

**UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL**

NEGOTIATIONS

Spring Semester, 2020

COURSE PERSONNEL

Professor:	Gus Cooney, Ph.D.
Office:	553 Huntsman Hall
Email:	negotiate.class+spring2020@gmail.com
Office Hours:	Tuesdays: 12:00pm – 1:00pm (and by appointment)
TAs	We have two great TAs in the class: Jonathan Teitelbaum ¹ ; Andy Neumann ² ¹ MBA student ² UPenn undergraduate

COURSE INFORMATION

Course Code:	OIDD691
Course Location:	JMHH G50
Course Times:	Tuesdays & Thursday
Section 401	1:30pm – 2:50pm
Section 402	3:00pm – 4:20pm
Section 403	4:30pm – 5:50pm

COURSE OVERVIEW

We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect the prices we pay, the salary we earn, what movie we watch, and who will clean up the kitchen. Most of us, however, spend little time considering what factors make us more (or less) effective at negotiating. Instead, we negotiate on autopilot, doing what comes naturally to us or what we have learned in the past. This course provides an opportunity to closely examine the art and science of negotiation, with the explicit aim of helping you become a better negotiator.

Using available research, but also drawing on personal experience, we will talk about everything from the nitty-gritty mechanics of first offers to the evolutionary origins of coalition formation. We will explore topics such as status, power, influence, and humor. We will learn basic truths about how people negotiate, but also how this varies across gender, personality, and culture. We will see what a positive impact negotiating can have on our personal and professional lives, but also the biggest mistakes people make and how we might fix them.

To explore the art of negotiation, over the course of the semester, you will engage in a series of (increasingly complex) negotiation simulations, which will allow you to work with classmates to discover new insights, experiment with new tactics, hone your skills, and ultimately develop a negotiation style that works for you.

COURSE OBJECTIVES

As we examine negotiation more closely, you will find that there is no one right way to negotiate. Different approaches and styles may be more or less effective depending on the situation, your personality traits, your place in the status hierarchy, the strategy of your counterparty, the value of your alternatives, and so forth. This basic truth leads to our two main objectives for the course.

Theory: Even though there is no strategy that works across all situations, there is tremendous value in thinking through all the possible inputs into a successful negotiation. Using research as a guide, we will cover questions like: Does body language matter? Or is that pseudo-science? What are the pitfalls of having power in a negotiation? When is fairness a good strategy? How does one build (or ruin) a good reputation? If you are trying to get someone to do what you want, should you appeal to their emotional selves or their rational selves? What makes some people so stunningly persuasive? Should you strive to be likable, respected, or feared?

Practice: To learn anything well, it is critical to put theory into practice. To do so, we will rely heavily on in-class exercises in which you will negotiate with your classmates. I encourage you to take a moment to recognize the value of this opportunity: the ability to experiment with different negotiation strategies in a low-stakes environment will decrease as your career develops and you find yourself in increasingly high-stakes environments. So, while I hope you will take pride in your performance every week, by all means, try new things, play, break things, add new tactics to the toolkit—fail if need be. Take this opportunity to experiment with different approaches and find what works for you.

