

MOR 469 – Negotiation & Persuasion
Spring 2024

Tuesday & Thursday 10 – 11:50 am

Professor Jody Tolan
tolan@marshall.usc.edu
Office – Hoffman Hall 430 (4th floor)
Office hours: Mondays 11 am – 12 noon or by appointment
We can meet in person or via Zoom.

Course Description

Everything in life is a negotiation. Whether in business, government or the non-profit sector, in family or community settings, nearly all decisions are reached through negotiation. Understanding the principles of effective negotiation and developing the skills necessary to achieve optimal outcomes are essential business – and life – skills.

This course provides training in both the theory and practice of negotiation to improve your ability to negotiate. You will learn *experientially*. The class uses an action-based learning approach based on real-time negotiations with others in a safe, confidential space that allows experimentation, practice, reflection, and feedback. You will learn critical frameworks and bargaining tactics to build alliances, strengthen interpersonal dynamics, allocate resources, balance competing interests, and resolve conflicts of all kinds.

Together, we will work to give you the confidence to build your own reputation as a negotiator and expand your range of power and influence skills. You will acquire a broad toolbox of methods and techniques, including specific ways to apply them in business, your career, and beyond. The course content is relevant to students interested in a wide range of business interests such as marketing, real estate, consulting, entrepreneurship, and mergers and acquisitions and many others. Key topics include proactive preparation and planning, distributive and integrative negotiation, job offer negotiation, power and influence in negotiation, dispute resolution, multiparty negotiation, international negotiation, and negotiation in the age of artificial intelligence.

At the conclusion of this course, you will have gained critical skill sets, techniques, and communication methods to become a more complete and collaborative negotiator. You will learn how to build trust and rapport, to establish fairness and maximize value, and to apply trust-based influence in your relationships by putting theory into practice.

Learning Objectives

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

- draft a negotiation plan and use the appropriate strategies and tactics to create and claim value to achieve optimal outcomes.
- explain the principles of job offer negotiation and use them to negotiate a job offer effectively.
- explain the cognitive biases that can impact the negotiation process and outcome and how to overcome them.
- explain the role of power and coalitions in negotiation and manage them effectively.
- use negotiation and mediation as a means for resolving conflict and effectively manage difficult negotiations behaviors.
- explain the dynamics of complex negotiations including multiparty and international negotiations and manage these negotiations effectively.
- explain how to use AI successfully in negotiations and manage chatbot negotiations effectively.
- evaluate your performance and the performance of your negotiation counterpart(s) and provide insightful, helpful comments and recommendations for improved performance.

Course Format

Lectures, discussions, and videos will be used to elaborate on key theoretical concepts and frameworks. They are complemented by weekly role-play simulations. Students will be randomly assigned to pairs or larger groups of students, and each student given a role such as “buyer” or “seller” and confidential written instructions about their role in a hypothetical business negotiation. The two (or more) players will then get together and negotiate. After the negotiation, the class reconvenes to analyze and compare negotiation outcomes and identify the lessons learned and the key insights from the exercise. Students will also have the opportunity to use AI in negotiations and negotiate with a chatbot.

Role-play simulations provide participants the opportunity to apply the concepts and principles taught in the lectures and to develop negotiation skills experientially in a low-risk setting. A set of role-play simulations have been selected on a wide range of business situations from a variety of industry settings. Each simulation is designed to highlight specific negotiation concepts and principles and to elicit particular dynamics. The number and type of issues on the table, as well as the parties at the table, will vary. Negotiations will become increasingly complex as we proceed through the course, with each negotiation building on previous ones and introducing new concepts and principles.

Our Inclusive Learning Community

Our USC Principles of Community state “USC is a multicultural community of people from diverse racial, ethnic, gender, and class backgrounds, national origins, faith backgrounds, political beliefs, abilities, and sexual orientations. Our activities, programs, classes, workshops, lectures, and everyday interactions are enriched by our acceptance of one another, and we strive

to learn from each other in an atmosphere of positive engagement and mutual respect.”
<https://diversity.usc.edu/usc-principles-of-community/>

As Trojans, we understand the value of the perspectives of individuals from all backgrounds that reflect the rich diversity of our USC community and beyond. The study of business – especially social and ethical issues in business – requires us to recognize how diversity, equity and inclusion is not only the ethical approach, but also creates a competitive advantage for organizations. Together, we will strive to make this classroom a psychologically safe and inclusive environment for all of us to develop and practice inclusive behaviors. Consistent with USC’s Unifying Values, we will:

- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Respect the privacy, property, and freedom of others,
- Reject bigotry, discrimination, violence or intimidation of any kind,
- Practice personal and academic integrity and expect it of others, and
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

If you see ways in which I can improve, please let me know. We will establish a learning community contract of shared norms and expectations in our first week of class.

