

**MOR 569: Negotiation and Deal-Making (3 units)
Spring 2025**

Section	16718; Wednesday 6:30pm - 9:30pm; JKP 210
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Office Hours:	by appointment
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Course Description

Negotiation is a constant feature of our daily lives. Whether in business, government or the nonprofit sector, in family or in community settings, many decisions today are reached through negotiation. Understanding the principles of effective negotiation and developing skills in this area have become essential requirements for success in business and in life.

MOR 569 provides training in both the theory and practice of negotiation. The course covers the key concepts and principles of effective negotiation and deal-making. It is concerned with the strategies and tactics needed to achieve optimal outcomes at the bargaining table. Key topics include preparing for negotiation, distributive and integrative negotiation, job offer negotiation, power in negotiation, dispute resolution, multiparty negotiation, international negotiation and negotiation in the age of Artificial Intelligence (AI).

This theoretical treatment is complemented by weekly role-play simulations covering a wide range of business situations in both domestic and international settings. These negotiation exercises will help course participants develop negotiation skills experientially to become skilled, confident, and effective negotiators. The course is relevant to a broad range of negotiation problems that business professionals face across various industries and is appropriate for students specializing in entrepreneurship, marketing, consulting, real estate and mergers and acquisitions.

Learning Objectives

Upon successful completion of the course, students will have the knowledge and skills 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 negotiations 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 negotiation behaviors.
- explain the dynamics of representative negotiations and manage these negotiations effectively.
- 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.

Course Materials

Books. Required books are as follows:

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, NY: Bantam Dell.

Harvard Coursepack (CP). Assigned readings for this course are compiled in a digital coursepack available from Harvard Business School Publishing at the following link:

<https://hbsp.harvard.edu/import/1246812>

Additional readings may be distributed in class or posted to Brightspace.

Brightspace (BSp). I will post various course materials to Brightspace including the course syllabus, powerpoint slides and assignments. Please check Brightspace regularly for any new information or materials relevant to upcoming sessions.

To access Brightspace, go to <https://brightspace.usc.edu/d2l/login> to login and enter your USC Net ID. You can find training and resources in the [Brightspace Student Tutorials](#). For technical support, please visit the [Brightspace Student Guides](#). You can also call the Brightspace Technical support line at 888-895-2812 or send an email to usc@d2l.com.

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.

Registering for the iDG platform is mandatory. Please register with iDG and pay the access fee using the following link for your specific section:

<https://idecisiongames.com/promo-home?code=MOR-569-WED-Sp25>.

You can also register by going to idecisiongames.com and entering the following access code for your specific section: MOR-569-WED-Sp25

You will receive an email requesting that you confirm your email address. Please check your spam folder if you do not receive the email. If you have checked your spam folder and did not find the confirmation email, please go to idecisiongames.com and click on "forgot password".

If you have any problems registering with iDG, please email customer support at support@idecisiongames.com. Please note that the iDG software works best when you are using Google Chrome as your browser. Please download and use the Google Chrome browser for all negotiation exercises. Also, please memorize the login and password information for subsequent access. You can always click "forgot password" later if you forget it and reset your password.

Course Evaluation

Your course grade will be determined as follows:

Individual work (80% of total)

Class Participation	15%
Peer Feedback Paper	10%
Negotiation Journal	15%
Exam I	20%
Exam II	20%

Team work (20% of total)

Team Final Project	15%
Team Final Presentation	<u>5%</u>
	100%

In order to pass this course successfully, a passing grade (> 50%) must be achieved in the combined average of the individual components and in the combined average of the team components. *Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good team grade.*

Final grades represent how you perform in the class relative to other students. Three items are considered when assigning final grades:

1. your 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 ranking among all students in the class.

Class Participation (15%)

Attendance Policy. MOR 569 is a residential class. In-person attendance is critical in this course. All missed classes will be noted. 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, no questions asked, no excuses of any kind accepted. **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 penalized. **Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.**

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. Negotiation exercise make-ups may be conducted via Zoom.

Class Preparation. All negotiation exercises require careful preparation. Preparation involves reading the exercise materials and role instructions and drafting a negotiation plan prior to the negotiation. It is imperative that you be well-prepared for each negotiation. A lack of preparation will negatively impact the negotiation process and limit your negotiation counterpart's learning experience as well as your own. Class time will be provided to prepare for negotiation exercises in the first part of the course. For the rest of the exercises, students are expected to come to class fully prepared for the negotiation. To make sure you are all well-prepared for a negotiation exercise, I may ask you to submit your pre-negotiation preparation notes.

Class Participation. Class participation includes 1) participation in the role-play simulations, 2) oral participation in the negotiation debriefs and lecture/discussions and 3) written participation in various in-class assignments. Because this course relies heavily on negotiation exercises, your active participation in these exercises is required to ensure the class' success. I expect you to follow all the instructions provided for your role. However, you do have the freedom to be creative in how you interpret this information and the kinds of strategies you employ, provided that they do not contradict any of the explicit instructions or fundamentally alter the negotiation's structure. I also expect you to conduct yourselves in a professional manner as in any business setting. Failure to adhere to these basic rules of conduct may reduce your participation grade.

In grading oral participation, I will consider both the *quantity* and the *quality* of your oral contributions. Higher quality comments:

- reflect a thorough understanding of the course concepts and principles,
- offer a unique, yet relevant perspective,
- demonstrate deep and reflective thought as well as critical thinking,
- synthesize the comments of others to create new insights, and
- move the discussion and analysis forward.

If you are not comfortable with oral participation, please let me know at the beginning of the semester and I will work with you to help you overcome this barrier.

Peer Feedback paper (10%). 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. 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 Brightspace.

Negotiation Journal (15%). Improving your negotiation knowledge and skills requires your active planning, reflection and self-evaluation. You will maintain a journal covering **five (5)** 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 five 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.

You will end your journal with your five 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 post-negotiation reflections 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 five key take-aways. More detailed instructions will be provided in class and posted to Brightspace.

Exam I (20%). I will give an exam at the midpoint of the course to test your understanding of material previously covered. The exam will consist of multiple-choice, true/false and/or short-essay questions and will cover the concepts and principles discussed in class to date as well as specific in-class negotiations. More detailed instructions will be provided in class and posted to Brightspace.

Exam II (20%). I will give an exam towards the end of the course to test your understanding of material previously covered. The exam will consist of multiple-choice, true/false and/or short-essay questions and will cover the concepts and principles discussed in class to date as well as specific in-class negotiations. More detailed instructions will be provided in class and posted to Brightspace.

Team Final Project (20%). You will work with your 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. More detailed instructions will be provided in class and posted to Brightspace.

Peer Evaluations. Each of you will complete a peer evaluation of the members of your team with respect to the team final project. Scores for individual student contributions to the team final project are assigned by me, based on my assessment of the team's project quality, my observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations.

➤ If you experience any team-related problems (e.g. conflict, free-rider etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.

Course Policies

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](#)".

Classroom Conduct. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from our own is a minimum requirement. Courtesy and kindness is the norm for those who participate in class. I also expect our discussion board to be a safe and respectful environment for sharing our thoughts and ideas.

Course Communication: Brightspace. A Brightspace website has been created for this course at <https://brightspace.usc.edu/d21/home>. You should develop the habit of checking Brightspace on a regular basis. The course syllabus, powerpoints, assignment information, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Brightspace system, it is your responsibility to ensure that my emails are forwarded to your preferred email account such as your personal Gmail account.

Communication and Entertainment Devices. Laptop and Internet usage is not permitted during class except when authorized 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 the class.

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 to Brightspace 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.

Policy regarding the use of Artificial Intelligence (AI) Generators in the course. 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 tools for your submissions.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor. Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity. Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion. 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.

Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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

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

Course Schedule

#	Session Date	Session Topics & Deliverables	Readings	Negotiation
1	W 1.15	Course Overview Introduction to Negotiation	Read the syllabus and register with iDecision Games (see instructions on p. 2)	Biopharm - Seltex
2	W 1.22	Distributive Negotiation	<u>Read:</u> NG Ch. 1	Texoil
3	W 1.29	Integrative Negotiation Investigative Negotiation	<u>Read:</u> NG Ch. 2,3	New Car
4	W 2.5	Principled Negotiation I	<u>Read:</u> GTY Ch. 1-3	New Recruit
5	W 2.12	Principled Negotiation II Negotiating a Job Offer Project session Peer feedback paper due	<u>Read:</u> GTY Ch. 4-5; 15 rules for negotiating a job offer (CP)	Outside Offer
6	W 2.19	Rationality in Negotiation	<u>Read:</u> NG Ch. 4, 5, 6	Federated Science Fund
7	W 2.26	Exam I		
8	W 3.5	Confronting Lies & Deception Persuasion in Negotiation	<u>Read:</u> NG Ch. 9; Harnessing the science of persuasion (CP)	Negotiation video analysis
9	W 3.12	Negotiating from a Position of Weakness When Negotiations Get Ugly	<u>Read:</u> NG Ch. 11; GTY Ch. 6; NG Ch. 12	Viking Investments
	W 3.19	Spring Recess. No Class		
10	W 3.26	Mediation Mediation training video	<u>Read:</u> Mediation secrets for better business negotiations (BSp)	Telepro
11	W 4.2	Agency in Negotiation	<u>Read:</u> When should we use agents: Direct versus representative negotiation (CP)	Virtual Victorian
12	W 4.9	Virtual Negotiation AI in Negotiations Negotiation Journal due	<u>Read:</u> Making the most of online negotiations (BSp)	Chatbot negotiation
13	W 4.16	Multiparty Negotiations Cross-Cultural Negotiations Mouse pre-negotiation notes due	<u>Read:</u> Managing multiparty negotiations (BSp); Culture and negotiation (CP); Overcoming cultural barriers in negotiation (BSp)	Mouse
14	W 4.23	Course Wrap-up Exam II	NG Ch. 13, 14	

15	W 4.30	Final Presentations		
		Final Project due Wed, May 7 th at 12:00pm (noon)		

- GTY: Getting to Yes*
- NG: Negotiation Genius*
- CP: Harvard Course Package*
- BSp: Brightspace*

Peer Evaluation Form

Your name: _____

Please allocate 100 points across all the members of your team including yourself to reflect your assessment of individual contributions to the team effort. I will treat your assessments as confidential.

Team member name:	Contribution
1. Your name: _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

Total: 100

In the space below, please provide some summary comments regarding your team members.

Greatest Strength	Areas of Improvement
2.	
3.	
4.	
5.	
6.	
7.	
8.	