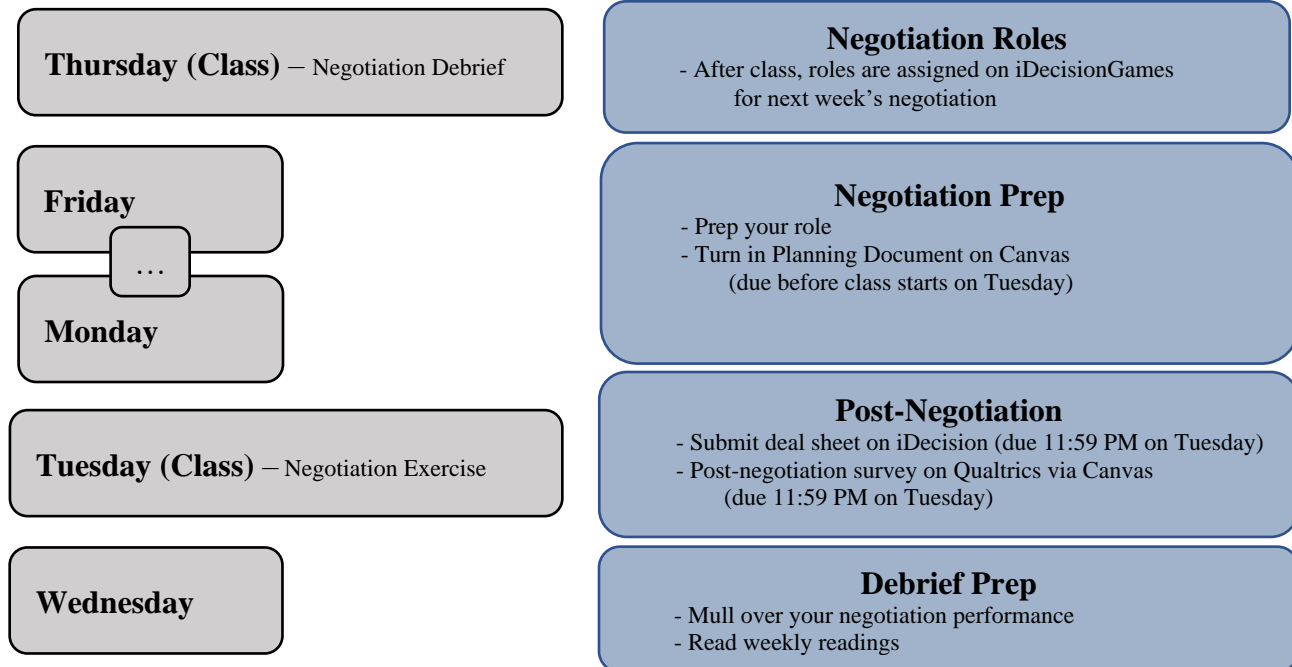
Specific Course Goals:

- Improve your ability to negotiate
- Improve your ability to analyze other people's behavior
- Learn how to develop a strategic negotiation plan
- Develop a toolbox of negotiation tactics
- Gain confidence as a negotiator
- Gain a greater understanding of your personal strengths and weaknesses

In short, by combining theory and practice, my objective is that you come out of this course a more analytically savvy and personally effective negotiator.

COURSE FORMAT

Here's a schematic of what a typical week looks like (although please read the syllabus carefully for exceptions – e.g., some negotiations don't require out-of-class preparation).

**COURSE READINGS & MATERIALS**

Main Text: TBA

Additional Readings:

1. Readings can be purchased on Study.net. They are also available through UPenn's e-reserves. Where copyright permits, direct links to downloads will be posted to Canvas. (If you have any technical or access issues with your reader, please contact Study.net customer service at customerservice@study.net.)

Canvas Course Site: The course site on Canvas includes assignment, links to negotiation self-assessment surveys, supplementary readings, announcements, and other information. Please visit the course site regularly because it will be updated often.

iDecisionGames.com is an online platform we will use to access negotiation exercises and record negotiation outcomes.

Registering for iDecisionGames.com and enrolling in your class involves five simple steps:

- **Step 1:** Use Google Chrome Browser (required for iDecisionGames)
- **Step 2:** Go to:
 - o Section 401 <https://idecisiongames.com/promo-home?code=Negotiations-691-Section-A>
 - o Section 402 <https://idecisiongames.com/promo-home?code=Negotiations-691-Section-B>
 - o Section 403 <https://idecisiongames.com/promo-home?code=Negotiations-691-Section-C>

*** PLEASE NOTE YOUR SECTION ***

Course Times:	Tuesdays & Thursday
Section 401	1:30pm – 2:50pm
Section 402	3:00pm – 4:20pm
Section 403	4:30pm – 5:50pm

- If this link above doesn't work, you can also register by going to idecisiongames.com and entering the following access code: **Negotiations-691-Section-A** (Section 401); **Negotiations-691-Section-B** (section 402); **Negotiations-691-Section-C** (section 403).
- Make sure to use your school email address and the name that you wish to be called in class.
- **Step 4:** You will receive an email requesting that you confirm your email address. If you haven't received this email, check your spam folder. If you have any registration issues, contact: support@idecisiongames.com
- **Step 5:** Join your game to receive role instructions, answer surveys, etc.