Course Materials

REQUIRED BOOKS:

These can be purchased online or in the USC Bookstore. Earlier editions are available online using the USC Libraries website using your USC credentials. But note that the content may not be as up to date and access may be limited.

1. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. 3rd ed., rev. ed. New York: Penguin,
2. Malhotra, D., & Bazerman, M.H. (2008). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond*. New York: Bantam Dell.

REQUIRED COURSE READER:

Digital Course Reader available on HBS Publishing (\$18 cost) – <https://hbsp.harvard.edu/import/1132423>

OTHER MATERIALS:

Other assigned articles & videos will be noted on Blackboard. Some articles will be accessible in the Course Reserve ARES website.

ONLINE PLATFORM: iDecisionGames.com (iDG)

We will use the iDecisionGames (iDG) platform to facilitate the negotiations this semester. This platform includes your negotiation exercise materials and role instructions. You will also use it to enter your negotiation results and receive feedback on the exercises. The registration fee covers the cost of the software and the copyright fees for each of the negotiation exercises used this semester. The fee will be approximately \$40-45.

Registering for the iDG platform is mandatory. Please register with iDG and pay the access fee using the link and access code for your specific section that will be posted on Blackboard in Week 1.

LAPTOP COMPUTER or TABLET:

Please bring your laptop or tablet to every class session as you will need it to access your negotiation materials in iDecisionGames (iDG). You will also use it to enter your negotiation results and participate in online activities before and/or after negotiation exercises.

Course Information: Blackboard

All course information is available through your Blackboard account (<https://blackboard.usc.edu>). Blackboard is the primary channel of communication for this course so pay attention to announcements and other email messages you receive. Each week’s activities – readings, assignments, etc. – will be outlined under Weekly Content and Assignments. Assignment and exam scores are posted in Grade Center. You can also communicate directly with your Professor, your project team members, and other classmates from your section.



Course Evaluation

Your course grade will be determined as follows:

<u>Individual work (80% of total)</u>	<u>% of Grade</u>
Class Participation	15%
Negotiation Journal	15%
Peer Feedback Paper	10%
Midterm Exam	20%
Final Exam	20%
<u>Team work (20% of total)</u>	
Team Final Paper	15%
Team Final Presentation	5%

Final grades for this course will reflect the weighted sum of your assignment grades and will adhere to the grading policy approved by Marshall. Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your relative ranking among all students in the class. Target GPA is 3.5 for electives.

Class Participation:

Attendance Policy: In-person attendance is essential in this course. You are expected to attend, on time, and participate in all negotiations and class discussions. All missed classes will be noted and may have a significant impact on your participation score. I encourage you to be proactive and communicate with me regarding any attendance issue that may arise.

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. Students with an excessive number of absences are at risk of failing the course. Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and impact your participation score. Simply put, you cannot learn from our class activities and discussions, and your classmates cannot learn from you, if you are not present.

Important Note: You must provide me with at least 48 hours prior notice if you are not able to participate in a negotiation exercise so that I can make the necessary class adjustments. If you do not provide such notice, your negotiation counterpart(s) for the day will be left wondering where you are, and many students may not be able to negotiate.

Negotiation exercise make-ups are not recommended (barring medical or emergency situations) as they are difficult to arrange. If you do choose to make up a negotiation, it is your responsibility to make the necessary arrangements with your make-up partner. After a make-up negotiation is completed, please email me the results of that negotiation and copy your counterpart(s) on the email message. If necessary, negotiations outside of class may be conducted via Zoom. This should, however, be kept to a minimum. Students who accommodate their classmate(s) by negotiating with them outside of class, but who are still able to attend the class themselves, may either observe others negotiating during the negotiation phase of the class session or arrive to class later for just the negotiation debrief.

Due to the current situation with influenza and Covid cases, 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. Please do not abuse this policy.

In-Class Participation: This part of your grade will be based on consistent and active engagement in class discussions and activities. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and build on the ideas presented by others. If you have any reservations about speaking up in class, please contact me early in the semester so we can work together to help you become more confident and competent in this important skill.

In evaluating your class participation, I consider both the quantity and quality of your contributions. Comments that are vague, repetitive, unrelated to the discussion, or disrespectful of others will be evaluated negatively. Quality comments possess one or more of the following attributes:

- Offer a relevant concept or personal experience.
- Provide careful analysis by applying theory and concepts from readings and lectures.
- Move the discussion forward by building on previous contributions with new insights.
- Demonstrating active listening throughout class (i.e. positive attitude, attention, reflection, and adjustment).
- Ask thoughtful and challenging questions.

