics, Google Sheets, etc.**

### **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.***

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 it can 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; negotiators need analytical skills to discover optimal solutions to negotiation problems; and negotiation skills are often needed to implement solutions to business problems.

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 and develop over a lifetime.*

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.

## **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.

## **Required Materials**

### **Books (Paper copies on reserve at JFF Library)**

- Lewicki, R.J., Barry, B., & Saunders, D. (2020). *Negotiation. 8th Edition*. McGraw Hill. ISBN10: 1260043649 | ISBN13: 9781260043648  
<https://www.mheducation.com/highered/product/negotiation-lewicki-barry/M9781260043648.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**

- **A computer, laptop, or tablet, that can access the internet. Bring to every class.**
- **USC email address, for access to Bb and the USC Google Drive and apps.**
- ***Sign up for iDecisionGames.com (iDG). Use your USC email address to sign up.*** This online negotiation platform will cost you about \$65. It manages the negotiation cases and exercises for every class.
- **Google Chrome browser on your computer; required to run iDG.**
- **Access to Blackboard (Bb).** If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu).
- **Zoom app.**
- **Google Drive, Sheets, Forms; Qualtrics, etc., all via USC. *No experience necessary; we'll review all of this in class.***

### **Readings (and some things to watch)**

- Readings and videos from Bb: These are an occasional article and handout, available on Bb, some likely posted during the semester. Scenes from movies, for example.

## Course Notes

MOR469 is in person, aka, face to face, at JFF. The class is “tech heavy” meaning that we’ll use a variety of online apps, e.g., Zoom and iDG for the negotiation cases and exercises, often from the JFF of JKP ELC, depending on availability; sometimes remote.

A unique characteristic of this course and its operating procedures is that the negotiation exercises and cases come via iDecisionGames.com (iDG); you need to register for this *asap* on that site. See Bb announcement for instructions on how to do that.

⇒ **You must bring a computer or tablet to every class.** MOR469 is green, meaning that everything is done electronically. This 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. Again, MOR469 and exercises are in iDG, and these are conducted online during the class, sometimes face to face and sometimes with Zoom. Other support tech includes Google Sheets, Forms, Qualtrics, etc.

MOR469 is built around a series of negotiation exercises, cases, 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.

The negotiation exercises will occur mainly (but not always) on Tuesdays, with much of the discussion and debriefing of the negotiations on Thursdays. The discussion classes will 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) in class, and negotiation assignments outside of class.

**Important:** This course has an essential element to the participation policy: You must provide prior notice the day prior to the class in question if you cannot attend a class to either participate in a negotiation or a negotiation debrief. If you do not provide such notice, the people you are scheduled to negotiate that day could be left wondering where you are and end up not being able to do the negotiation. Details on this policy will be described in class. 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. 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 of every negotiation.* This will be done online (Qualtrics survey, Forms, or in Bb or iDG). In this plan, you might be asked to 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.

### **Additional Course Notes:**

- Normally video & audio recording will occur during class and sometimes in the negotiation exercises as well.
- **There are no organized case and exercise make-ups** (barring emergency situations).
- Unless accommodated as described below active engagement and contributions are expected at the synchronous class sessions.
  - iDG should be open in a separate window for all classes.
  - If Zoom is in an in-person session, log in to Zoom without computer Audio.
  - If Zoom is done remotely, log in to Zoom with computer Audio.

### **And...**

- Come into and log into class apps on time.
- Confirm you have a reliable internet connection.
- If in Zoom, keep video on and present a good video image of yourself.
- If you use a virtual background, please keep it respectful and professional.
- Display both your first and last name during Zooms and synchronous class meetings.
- Know how to change your Zoom name for engaging in the negotiation exercises.
- 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.

### **Do not:**

- Engage in a simultaneous activity not related to the class.
- Interact with persons who are not part of the class during the class session.
- If in Zoom, leave frequently or not be on camera for extended periods of time.
- If in Zoom, have other persons or pets in view of the camera.

⇒ ***Please advise me if you have circumstances under which you will not be able to meet these expectations.***

- **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.**

## **Grading Policies:**

Grades will be assigned according to the percentage distribution shown below.