GRADING

Grades are determined according to the follow rubric:

Negotiation*	30%
Planning Documents	15%
Post-negotiation surveys	5%
Peer evaluations	10%
Class Participation During Debrief	30%
Mid-Term Exam	20%
Final Paper	20%
<i>* Read carefully the attendance requirement for the negotiation exercises</i>	

Curve: If necessary, grades will be curved to comply with Wharton’s grading policy. I have no control over this. Practically, what this means is that your grade may be determined by your performance relative to your peers. For example, at the end of the semester, if the grade point average of the class exceeds 3.33, I will calculate everyone’s overall performance, rank everyone

according to their performance, and then give the top X% of people A's (the maximum allowed by Wharton), the next X% B's. And so forth. So the reality of grading on a curve is that if you want a higher grade, you simply need to do better than X% of people.

PLANNING DOCUMENT

As you will quickly learn, proper planning is key to success in negotiation.

“Negotiation power is not something of which you have a certain quantity that can be applied anywhere for any purpose. It requires hard work in advance to bring your resources to bear on being persuasive in a particular situation.” (Fischer, Ury, & Patton, 2011)

Also, by *writing down* your plan, this will force you to get clear on what exactly your plan really is. In my experience, it's often the case that I think my thoughts are clear until I try to write them down, only to realize how dreadfully unclear they were all along.

You are required to submit a planning document for the following negotiation exercises:

- Week 2: Biopharm-Seltek (due Jan 21 before class)
- Week 3: New Recruit (due Jan 28 before class)
- Week 4: Zephyr (due Feb 4 before class)
- Week 5: Starlet (due Feb 11 before class)
- Week 6: Viking Investments (due Feb 18 before class)
- Week 7: Telepro/Amanda (due Feb 25 before class)
- Week 9: Bullard Houses (due Mar 17 before class)
- Week 10: Moms.com (due Mar 24 before class)
- Week 13: Alpha-Beta (due April 14 before class)
- Week 14: Mouse (due April 21 before class)

The planning document questions associated with each negotiation will be available on Canvas.

Your completed planning document should be uploaded to Canvas > Negotiation: Planning Documents > [Negotiation Name].

Grading:

Each planning document will be graded on a 0-3 scale:

- 3 = Exceptionally thorough, well-reasoned, and creative (top 10 %)
- 2 = Sufficiently thorough, well-reasoned, and creative
- 1 = Minimally thorough, well-reasoned, and creative
- 0 = Submitted late or not submitted at all

NEGOTIATION EXERCISES

Given the experiential nature of the course, attendance is absolutely mandatory. You are expected to be prepared, attend, and actively participate in every negotiation exercise.

The single most important thing you can do to succeed in this class is to attend and participate fully in each negotiation exercise

You may miss one negotiation exercise without penalty, under the following condition: You let me know by 9pm on Monday (i.e., the day before the negotiation) that you are going to miss class.

If I don't hear from you, I will assume you will be there. If you then fail to show up, you put the whole class at a disadvantage. We have to create new pairings/groups to accommodate your absence. This wastes people's time and degrades the learning experience, so you will be accountable for these costs. The cost is a full letter grade (e.g., B to C).

Additional principles to abide by for the negotiation exercises:

1. Conscientious preparation of negotiation exercises is essential. Read the negotiation exercise before class and prepare your strategy. Under no circumstances is it acceptable to adopt the attitude, "I didn't try because it was not a real negotiation." Failing to take an exercise seriously (or pretending to have not taken it seriously after you perform poorly) is unfair to your counterpart, who is counting on you to provide a realistic experience.

2. Maintaining confidentiality of role information. For each negotiation exercise, you will receive "confidential role information." This information is for your eyes only. You are not allowed to show or discuss your confidential role information with anyone else, at any time (including classmates playing the same role as you). During the course of negotiations, you are allowed to say whatever you want, but you CANNOT show your confidential role information to the other parties. You should never reveal your point structure to the other participants in the negotiation. A violation of this rule is considered to be a violation of the Wharton honor code (see the Non-Disclosure Agreement on the last page of the syllabus).