I highly encourage you to experiment with different strategies and tactics during the negotiations. For example, if you have never made an irrevocable commitment (“this is my last offer, take it or leave it”), try it out. Because students will be actively experimenting with different behaviors during the negotiations, what happens during a negotiation exercise may not reflect a student’s personality but may rather be a student’s attempt to try out a behavior for learning purposes. As a result, what happens in the negotiation exercises stays in class. Please do not talk about it outside of class. This is our Confidentiality Clause.

Our learning community operates in an environment of openness, respect, encouragement and engagement. Discussions will be richer if you share your unique perspective. Real world problems rarely have right or wrong answers given the complexity of stakeholders’ interests and competing values. It may take courage or patience or imagination to engage with the course material, our classmates and our experiences. In our classroom, I aim to develop a psychologically safe space where we can all learn together and benefit from the diversity that leads to increased innovation, better problem solving and, in our case, what I hope will be new friends and a great semester!

Negotiation Journal: Improving your negotiation knowledge and skills requires your active planning, reflection, and self-evaluation. You will maintain a journal covering eight (8) in-class negotiations. The journal will begin with a statement of your goals for the continued improvement of your negotiation knowledge and skills this semester. For each of the eight negotiations, the journal should also include

1. your pre-negotiation preparation notes including key facts from your role instructions, your best alternative in case no deal is reached, your reservation price, your target price as well as the strategies and tactics you plan to use in this negotiation,
2. your post-negotiation reflection where you reflect on your performance and your learning, and
3. your goals for upcoming negotiations.
4. You will end your journal with your ten key take-aways from the course that you will refer to before important negotiations.

The journal will be graded based on the quality and thoroughness of your pre-negotiation preparation notes and the extent to which you consistently identify negotiation goals, try out behaviors to achieve those goals, reflect on your successes and failures, adjust appropriately for subsequent negotiations, use the concepts and principles covered in class and effectively synthesize your learning in this course into ten key take-aways. We will discuss further in class and additional resources will be posted on Blackboard.

Peer Feedback Paper: You will draft a 2-page detailed evaluation of your negotiation counterpart's performance in the New Recruit negotiation. The goal of this paper is to provide meaningful, personalized, and constructive feedback to your classmate(s) to help them improve their negotiation skills. Hard copies of this feedback paper should be submitted both to me and to your counterpart. More detailed instructions will be provided in class and posted to Blackboard.

Mid-Term Exam: The midterm exam will assess your understanding of material covered through Week 7 including specific in-class negotiations. The format will be multiple choice and short answer questions. The exam will be given during class time in Week 7. Further instructions and a brief study guide will be provided in class and on Blackboard.

Final Exam: A comprehensive final exam will be given during the final exam period. The 2-hour exam will consist of multiple choice, true/false and/or short answer questions covering the concepts and principles discussed in class as well as specific in-class negotiations. Further instructions and a brief study guide will be provided in class and on Blackboard.

Team Paper & Presentation: You will work with your assigned team to analyze a recent or historical negotiation that you are interested in by drawing on publicly available documents. This should be a negotiation that has already been concluded. It should also be sufficiently complex that you have enough material to analyze and thereby demonstrate your ability to apply the many concepts and principles from the course to provide meaningful insight into what happened. Presentations will be randomly scheduled during the last week of the course. The presentations allow each team to report their analysis to the class. More detailed instructions will be provided in class during Week 4 and posted to Blackboard.

Self & Peer Evaluation: Feedback helps you learn and improve your performance as well as the quality of your output as a team. As part of the team project, you will practice and develop skills in providing and receiving effective feedback through in-class exercises and a more formal peer evaluation survey. The criteria for the peer evaluation will be discussed in class and posted on Blackboard.

Grades for individual student contributions to team projects are **assigned by me**, based on my observations of the team's working dynamics, my assessment of the team project quality, and thoughtful consideration of the information provided through your peer evaluations.

Note on Team Dynamics: Please contact me immediately if you experience any team-related issues (i.e., dysfunctional conflict, free-riding, process conflicts, etc.). I am available to work with the team on strategies to maintain a professional and positive dynamic as well as achieve the outcome you want.

Course Policies & Additional Information

Review of Assignment Grades: Feedback and reflection are critical to learning, and especially for learning from our mistakes. I am happy to discuss how you are performing on assignments or in class participation to help you improve and/or correct your mistakes. This has to happen BEFORE your final grade is posted. So, I invite you to contact me within a week of when an assignment is returned to discuss so I can clarify my comments – which I assume you have read and reflected on your own first. Additionally, I do hold extra office hours for students to review exams. In the event that assignments are graded by a Teaching Assistant, you will meet with the TA first since s/he will be in the best position to provide useful feedback. I am happy to meet with you after you meet with the TA if you have any additional questions or concerns.