Assignments	Points	% Of Grade
1. In-Class Contribution	150	15%
2. Plans and Reports	150	15%
3. First Test	200	20%
4. Second (Final) Test	200	20%
5. Team project on negotiation	300	30%
	1000	100%

Final grades represent how you perform in the class relative to other students. Your grade is based on your performance, and others' performance. The average grade for this class has historically been 3.5. Two items are considered when assigning final grade: 1. Your score from the available points for all grade parts; 2. Your rank among all students in the class. Your grade is determined by how many points you obtain in the 5 key categories (see Bb for updates on how these are determined):

1. In-Class Contribution (e.g., in synchronous negotiations and debrief sessions)
2. Plans and Reports (e.g., on the class negotiations and debrief sessions)
3. First Test (through Week 9 all class material)
4. Second (Final) Test (comprehensive)
5. Team Project on Negotiation

### **1. IN-CLASS Contribution**

CLASS Contribution has several important elements including doing the negotiation exercises in an informed, intelligent, professional manner and discussing the experience in the debrief sessions after the negotiation, and this includes comments in the Zoom chats if class is on Zoom. See the "Syllabus, etc." folder on Bb, for the details, and the file "Participation Details" and related documents (see Appendix below).

Contribution to class discussion means that you speak up in class -- answering questions, making observations, commenting on other students' comments, even challenging someone's views. Your comments should move the discussion forward. This reflects the Marshall School Critical Thinking Initiative: the ability to think critically is an important part of evaluation in this course.

**Effective class Contribution includes professionalism:** You should always conduct yourself in a professional manner in any business setting including this class. Important aspects of professionalism include:

- *Engaging in ethical and respectful behavior.*
- *Joining class on time.*
- *Arriving to class fully prepared.*

- *Demonstrating active listening throughout class*, e.g., eye contact, non-verbal, appropriate responses. Knowing when to mute and unmute especially when on Zoom.
- Adding insights.
- *Respect others' time*: please do not ask questions that are readily answerable (e.g., via the course syllabus or Bb). If you have a question about something on the syllabus or Bb after the first week of class, please ask about it outside class.
- **...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. You will, in essence, be playing various roles. 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 %\$^#% 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, as an actor saying lines. Thus, we do not talk about specific things that identify a person in the negotiations with others outside the 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 interferes with a classmates’ negotiation. Note that iDG assigns you to negotiate with someone in the class. If you cannot be there, and you do not mark absent, this is equivalent, in the “real world,” to making an appointment with someone and then not showing up. This would be unprofessional.**

## **2. PLANS AND REPORTS**

Planning is so important for negotiation that in this class it has a separate grade category. Planning means many things, including being ready to adapt. For example, you prepare a negotiation offer that you think “will knock their socks off” (a phrase that means you think that they will love it); 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.

Planning 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.
- ⇒ These are the “Plans” and “Negotiation Report” and other tasks referenced on the COURSE CALANDER, mentioned in class, or announced in Bb.

- ⇒ A “Negotiation Report” will sometimes be written for the person with whom you negotiated, feedback, and you will meet with them and review. TBA, see Bb.
- ⇒ There will be a negotiation “Checklist” that you prepare for your future negotiations. And there will be a reading with instructions on how to prepare a checklist.
- ⇒ You may be an “Observer” of a negotiation in the class. For this, you will read the materials for all positions in the exercise and assess how well the negotiators performed.

It is often obvious when someone is not prepared for negotiation. When this happens in the “real world” it usually means the unprepared negotiator will suffer. In class, not being prepared will harm your, and your negotiation partner’s, negotiation experience. In the “real world” not being prepared will likely cost you money. Here, it will cost you class points.

**Note:** Contribution, and plans/reports, are evaluated on a week-by-week basis. This means that they must be done the week they are scheduled. Not after.

### 3. First Test

There will be a first (midterm) Test (see announcements on Blackboard). Format to be determined. It 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 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). Format to be determined. 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: Team Report and Team Presentation (see Bb for details)

⇒ Your Team Project requires your team to:

- a. Develop a unique and interesting negotiation question and obtain Professor Carnevale’s approval of it. No two teams will have the same question.
- b. Research to answer the question.
- c. Present your question and conclusion to the class (possibly via a video) at the end of the semester.
- d. Submit a “Team Report” following instructions posted on Bb.
- e. Submit a peer evaluation of the contributions of team members (see below).

⇒ You will work in assigned teams of up to 5 The full details of this team project are posted on Bb in the “Team Project” section. The team project components all have specific due dates, to be found on Bb. For grading purposes, these components include:

1. **Team Presentation to the class, in 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. Teams are required to

post their recorded team presentation and send the link to Prof. Carnevale at least 24 hours in advance of the displaying to ensure that it will work. During the display of each presentation, the entire class will use Zoom to ask questions or add comments during the presentations.

## 2. **Team Report**

- Your team will follow the TPG (Team Project Guidelines; see Bb).
- Submitting each component on time earns points!
  - TPG1 is simply reporting you met and agreed with your team.
  - TPG2 is developing a question and having approved.
  - TPG3 is the research that answers your question.
- TPG4 is *The Team Report*: Your team writes and submits a brief Report (about 5 pages maximum; see Bb for details), due at the end of the semester after your presentation. The report will contain the question your team posed, your detailed, research-based answer, a list of the class concepts that you applied, and citation of your 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 survey at the end of the semester for you to do this (see Appendix below).



## Calculation of Course Grade

Your final course grade is based on total points earned, relative to those of your classmates. Note that no single part of the grade is given a letter grade, but rather each part provides points earned toward the total class point distribution. The Marshall School has a standard target GPA for elective courses of around 3.5 (between an A- and B+).

To calculate the grade parts #1. In-Class Contribution and #2. Plans and Reports, I track a variety of class behaviors including activity in iDG, comments and questions in class, doing a class poll if there is one, doing a planning survey if there is one, doing a post-negotiation report if there is one, and other miscellaneous activities (e.g., a contribution could be if you send me a link to an interesting negotiation or article that I then post to the class Bb because everyone will benefit from it). This is done every week on a weekly basis. In other words, for this, to count, it must be done during that week. That is, for example, doing a post negotiation survey 3 weeks after the class where that negotiation occurred will not count. Operationally, on a spreadsheet, for each student in the class, for each week, a “1” is given if there was evidence of that part. At the end of the semester, the row is summed across classes for each student.

*Total class points are defined as  $\sum$  (Contribution score + P&R, Team Project, Tests), are centered on the Marshall target GPA for elective courses to determine the distribution of As, A-s, B+s, Bs, and so on. If past semesters are an indication, most students will get a B+ or an A-.*

## Policy on missed classes:

I will know if you miss a class. **In general, please do not send me or give me an excuse or reason if you miss any class.** I assume you have great reasons. Note that being in class means that you have a chance to earn points toward your final grade. Missing a class means you miss the chance to earn those points. There are no organized negotiation makeups in iDG.

You must indicate in iDG that you will be absent, ahead of time. Not doing so will result in a loss of contribution points especially if it messes up another student’s negotiation. The equivalent of this in the “real world” is making an appointment with someone and then not showing up. Being late for class, or leaving class early, may reduce your contribution score.

NOTE: Due to the current pandemic, if you do not feel well and/or are required to quarantine, please email me as soon as possible to inform me that you will not be attending class. I will provide a recording of the class and an opportunity to make up missed class work and missed in-class participation. Your health and the health of your classmates is most important so you will not be penalized for not attending class. MOR469 is a residential class, and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom. (Note that some classes will model online negotiation, and those will occur via iDG and Zoom, TBA, see Bb.)

Students who provide an accommodation letter from the USC Office of Student Accessibility Services (OSAS), or from the Marshall School detailing constraints may be exempt from some of the policies detailed above (no exemptions for some policies, e.g., engaging in ethical and respectful behavior). If you have such accommodations, please submit your accommodation document to me as soon as possible and we will adapt.

## **ADDITIONAL IMPORTANT INFORMATION**

### **Communication and Consultation**

Professor Carnevale is happy 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 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 class 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 Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

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

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental

health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call  
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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.

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

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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

Non-emergency assistance or information.

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

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.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

## Academic Calendar, Dates to Note, Spring 2023

<https://classes.usc.edu/term-20231/calendar/>

Jan. 9	Spring semester classes begin
Jan. 9-13	Late registration and change of program for Session 001
Jan. 16	Martin Luther King Day, university holiday
Jan. 27	Last day to register and add classes
Jan. 27	Last day to drop a class without a mark of “W,” and receive a refund
Jan. 27	Last day to change enrollment option to Pass/No Pass
Jan. 27	Deadline for purchasing or showing proof of health insurance
Jan. 27	Last day to purchase or waive tuition refund insurance
Feb. 20	Presidents’ Day, university holiday
Feb. 24	Last day to drop a course without a mark of “W” on the official transcript
Feb. 24	Last day to change a Pass/No Pass to a letter grade
March 12-19	Spring recess
April 7	Last day to drop a class with a mark of “W”
April 28	Spring semester classes end
April 29-May 2	Study days
May 3-10	Final examinations
May 11	Spring semester ends
May 12	Commencement

## **COURSE CALENDAR: Readings and Deliverables**

- This schedule is subject to change (revisions posted on Bb; check often).
- Each iDG exercise has a required plan, prior to start.
- Read all indicated readings every week by start of that week's Thursday class.
- The team project guideline parts **[TPG]** have specified due dates all **@ midnight**.

