

Negotiations Spring 2020

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Course Sections, Meeting Times

Undergrad (MGMT-291-412): M/W, 1:30-3pm, TA: Akshit Kawatra, akshitk@wharton.upenn.edu

MBA Section 1 (MGMT-691-411): M/W 3-4:30pm, TA: Ana Adams, anaadams@wharton.upenn.edu

MBA Section 2 (MGMT-691-412): M/W, 4:30pm-6pm; TA: Jared Scruggs, jps@wharton.upenn.edu

Course Description

We negotiate daily with potential employers, coworkers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect what price we will pay, the amount of our salary and compensation, what movie we watch, and who will clean up the kitchen. Why do we sometimes get our way, while at other times walk away frustrated by our inability to achieve the agreement and resolution we want?

Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to help you develop expertise in managing negotiations that occur in a variety of business settings. It is designed to be relevant to a broad spectrum of problems faced by managers. As a manager, you not only need analytical skills to discover optimal solutions to problems, but also good relational skills to get these solutions accepted and implemented. This course will help you develop both.

The learning method is experiential. You will prepare for and engage in a variety of negotiation exercises (individually, and as a team). The objective is to explore your talents, skills, shortcomings, and strengths as a negotiator in a safe setting, to learn about yourself and how you respond in specific situations. If you discover a tendency that you think needs to be changed, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced. The skill set you develop here will serve you in both your personal and professional life.

Course Objectives

- (1) Become a more *knowledgeable negotiator*. Develop a broader understanding of what negotiation is, a toolbox of effective negotiation principles, and a set of tactics derived from rigorous research.
- (2) Become a more *effective negotiator*. Learn how to apply this toolbox of principles and tactics in practice, improve outcomes for yourself, create win-win opportunities with others, and strengthen relationships through negotiations.
- (3) Become a more *reflective negotiator*. Adopt the habit of continually evaluating your negotiation strengths and challenges, and growing in your knowledge and effectiveness.

Course Philosophy

Emphasis on Learning and Development: While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life within the safety of the classroom. These opportunities do not come often in a career. My goal as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course. My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable and the concepts of this course are deeply important to your future so let's make this course truly worthwhile for you.

Honor Code

- (1) **Preparation:** You are expected to be prepared and on time for all negotiation exercises (see negotiation attendance policy). If a negotiation is distributed in advance of class, you must read it and prepare for the negotiation before class.
- (2) **Confidentiality:** Any information you receive for a negotiating exercise is confidential. Never assume that role materials are identical, even if a classmate is playing the same role. During a negotiation, you may verbally disclose to your counterpart any information in your confidential role instructions, if you wish, but do not physically show your confidential information to any other negotiator, even a teammate, until the assignment is completed.
- (3) **Don't Spoil the Outcome for Others:** When you have completed a simulation, please do NOT reveal your information to the other party, or with members of another team, before returning to the classroom and engaging in a class-wide discussion (which typically will not occur until the next class). The simulations do not always end when you sign an agreement in a break-out room. After the negotiation debrief (class discussion) you may share your confidential information with other members of the class, but you are not obliged to do so. As noted below, you should never share your materials with individuals outside of the class.
- (4) **Lying:** Do not make up facts or information that materially change the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. If you are asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case), the appropriate answer is, "I don't know."
- (5) **Professionalism:** Be supportive, respectful, and constructive during classroom discussions. This class is intended to be a psychologically safe space for students to try new approaches and take risks in order to maximize their learning experiences. Class discussions and negotiation results stay in class.
- (6) **Outside Information:** Do not seek out information about a case prior to participating in it.
- (7) **External Sharing:** The materials from this course are copyright protected. Do not post anything about the negotiation exercises on a public website or make your role materials available to others outside of class. Do not discuss cases or share notes with people outside of class.

Special Needs

If you need accommodation for a disability, please let me know at your earliest convenience. I am willing to make adjustments to facilitate your participation and progress. I will treat information that you provide as private and confidential.