Technology Policy: Laptop and Internet usage is not permitted during academic or professional sessions unless explicitly permitted by the professor. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. 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. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Policy regarding the use of Artificial Intelligence (AI) Generators: Learning to use AI is an emerging skill. In this course, I encourage you to use AI-powered programs to help you with specific assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Class Notes Policy: Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. I reserve all rights, including copyright, to my course syllabi, lectures, 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.

Students with Accommodations: USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of 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. The phone number for OSAS is (213) 740-0776. Email: ability@usc.edu.

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](#)”.

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, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. Such academic misconduct 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 may 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](#).

IMPORTANT NOTE: Come see me regarding any assignment where you might need help or accommodation before you make the wrong move, or 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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Emergency Preparedness/Course Continuity: In case of a declared emergency (i.e. earthquake or fire), the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), Zoom, and other technologies.

Course Content Distribution and Synchronous Session Recordings Policies: USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation is strictly prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Student Well-being 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. You may want to load the LiveSafe app from here to receive alerts and stay up to date on issues of public safety - <https://dps.usc.edu/services/safety-app/>.

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

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

[Trojans Care for Trojans](#) – (213) 740-0411

USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This [private and anonymous request form](#) provides an opportunity for Trojans to help a member of our Trojan Family.

COURSE SCHEDULE IS ON THE NEXT PAGE

Course Schedule

Monitor Blackboard for any changes or updates to the Course Schedule. Fair notice will be given if readings or other preparations are required.

#	Date	Session Topics & Deliverables	Readings
1	T 1/9	Introduction to the Course	Read the syllabus
2	Th 1/11	Introduction to Negotiation Skill Building: Active Listening & Conflict Styles <i>Negotiate</i> – BioPharm-Seltek	Four Key Concepts: Your Starting Points (CP) Readings & assessments posted on Bbd in Assignments/Week 1 by 1/8
3	T 1/16	Distributive Negotiation Journal Entry: Goals	NG Ch. 1
4	Th 1/18	<i>Negotiate</i> – Texoil Journal Entry #1	
5	T 1/23	Integrative Negotiation Investigative Negotiation	NG Ch. 2 & 3
6	Th 1/25	<i>Negotiate</i> – New Car Journal Entry #2	
7	T 1/30	<i>Final Project Workshop</i>	Teams assigned Review assignment instructions
8	Th 2/1	Principled Negotiation	GTY Chs. 1 – 5
9	T 2/6	Negotiating a Job Offer	15 rules for negotiating a job offer (CP)
10	Th 2/8	<i>Negotiate</i> – New Recruit Journal Entry #3	
11	T 2/13	Rationality in Negotiation DUE: Peer Feedback Paper	NG Chs. 4, 5, 6
12	Th 15	<i>Negotiate</i> – Outside Offer Journal Entry #4	
13	T 2/20	Confronting Lies & Deception	NG Ch. 9
14	Th 2/22	MIDTERM EXAM	
15	T 2/27	Negotiating from a Position of Weakness Persuasion	NG Ch. 11; GTY Ch. 6 Harnessing the science of persuasion (CP)
16	Th 2/29	<i>Negotiate</i> – Federated Science Fund Journal Entry #5	
17	T 3/5	Contentious Negotiations AI in Negotiations	NG Ch. 12
18	Th 3/7	<i>Negotiate</i> – Viking Investments Journal Entry #6	
19	T 3/12	SPRING BREAK	
20	Th 3/15		
21	T 3/19	Mediation <i>Final Project Workshop</i>	Mediation Secrets for Better Business (Bbd)
22	Th 3/21	<i>Negotiate</i> – Telepro Journal Entry #7	

#	Date	Session Topics & Deliverables	Readings
23	T 3/26	Agency Virtual Negotiations	When should we use agents? Direct vs. representative negotiation (Bbd) Making the most of online negotiations (Bbd)
24	Th 3/28	<i>Negotiate</i> – Virtual Victorian Journal Entry #8	
25	T 4/2	Multiparty Negotiations	Managing multiparty negotiations (Bbd)
25	T 4/2	Multiparty Negotiations	Managing multiparty negotiations (Bbd)
26	Th 4/4	<i>Negotiate</i> – Mouse Journal Entry #9	
27	T 4/9	<i>Negotiate</i> – Mouse <i>Final Project Workshop</i>	
28	Th 4/11	Cross-Cultural Negotiations	Culture and Negotiation (Bbd) Overcoming cultural barriers in negotiation (Bbd)
29	T 4/16	Final Project Presentations	
30	Th 4/18		
31	T 4/23	Course Wrap-Up DUE: Negotiation Journal	NG Ch. 13 & 14 GTY Parts IV & V
32	Th 4/25	Final Exam Review	
	T 5/7	FINAL EXAM – 8-10 am	Room TBD

NG – Negotiation Genius; GTY – Getting to Yes; CP – Harvard Coursepack; Bbd - Blackboard

Healthy Food for Thought:

