



**MOR-569: NEGOTIATION AND DEAL MAKING**  
**Spring 2023**  
**3 units, Wednesdays 6:30-9:30pm, ONLINE (Section 16709)**

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**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.

**Course Description**

All people, in 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 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.

## **COURSE MATERIALS**

- **Required Texts/Readings** (The 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 \$90. 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 weekly Module section on Bb may contain additional brief articles and materials (e.g., a paper written by a lawyer titled “Is It Legal to Lie in Negotiations?”). Sometimes a student suggests a news article, or video, or link to a website, and I might share it with the class in the weekly module section.**

- **Required Online Resources**

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

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

⇒ Online access through Zoom is in Blackboard. Good 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 as well as iDG).
- 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, USC Google Drive.
- **Duo Two-Factor Authentication Information:** [Duo Resources](#)
- Updated Zoom web app with decent internet connection, webcam, lighting, sound.
- The iDG web app. See below.

## GRADING:

**MOR569 is online in Zoom. Entry into the Zoom class must be via Bb and your USC email.**

The course is built around a series of negotiation exercises and debriefings developed at HBS, Kellogg, Wharton, etc. A unique characteristic of this course and its operating procedures is that the negotiation exercises and debriefings come via iDecisionGames.com (iDG); you need to register in iDG **asap**. All case/exercise materials for each class will be found there. Some class time may be provided when group preparation is required, and students may also need to meet outside of class. (If you register in iDG and then decide to drop the class, they'll likely reimburse you.)

**The class cases and exercises are all in iDG, and these are conducted online during the class, with Zoom support. Other support tech includes Google Sheets, Forms, Qualtrics, etc. No prior expertise is needed on any of this tech.**

**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 conducted when held in person on campus). This means that you must use a computer or similar device every class with a decent internet connection and webcam, audio, and lighting. This is a requirement of the negotiation exercises in iDG.

**Important note: There are no organized iDG exercise make-ups** (barring serious medical or emergency situations).

The discussions will include some 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 and maybe outside 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.** If you do not provide such notice, the people you are scheduled to negotiate with that day could be left wondering where you are and end up not being able to do the negotiation. 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 weekly, in the Module area, typically the day of, or even during class. Sometimes the slides contain information about the negotiation exercises that can only be shared *after* you have completed the negotiation.

→ During any Zoom session, the following netiquette is expected.

- Come into and log into class apps on time.
- Confirm that you have a reliable internet connection.
- Connect to Zoom via Bb and your USC email address. Otherwise, you will get stuck in a waiting room.

- If in Zoom, present a good video image of yourself. Good lighting.
- Dress respectfully. Video conference business meetings are and will be the norm, so it's a good idea to practice your professional telepresence.
- 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.
- Learn how to quickly change your Zoom name for engaging in some of 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 all in the Zoom, especially 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.
- Leave frequently or not be on camera for extended periods of time.
- Have other persons or pets in view of the camera.

**→ This class uses “Turnitin” on some 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.**

**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 assignments; 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 performance in 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. There may also be peer reports of preparation and performance after a negotiation. These are the "(iDG) Preparation" and "Negotiation Report" and other tasks referenced on the WEEKLY SCHEDULE, mentioned in class, or announced in 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), open book/open notes in Zoom with a possible take-home part. 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 a 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 Second Test during the finals period (see Blackboard). Same format as first test. 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 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 even the class is meeting face to face.
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 Qualtrics 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 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, Zoom behavior (e.g., video of your face is on), 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., if you send me a link to an interesting negotiation or article that I then post to the class Bb because it seems that 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 (e.g., doing a post negotiation survey 3 weeks after the class where that negotiation occurred will not count for your points).

Operationally: 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. If a student had an average of 5 points for each week, for 12 weeks, that would sum to 60. This is scaled to the 300 points for contribution and plans/reports (150 each). If 60 was the most for any student in the class, that student would get 300 class points. And then everyone is scaled from that. Imagine, as an example, the highest score of all students was 60, which would be coded as 300 class points for that student (a multiplier of 5). If your sum was 50 for the semester, you would get 250 class points from these parts of the grade.

Total class points, which is 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. **Please do not send or give me an excuse or reason if you miss any class, ahead of time or after.** 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 negotiation makeups in iDG. ***I recommend that you also keep a record of, and copies of, your weekly contributions and plans and reports so that there are no surprises at the end of the semester.***

Being late for class, or leaving class early, may reduce your contribution score. Again, 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.

Note: 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.

## **THE IMPORTANCE OF COURSE EVALUATIONS**

Course evaluations are important and a great way for me to figure out how to make this class even better for future Trojans. Please do it when asked. Evaluations are for making things better...questions such as the following, which you will get later in the semester:

1. What have you liked about this course so far?
2. Do you have any suggestions for improving the course experience?

## **EMERGENCY PREPAREDNESS**

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system ([blackboard.usc.edu](https://blackboard.usc.edu/)), teleconferencing, and other technologies.