Required Readings

- (1) *Coursepack*: Available on Canvas, in the Study.net tab. If you have issues accessing the coursepack, contact the Study.Net customer service team at customerservice@study.net.
- (2) *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher, William Ury, and Bruce Patton. Third Edition. Available at the Penn Bookstore.

Assignments & Grading

I have developed a grading system that I believe is important for your learning.

(1) Class Participation and Attendance (30%)

Overview

Given the experiential nature of the course and pedagogy, enrollment is limited, and prepared and on-time attendance is mandatory. You will receive an attendance and participation grade for each class during the semester, and this grade will be influenced by whether you are on time, present for the duration of the class (e.g., not leaving early), engaged (e.g., not using laptops/phones), and sharing quality comments (see Participation section below). Absences are unexcused except in rare cases (e.g., family or medical emergencies) and require a note from your undergraduate adviser or the MBA office. Unless your TA or Professor Arnett explicitly approves an absence as excused, you should assume that it is considered unexcused. Moreover, to ensure that you and your classmates gain valuable first-hand experience with negotiation, there is a strict attendance requirement for negotiation days. Please carefully read the sections below about Negotiation Days and the first two days of class.

Negotiation Days (Read carefully)

You may miss one negotiation exercise without penalty if you provide me with advance notice and, if I request, make arrangements for a substitute. In keeping with the policy above, you must provide advance notice (email your TA and copy Professor Arnett) if you expect to be absent on any negotiation day (including the first two days of class; see below). If, in conjunction with any miss, you do not provide advance notice or fail to provide a substitute when required to do so, your letter grade in the class will be lowered (i.e., from A- to B+). The same will occur if you miss more than one negotiation, even if you provide advance notice. If negotiation materials are handed out prior to class, you are required to read them and prepare for the negotiation before arriving in class; if you did not pick up your role materials when they were distributed (e.g., because you were absent), it is your responsibility to contact your TA and request them at least 24 hours prior to the negotiation day. If you arrive to class on the day of a negotiation and have not read the role materials, this will count as a missed negotiation.

Although negotiations are typically held on Mondays, on Wednesday February 26th you will have a virtual negotiation called The Job Negotiation (see details below under Virtual Negotiation Assignment). Additionally, on Wednesday March 18th you will have a negotiation in class called RetailSoft. The negotiation policy above applies to both of these negotiations (i.e., missing either will count as your one missed negotiation).

First Two Days of Class: Attendance and Negotiation Policy

The attendance, participation, and negotiation-day policies described above apply to the first two days of class: January 22nd and January 25th. Please note that the first two days of class (January 22nd and January 25th) both include negotiations. Thus, if you are absent either of these days, it will count as your one missed negotiation. There is no class on January 15th (see Class Schedule below).

Participation

Participation is instrumental to the learning process in this course and is thus factored into your grade for each class. Participation is especially critical during negotiation debrief discussions. After each negotiation exercise, a debriefing discussion will include sharing information about results, sharing information about strategies attempted, and sharing reactions to the process. Attendance and participation during negotiation debrief discussions are critical for several reasons: in real life, you will almost never have the opportunity to hear what the other party in a negotiation was thinking, why things happened the way they did, and what you could have done differently; your classmates' learning is dependent on hearing details about what you did and how you thought about approaching things during your negotiation; no matter how well or how badly you think you did during a negotiation, you will not know until you actually engage in the class-wide discussion; in addition to hearing from the class more broadly, you will often have the opportunity to debrief with your specific partner. To make sure that attendance and participation are fairly factored into your grade, your TA will help keep track of attendance and participation. Being late to class, or using technology during class (e.g., phones, laptops), will negatively impact your participation grade, whereas speaking up and sharing quality comments will positively impact your participation grade. Quality comments possess one or more of the following properties: 1) Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation); 2) Contribute to moving the discussion and analysis forward; 3) Build upon the comments of your classmates; 4) Include evidence, logic, and/or links to key course concepts; and 5) Link relevant concepts to current events. You should listen carefully to your fellow students and avoid making redundant or disparaging comments. Your goal should be to contribute in a meaningful way, not simply talking for the sake of talking. If you find that you have not spoken in two consecutive classes, this is an indication that you need to speak up. If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions will be vital to your career success across disciplines, so I urge you to use this semester as an opportunity to develop this important skill.