### **Week 1, January 10 & 12: Introducing Negotiation and Persuasion, and Mediation**

- Lewicki, et al. (2020), *Negotiation*, Chapter 1
- **Negotiate in Class**

### **Week 2, January 17 & 19: Strategy of Distributive Negotiation (Claiming Value)**

- Lewicki, et al. (2020), *Negotiation*, Chapter 2
- **Cialdini on Persuasion and 'Pre-suasion' (Bb)**
- **Negotiate in iDG, do plan and report.**

### **Week 3, January 24 & 26: Strategy of Integrative Negotiation (Creating Value)**

- Lewicki, et al. (2020), *Negotiation*, Chapter 3
- **Negotiate in iDG, do plan and report.**

### **Week 4, January 31 & February 2: Strategy and Planning; The Checklist**

- **[Team Project: Discuss Project Ideas: Prep TPG1]**
- Lewicki, et al. (2020), *Negotiation*, Chapter 4
- **Gawande on the Checklist (Bb)**
- **Negotiate in iDG, do plan and report.**

### **Week 5, February 7 & 9: Ethics in negotiation**

- Lewicki, et al. (2020), *Negotiation*, Chapter 5
- **Shell, On the Legality of Lies in Negotiation (Bb)**
- **Negotiate in iDG, do plan and report.**

### **Week 6, February 14 & 16: Perception, Cognition, Emotion [TPG1 due... TBA]**

- Lewicki, et al. (2020), *Negotiation*, Chapter 6
- **Negotiate in iDG, do plan and report.**

### **Week 7, February 21 & 23: Communication / Power**

- Lewicki, et al. (2020), *Negotiation*, Chapter 7 & 8
- **Negotiate in iDG, do plan and report.**

### **Week 8, February 28 & March 2: Relationships / Agents... [TPG2 due... TBA]**

- Lewicki, et al. (2020), *Negotiation*, Chapter 10 & 11
- **Negotiate in iDG, do plan and report.**

### **Week 9, March 7 & 9: Coalitions / Groups and Teams...**

- Lewicki, et al. (2020), *Negotiation*, Chapter 12 & 13
- **Negotiate in iDG, do plan and report.**
- **First Test is Thursday March 9 in class**

**[Above: Classes 1-18]**

[After Spring Break, below: Classes 19-30]

**Week 10, March 21 & 23: Influence**

- Lewicki, et al. (2020), *Negotiation*, Chapter 9
- **Cialdini, R (2016) *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. Simon & Schuster. isbn: 978-1-5011-0979-9**
- **Negotiate in iDG, do plan and report.**

**Week 11, March 28 & 30: Individual Differences I & II, Gender, Personality**

- Lewicki, et al. (2020), *Negotiation*, Chapter 14 & 15
- **Negotiate in iDG, do plan and report.**

**Week 12, April 4 & 6: International and Cross-Cultural Negotiation**

- Lewicki, et al. (2020), *Negotiation*, Chapter 16
- **Negotiate in iDG, do plan and report.**

**Week 13, April 11 & 13: Mediation; Dispute Systems [TPG3 due... TBA]**

- Lewicki, et al. (2020), *Negotiation*, Chapter 19 (Selected parts of Chapters 17 & 18)
- **Mediate and negotiate in iDG, do plan and report.**

**Week 14, April 18 & 20: Best Practices in Negotiation and Mediation**

- Lewicki, et al. (2020), *Negotiation*, Chapter 20
- **Negotiate in iDG, do plan and report.**

**Week 15, April 25 & 27: Team presentations**

⇒ **TPG4 Team Report Due... TBA: Post to Bb (Note: this is a *Turnitin Assignment*)**

⇒ **Second test. See University *Schedule of Classes*: <https://classes.usc.edu/term-20231/finals/>**

- **2pm class: Thursday, May 4, 2-4 p.m. in classroom**
- **10am class: Tuesday, May 9. 8-10 a.m. in classroom**

## **Appendix: Contribution**

### **Excellent Contribution**

- 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 simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students contributions

### **Good Contribution**

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze / apply course material
- Demonstrates willingness to attempt to answer questions

### **Fair / Average Contribution**

- 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

### **Poor Contribution**

- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information during discussions
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

### **Unacceptable Contribution**

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



## **Appendix**

### **PEER EVALUATION FORM**

**Question via Google Forms at end of semester:**

⇒ **Should everyone on your team project get the same number of points, that is, did everyone do their fair share on it?**

⇒ **If no, say what you think the distribution should be in % (percent; adding up to 100%, and put the % next to each person's name including your own).**

⇒ **Also, if no, please explain.**

**(I'll keep this confidential but will investigate if there is wild discrepancy.)**

### **A Small Library of Interesting Negotiation Books (Useful, Not Required for this class)**

- 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.
- Korobkin, R. (2021). *The Five Tool Negotiator: The Complete Guide to Bargaining Success*. Liveright Publishing.