## **USE OF RECORDINGS**

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

## 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

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

<b>Modules</b>	<b>Likely Topics</b>	<b>Readings</b>	<b>Deliverables</b>	<b>Class Activities</b>
<b>Module 1:</b> Synchronous Meeting on Jan 11, 2023 [Week 1]	- Introduction to negotiation and mediation. - Interdependence	- Syllabus	- Read Syllabus - Register for iDG (iDecisionGames.com)	- <b>The Syllabus, etc.</b> - Some History: <i>The Science and the Art. The books.</i> - <b>Negotiate</b>
<b>Module 2:</b> Synchronous Meeting on Jan 18 [Week 2]	- Claiming Value: Distributive negotiation. - Tracking.	- F&U (Intro & Ch. 1) - M&B (Intro & Ch. 1) - Module 2 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (in iDG)</b> - <b>Team Project Guidelines (TPG1, 2, 3, &amp; 4).</b>
<b>Module 3:</b> Synchronous Meeting on Jan 25 [Week 3]	- Creating Value: Integrative Negotiation.	- F&U (Ch. 2) - M&B (Ch. 2) - Module 3 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b>
<b>Module 4:</b> Synchronous Meeting on Feb 1 [Week 4]	- Job negotiation	- F&U (Ch. 3) - M&B (Ch. 3) - Module 4 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b> - <b>TPG Setup.</b>
<b>Module 5:</b> Synchronous Meeting on Feb 8 [Week 5]	- Planning - Scoring - Pre-Mortem	- F&U (Ch. 4) - M&B (Ch. 4) - Module 5 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b>
<b>Module 6:</b> Synchronous Meeting on Feb 15 [Week 6]	- Lies	- F&U (Ch. 5) - M&B (Ch. 9) - Module 6 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b> - <b>TPG1 due</b>
<b>Module 7:</b> Synchronous Meeting on Feb 22 [Week 7]	- Cognitive and Motivated Biases	- F&U (Ch. 6) - M&B (Ch. 5 & 6) - Module 7 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b>
<b>Module 8:</b> Synchronous Meeting on March 1 [Week 8]	- Power & Influence	- F&U (Ch. 7 & 8) - M&B (Ch. 7 & 8) - Module 8 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b> - <b>TPG2 due</b>
<b>Module 9:</b> Synchronous Meeting on March 8 [Week 9]	- Ethics	- Module 9 materials. - M&B (Ch. 10) - Module 9 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b> - <b>Test 1</b>

<b>Modules</b>	<b>Likely Topics</b>	<b>Readings</b>	<b>Deliverables</b>	<b>Class Activities, et al.</b>
<b>Module 10:</b> Synchronous Meeting on March 22 [Week 10]	- Negotiation tech: Online and AI.	- Module 10 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b>
<b>Module 11:</b> Synchronous Meeting on March 29 [Week 11]	- Culture	- M&B (Ch. 11) - Module 11 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b>
<b>Module 12:</b> Synchronous Meeting on April 5 [Week 12]	- 3D negotiation	- M&B (Ch. 12) - Module 12 materials.	- iDG Preparation - Negotiation Report	- <b>Negotiate (iDG)</b>
<b>Module 13:</b> Synchronous Meeting on April 12 [Week 13]	- Individual differences - Mediation	- M&B (Ch. 13) - Module 13 materials.	- iDG Preparation - Mediation Report	- <b>Mediate (iDG)</b> - <b>TPG3 due</b>
<b>Module 14:</b> Synchronous Meeting on April 19 [Week 14]	- Escalation - Dispute Resolution Systems	- <b>F&amp;U (Sect. V)</b> - M&B (Ch. 14) - Module 14 materials.	- iDG Preparation - Mediation Report	- <b>Mediate (iDG)</b>
<b>Module 15:</b> Synchronous Meeting on April 26 [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)	- <b>Chat w/video</b>
<b>Finals Week of May 3</b>				- <b>Test 2</b> - <b>Team Report (Due Date: TBA)</b>

## **Appendix**

### **Contribution Guide Used for Grading in MOR569**

#### **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**

**Another Contribution Guide Used for Grading in MOR569**

	<b>Below Minimum 0 to 4 points</b>	<b>Below Standards 5 to 6 points</b>	<b>Meets Standards 7 to 8 points</b>	<b>Above Standards 9 to 10 points</b>
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)*



## 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.)

## OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/about/open-expression-statement)" (<https://www.marshall.usc.edu/about/open-expression-statement>).

## 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.

## Appendix

### 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
<b><i>Learning Goal #1: Develop Personal Strengths.</i></b> <b>Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</b>	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	
<b><i>Learning Goal #2: Gain Knowledge and Skills.</i></b> <b>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.</b>	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	
<b><i>Learning Goal #3: Motivate and Build High Performing Teams.</i></b> <b>Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</b>	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	

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