Name Tents and Preferred Names

To facilitate attendance and participation, please be sure to always bring a name tent to class (we will have materials available on the first few days) and make sure your name is visible on both sides of the tent. If you have a preferred name, other than the name listed in Canvas / Instruction Center, please email your preferred name to Professor Arnett and your section's TA by the end of the 2nd day of class.

Students Must Attend Their Own Class Section

Students must attend their own sections (i.e., students are not permitted to attend different sections of the class). Negotiations classes are structured around the assumption that a specific number of students will be present in each section. On negotiation days, you are an irreplaceable aspect of your partner's negotiation experience, and can only provide your negotiation partner with a peer evaluation if you are in their same section. On debrief days, your partner relies on you for feedback based on their negotiation behavior and performance, as well as insight into why you responded to their negotiation behaviors in the ways that you did. Moreover, your classmates rely on learning from you. Oftentimes, the entire section may have only one person who approached the negotiation in a specific way or who reached a specific type of negotiation outcome; your classmates count on you to learn why you approached the negotiation the way you did and how you reached your specific outcome. Finally, across the semester, the collective learning of the class is advanced by being able to reference and build upon common experiences and themes that have emerged in each specific section.

Post-Break Attendance and Participation Policies:

- Attendance and participation is still 30% of your final grade (15% from the first half of the semester, 15% from the second half of the semester), as this class still relies on students being present and able to negotiate with each other, as well as students' willingness to actively engage in debrief sessions so that classmates can learn from one another. However we have taken several steps to minimize the chances that your attendance and participation grades will be negatively impacted due to the post-break move to online classes.
- First, there is more flexibility in terms of how to complete negotiations (many negotiations can be done outside of class time and, when possible, an alternate session will be available during days when there are live negotiations). We will try to as flexible as possible when it comes to students potentially needing to miss negotiations (see absence policy on each specific negotiation day).
- Second, attendance for debriefs is strongly encouraged, but not required (you have the option to watch a recording of debrief sessions instead). So long as you participate in the Discussion Board for a particular debrief, you will receive credit for attendance and participation for the debrief (regardless of whether you attend a debrief session live, or watch the recording).
- You are allowed to miss one class session (e.g., skip one negotiation or one discussion board session), no questions asked, as long as you follow the absence policy for that session (more details will be provided when we send the updated class schedule). This policy applies to any type of class session (e.g., negotiation, guest speaker, debrief) regardless of whether it takes place live or asynchronously. This post-break absence policy applies to all students, regardless of whether or not you missed a negotiation prior to spring break. This no-questions-asked policy is meant to accommodate students who encounter unforeseen circumstances (e.g., due to technology, travel, or health); thus, please plan to only use this if absolutely necessary. Also, keep in mind that the post-break negotiations are some of the most fun and illuminating, and I hope you will do your best to attend and participate.
- If you miss more than one class session, we can excuse the absence if we receive a note from your Undergrad advisor or the MBA office. In some cases, if we are unable to excuse the absence, we may be able to provide you with a makeup assignment that you can complete in order to get credit for the class session.

(2) Peer Evaluations (10%)

After each negotiation exercise, you will rate your classmates on the Canvas site along three dimensions: 1) overall preparation and commitment to the exercise, 2) skill in one-time negotiations where the future relationship does not matter much, and 3) skill in negotiations where the future relationship matters significantly. Timely completion of peer evaluations is essential for ensuring that your peers are fairly and accurately evaluated, thus peer evaluations will be due one week after each negotiation. Failure to meet this deadline can negatively impact your participation grade for the course. Additionally, given the importance of peer evaluations for your classmates' grades, March 18th (11:59pm) will be the final

deadline to submit all peer evaluations. If you fail to complete all of the peer evaluations by the final deadline, your letter grade in the class will be lowered (i.e., from A- to B+).

(3) Learning Journal (20%)

Learning Journals consist of 2 components: 1 personal goal statement and 1 negotiation analysis. See the guidelines attached to this syllabus for a detailed description of what the journal requires and the dates for the assignments. Complete these assignments by posting them to your personal Learning Journal Folder on Canvas. For additional details, see below.

(4) Final Reflection Paper – Personal Negotiation (40%)

For the final reflection paper, I would like you to carry out and analyze a real-world negotiation. For this negotiation you should negotiate something of personal value to you. You should report on your plan, your strategy, and the negotiation results. You can negotiate for anything you would like—a good or service from a merchant, a salary from a potential employer, etc. This paper should be approximately 5 double-spaced pages. At the end, please review the most important lessons that you learned in this course, your key strengths as a negotiator, and how you hope to improve moving forward. For additional details, see below.

(5) Extra Credit

You can earn up to two extra credit points in the course by submitting (in the extra credit assignment folder on Canvas) articles on negotiations in the popular press or examples of interesting negotiations from movies, television shows, comic strips, etc. In order to receive two bonus points, the references need to come from different mediums. If one is from a movie, the other should come from a different type of medium, such as a comic strip or newspaper article. The references must illustrate a concept from the course, and you must write a few sentences describing it and how it relates to the concepts discussed in class.

Note on LTs (MBAs only): If anyone’s cumulative performance on the grading criteria above is distinctly at the bottom 10%, he or she will receive a LT. If that does not yield 10%, as a tiebreaker, I will go to the bottom 25% and look to see who missed the most classes (or parts of classes) for reasons other than medical/family/religious ones. This system reflects the importance of class attendance.

Virtual Negotiation Assignment and Attendance on February 26th (Due March 1st)

Although negotiations are typically held on Mondays, on Wednesday February 26th you will have a virtual negotiation called The Job Negotiation. You will not need to be in class for this negotiation. However, you will need to upload to Canvas one document that includes all transcripts (e.g., emails or other messages), as well as a brief reflection (minimum of three sentences, max one paragraph) at the top of the transcript document. In your reflection, please indicate what role you were in and reflect on the negotiation; you might share, for example, your reactions regarding the deal you reached (if you reached a deal), your thoughts about why you did or did not reach a deal, or thoughts about what you wish you had done differently. Each person must upload their own transcripts and reflection (even if your counterpart has uploaded his/her transcripts and reflection, you must still upload your own transcripts and reflection). If you are assigned the role of Jordan Webb, you must also separately submit to Canvas the terms of the agreement that you reached. Your transcripts, reflection, and terms of agreement will be due at 11:59pm on Sunday March 1st, but you will have the opportunity to carry out the negotiation (and upload the assignment) starting after class on Monday, February 24th. Failure to upload your transcripts and reflection by the deadline (11:59pm on Sunday March 1st) will result in a missed negotiation and a grade penalty as specified in the Negotiation Day section above.

Learning Journal Guidelines

The learning journal is a confidential, written record of your personal reflections about the knowledge and skills that you are gaining during the course. You will need to write a journal entry reflecting on and analyzing 1 of your negotiations during the course. This negotiation analysis will allow you to reflect on successful and failed strategies and should enable you to better prepare for and respond during subsequent negotiations. Use your journals to explore your feelings about the negotiation process and your developing sense of strengths, weaknesses, comforts, and discomforts. Note that the best journal entries spend more time exploring what you can do to improve and less time blaming others for various faults, defects, and failures. For the journal entry, you should record key tools and concepts, as well as insights gained from the class discussion. These journal entries should show a serious, explicit attempt to grapple with personal experiences in classroom exercises and accurately reference course concepts, discussions, readings, and lectures as they apply. Exemplary journals will regularly weave in personal insights, real-world examples, and negotiation concepts and tie them together in a compelling way. At the margin, the grades will depend on overall effort, including personal frankness and reflection. Authenticity and a serious attempt to learn are the objectives! Expectations regarding each assignment are detailed below:

In addition to the negotiation analysis, you will need to write a personal goal statement. The table below shows the assignment schedule.

Learning Journal Assignments	Due Date
Personal Goal Statement	Feb 3
Negotiation Analysis #1: choose one from the following list <ul style="list-style-type: none"> • Biopharm-Seltek • New Recruit • Viking • Texoil • The Job Negotiation 	March 4

- (1) **Personal Goal Statement:** 1-2 double-spaced pages in which you discuss your current negotiation strengths and weaknesses (prior to this course) and set concrete objectives for the semester. To get the most out of this class, I encourage you to not only state what your objectives are, but also use concrete examples and details to reflect on why those objectives are important to you, how you intend to achieve them, and how achieving them will benefit you in the long term.

Personal Goal Statements will be graded using a check system (check-plus, check, check-minus). Grades for assignments will be reduced (e.g., from check-plus to check) for each day late; note that late assignments that would have received a check-minus if submitted on time will also receive a penalty (i.e., from check-minus to check-double-minus).

- (2) **Negotiation Analysis:** 2-3 double-spaced pages in which you reflect on your behavior and your classmates' behaviors in the negotiation exercises. This should not be a detailed report of everything that happened in the negotiation; rather, it should focus on key insights. You must write up a negotiation analysis for 1 negotiation exercise and upload it to your personal Learning Journal Folder on Canvas by the due date specified. Your analysis should answer the following questions. You should provide an answer for each section below, however if an answer for one section has been provided in another section, you can reference the other section.

- (a) *Facts:* Provide a brief overview of key events. For example, how was time allocated? Who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points?

- (b) *Insights about course tools/concepts*: What did you learn about bargaining or conflict management from this situation, and how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style?
- (c) *Insights about the negotiation experience*: How did you feel prior, during, and after the negotiations? How did you feel about your negotiation partner? How did your feelings influence your actions?
- (d) *Insights about yourself and others*: What did you learn about yourself from this experience? What did you learn from the behavior of others in this experience?
- (e) *Mistakes*: What did you do that you wish you hadn't done? Why?
- (f) *Goals*: What would you do the same or differently in the future? How will you need to behave in order to perform more effectively?

Negotiation analyses will be graded on a 1-5 scale. Note that 5s will be rare; they are reserved for truly top-notch assignments. Grades for assignments will be reduced by 0.25 points for each day late.

Final Reflection Paper:

3-5 double-spaced pages in which you reflect on a real-world negotiation that you conducted. To encourage you to think about the many everyday situations in which you can negotiate, and to challenge you to improve your negotiating skills, I am asking you to go out and negotiate in the real world. You can negotiate for anything you like – a hotel discount, a signing bonus, a piece of jewelry, or a restaurant bill. Here are the rules:

- *Do not reveal the assignment*: You are not allowed to resort to a plea of “Please help me out, this is for a class....” You may not disclose this information until the negotiation is complete.
- *No purchase necessary*: You do not have to buy anything to complete this assignment. You may choose to be the seller or enter a negotiation that does not involve financial terms or a purchase.
- *Interest in negotiating*: You must be willing (at some price, under some conditions) to acquire the item for which you are negotiating. Do not start a negotiation in which you would never want to come to agreement.
- *New negotiation*: You are required to conduct this negotiation during the semester so that you can apply the knowledge that you have gained in the course.
- *Boundaries*: You cannot use negotiation tactics that may be considered unethical, illegal, or potentially harmful to yourself or others.
- *Failure is an option*: You do not need to succeed in the negotiation in order to write about it. The purpose of this exercise is to facilitate your learning. Often, we learn as much or more from negotiations that fail as from those that succeed. However, if you do fail, please seek feedback from your counterpart on how you could have negotiated more effectively and write about what you learned from the feedback. Also, if you don't succeed, I would encourage you to try again.

Your paper should contain a description of exactly what happened and what the outcome of the negotiation was. Of course, exemplary papers will do more than simply recount the details of the negotiation. They will also discuss preparation and strategy, and will critically analyze what happened and why. You should try to include all of the relevant strategic elements of the negotiation in your paper. Your grade for this paper will be based on the following criteria:

- *Creative and/or strategic implementation of course concepts:* Have you appropriately utilized course concepts and strategies when carrying out the negotiation? How inventive was your strategy? How unique was the context? How did you meet expected and unexpected challenges?
- *Depth of analysis:* Have you correctly employed key concepts to analyze the negotiation? How well have you applied your learning from the course to your analysis of this case? For instance, can you draw upon key concepts to explain how different actions and choices influenced the negotiation outcome, and why?
- *Introspection:* Have you linked your experiences with your goals for the course and your strengths and weaknesses? What have you learned about your negotiating style and skills from this negotiation experience? What would you do differently in the future?
- *Quality of the story:* Have you included the relevant details? Is it interesting and well-written?

The paper should be no more than 5 pages in length (double spaced, 12-point Times New Roman font, 1” margins). You are also welcome to discuss how this experience relates to the most important lessons that you learned in this course, and how you hope to improve moving forward.

Final Papers will be graded on a 1-5 scale. Note that 5s will be rare; they are reserved for truly top-notch assignments. Grades for assignments will be reduced by 0.25 points for each day late.

CLASS SCHEDULE

MODULE I: NEGOTIATION CORE PRINCIPLES

Week 0: No Class

1) January 15 No Class (First day of class is January 22nd)

Week 1: Introduction

2) January 20 No Class (Martin Luther King Day)

3) January 22

Exercise: Kukui Nuts negotiation (distributed on day of negotiation)

Read for class: “The negotiation checklist” (Simons & Tripp)

Week 2: Negotiating Basics

4) January 27

Exercise: Biopharm-Seltek negotiation

5) January 29

In Class: Biopharm-Seltek debrief

Read for class: “Should You Make the First Offer?” (Galinsky)

Week 3: Creating and Claiming Value Part I

6) February 3

Exercises: New Recruit negotiation
Due: Personal Goals Statement due at 11:59pm

7) February 5

In Class: New Recruit debrief
Read for class: Getting to Yes, Chapters 1-6 (Fisher, Ury, & Patton)
Read for class: "15 Rules for Negotiating a Job Offer" (Malhotra)

Week 4: Creating and Claiming Value Part II

8) February 10

In Class: Texoil negotiation

9) February 12

In Class: Texoil debrief
Read for class: "The behavior of successful negotiators" (Rackham)

Week 5: Conflict Resolution

10) February 17

Exercise: Viking negotiation

11) February 19

In Class: Viking debrief
Read for class: Getting to Yes Chapters, Chapter 6-8 (Fisher, Ury, & Patton)
Read for class: "Putting on the pressure: How to use threats at the bargaining table" (Galinsky & Liljenquist)
Read for class: "How to Defuse Threats at the Bargaining Table" (Liljenquist & Galinsky)

Week 6: Bargaining Styles + Virtual Negotiations

12) February 24

Exercises: Bargaining Styles Questionnaire

13) February 26

Outside of class: Job Negotiation (Do not come to class; negotiation conducted virtually)
Due: Job Negotiation transcripts and brief reflection (submit via Canvas by 11:59pm on Sunday 3/1; failure to submit by the deadline will count as a missed negotiation)
Read for class: "How to negotiate when you're (literally) far apart" (Swaab & Galinsky)

Week 7: Relationship Building and Trust

14) March 2

Exercise: Bullard Houses negotiation

15) March 4

In Class: Bullard Houses debrief

Due: Negotiation Analysis due at 11:59pm

Read for class: "Negotiating with liars" (Adler)

Week 8: No Class

March 9-11 No Class – Enjoy Spring Break

Week 9: No Class

March 16 – 18 No Class – Extended Spring Break

MODULE II: COMPLEX RELATIONAL AND STRUCTURAL FACTORS IN NEGOTIATIONS

Week 10: Identities in negotiation I

16) March 23

Exercise:

RetailSoft negotiation (Conduct 1-on-1 negotiation outside of class)

Asynchronous 1-on-1 negotiation: Students will receive role materials, instructions, and partner contact information via email by end of day Friday March 20th. Coordinate with your partner to conduct a 30 minute negotiation (ideally via video) before Tuesday at 6pm.

Due Tuesday March 23rd at 6pm EST:

- Regan Kessel submit Outcome Form: tinyurl.com/RetailSoft2020

Absence policy: In order to ensure that all students have a partner who is able to participate in the negotiation, students must notify your TA and Professor Arnett if they are going to miss this negotiation by noon on Friday March 20th. Students who notify us by the deadline that they are unable to participate may be asked to complete a make-up assignment. Students' participation scores may be impacted if they do not notify us in advance that they are unable to participate, as this negatively impacts their partner's ability to participate in the negotiation.

17) March 25

In Class:

Module I Wrap Up and RetailSoft Debrief (Live session)

Debrief will be done live during scheduled class time, but students have the option to instead watch the debrief recording. All students are expected to respond to post-debrief Canvas Discussion Board.

Optional Class Reading: "Using research to generate advice" (Bowles & Thomason)

Due Friday March 27th at 11:59pm EST:

- All students must post a reply to the RetailSoft Canvas discussion board prompt. Students are encouraged, but not required, to also reply to one of their classmate's posts.
- All Peer Evaluations from before spring break must be submitted by 11:59pm EST (Biopharm-Seltek, Texoil, Viking, Bullard Houses)
- Notify your TA and Prof Arnett if you expect to miss next week's negotiation (Alpha Beta)

Absence policy: Students should attend the live debrief if at all possible. If you are unable to do so, please notify us (email your TA and Professor Arnett) and watch the recording of the debrief before posting to the Discussion Board. Students will not be penalized for missing the live debrief so long as they still post to the RetailSoft Discussion Board.

Week 11: Identities in negotiation II

18) March 30

Exercise:

Alpha-Beta negotiation (Live team negotiation, read role materials and prepare with your team before class)

Students will negotiate in teams via Blue Jeans during their scheduled class time on Monday March 30th. Students are encouraged to prepare with their teams prior to Monday (e.g., via video, phone, chat, or email). Please try to choose an approach that is inclusive of all of your teammates.

Due by end of class on Monday March 30th:

- 1 person from Beta team submit Outcome Form: tinyurl.com/AlphaBeta2020
- Notify your TA and Prof Arnett end of class today if you expect to miss next week's negotiation (OPEQ)

Absence policy: All teammates must be present for the negotiation during class on Monday. In order to ensure that we have intact teams, please email your TA and Professor Arnett by Wednesday March 25th if you are going to miss this negotiation. If you are unable to participate in the negotiation, either due to advance notice or an unforeseen circumstance, you can either use your one no-questions-asked absence, or you can complete a make-up assignment (details TBD) within 1 week.

Alternate Session: If enough students are interested, we will allow a subset of students to negotiate at an alternate time (e.g., March 30th at 11pm EST) instead of their regularly scheduled class time.

19) April 1

In Class:

Alpha-beta debrief (Live session)

Debrief will be done live during scheduled class time, but students have the option to instead watch the debrief recording. All students are expected to respond to post-debrief Canvas Discussion Board.

Optional Class Reading: "Getting to Si, Ja, Oui, Hai and Da" (Meyer)

Due Friday April 1st at 11:59pm EST:

- All students must post a reply to the Alpha Beta Canvas discussion board prompt. Students are encouraged, but not required, to also reply to one of their classmate's posts.

Absence policy: Students should attend the live debrief if at all possible. If you are unable to do so, please notify us (email your TA and Professor Arnett) and watch the recording of the debrief before posting to the Discussion Board. Students will not be penalized for missing the live debrief so long as they still post to the Alpha Beta Discussion Board.

Week 12: Social dilemmas

20) April 6

Exercise:

OPEQ negotiation (Live team negotiation, no pre-class preparation required)

Students will negotiate during their scheduled class time on Monday April 6th. Students will be able to communicate within their teams via Blue Jeans, and across teams in the same world as them via the OPEQ online platform (more details provided on day of class).

Absence policy: This negotiation is run in conjunction with the Wharton Learning Lab, thus we unfortunately cannot provide an alternate session outside of class time. Students who are unable to participate in this session can be excused so long as they notify us by 6pm EST on March 30th. If you miss class due to unexpected or unforeseen circumstances, and thus are unable to notify us by the absence deadline (6pm EST on March 30th), you can either use your one no-questions-asked absence, or you can complete a make-up assignment (details TBD) within 1 week.

21) April 8

In Class:

OPEQ Debrief (Format TBA)

Optional Class Reading: “Resolving the prisoner’s dilemma” (Dixit & Nalebuff)

Absence policy: TBA

Week 13: Honing Your Negotiation Skills

22) April 13

In Class: TBA (Most likely a Guest Speaker)

23) April 15

Exercise: Negotiation Feedback Groups (Details TBA)

Due: All Extra Credit must be submitted by 11:59pm

Notify your TA and Prof Arnett by today if you expect to miss next week's negotiation (Moms.com)

Week 14: Inter-organizational negotiations

24) April 20

Exercise:

Moms.com negotiation (Conduct 1-on-1 negotiation outside of class)

Asynchronous 1-on-1 negotiation: Students will receive role materials, instructions, and partner contact information via email by end of day Thursday April 9th. Coordinate with your partner to conduct a 60 minute negotiation (ideally using software where you can see each other) before Monday at 6pm.

Due Monday April 20th at 6pm EST:

- **Terry Schiller (Hollyville) submit Outcome Form**

Absence policy: In order to ensure that all students have a partner who is able to participate in the negotiation, students must notify your TA and Professor Arnett if they are going to miss this negotiation by April 15th. Students who notify us by the deadline that they are unable to participate may be asked to complete a make-up assignment. Students' participation scores may be impacted if they do not notify us in advance that they are unable to participate, as this negatively impacts their partner's ability to participate in the negotiation.

25) April 22

In Class:

Moms.com debrief

Optional Reading: "The art of tough negotiation" (Adler & Rosen)

Absence policy: Students should attend the live debrief if at all possible. If you are unable to do so, please notify us (email your TA and Professor Arnett) and watch the recording of the debrief before posting to the Discussion Board. Students will not be penalized for missing the live debrief so long as they still post to the Moms.com Discussion Board.

Week 15: Wrap Up

26) April 27

In Class:

Guest Speaker

Absence policy: In order to ensure an engaged audience for the speaker, please do your best to let us know in advance if you expect to miss this class. If you miss class due to unforeseen circumstances and are unable to contact us prior to class, you must let us know within 48 hours after class. Please email both your TA and Professor Arnett.

Due: Final Reflection Paper due at 11:59pm

27) April 29

In Class:

Negotiation Awards and Wrap Up

Absence policy: Please do your best to let us know in advance if you expect to miss this class. If you miss class due to unforeseen circumstances and are unable to contact us prior to class, you must let us know within 48 hours after class. Please email both your TA and Professor Arnett.