3. Do not make up facts or information that materially change the power distribution of the exercise. For example, you should not lie about your BATNA. You can dodge and palter and omit things (if you choose to adopt these strategies), but don't lie about having an amazing alternative offer that doesn't exist.

4. Do not seek out outside information or discuss the cases with other people. Do not seek out information about a negotiation exercise prior to participating in it; for example, by asking someone who has already participated in the simulation in another class - this will literally ruin the experience for everyone involved. This principle will be upheld as part of the Wharton Honor Code (see the Non-Disclosure Agreement on the last page of the syllabus).

5. You may use any strategy to reach an agreement. *But*, in selecting a negotiation strategy, bear in mind that certain strategies have consequences that go beyond the particular negotiation in which

it was used. Reputations developed in class can have long-term consequences.

***Note:** Negotiation outcomes will NOT be graded. Grading tends to discourage experimentation. Moreover, grading tends to incentivize people to behave aggressively, and while this may work in some limited circumstances, it tends not to be a good strategy in the real world.

NEGOTIATION EXERCISES & YOUR DATA

The outcomes of your negotiations will be recorded, and we will debrief people's performance in class as a way to learn. Once the semester is over, identifying information will be removed from the data—only aggregate, statistical information, if any, will be used for future class or research. If you are uncomfortable with this possibility, please contact us, and we will ensure that your data is removed from any archived results.

POST-NEGOTIATION

1. DEAL SHEET

After every negotiation, you and your counterpart must complete an electronic deal sheet on **iDecisiongames**. The results will be discussed in Thursday's debrief. Once the electronic deal sheet has been submitted, the terms of the agreement or impasse are considered final and no changes can be made.

2. POST-NEGOTIATION SURVEY

Following each negotiation exercise, you are required to complete a short, online post-negotiation survey that will ask you a few questions about your experience in the negotiation and your experience with your negotiating partner. This survey is hosted by **Qualtrics (a survey platform)** but you can find the link to the survey in **Canvas** the day of the negotiation. Some post-negotiation surveys will include an extended section with further questions about your experience, designed to produce interesting material for class discussion.

Grading

1 = completed

0 = late, did not complete, only partially complete

Peer Evaluation: As part of this survey, your negotiation counterpart(s) will assess your level of preparation and engagement in the exercise. A central purpose of the post-negotiation survey is accountability. You will be asked to evaluate your counterpart's preparation and your counterpart will be asked to evaluate your preparation.

Your counterparts will not see your individual ratings, and you will not see their individual ratings of you. Your negotiation preparation score will be determined by the average of the ratings you received from all your counterparts during the semester and counts for **10% of your final**

grade.

DUE DATE: The post-negotiation survey must be completed by 11:59pm the night of the negotiation (Tuesdays).

CLASS PARTICIPATION & PROFESSIONALISM

Attendance on non-negotiation days. Attendance is required on days in which there is no negotiation exercise. When you are absent, you will miss out on learning from your classmates' experiences and your classmates will miss out on learning from your experiences.

Contribution. Participation in class discussion will be evaluated on the quality of your contributions and insights. After each negotiation exercise, a debriefing session will include sharing information about results, sharing information about strategies attempted, and sharing reactions to the process. You are expected to be an active participant in these debriefing sessions.

I seek to get as many people involved in the discussion as possible. This may involve cold calling and generally encouraging participation. I do, however, recognize that some people have a *substantial* aversion to talking in groups. If this applies to you, please come see me at the start of the term, and I will respect your preferences.

After each debrief/class discussion/lecture day (generally Thursdays), everyone gets a numeric evaluation:

Grading: Participation is graded on a 0-3 scale
3 = Present + high quality participation (top 10 %)
2 = Present, on time, and engaged
1 = Present but late or otherwise disengaged
0 = Absent.

MID-TERM EXAM

When you negotiate, you must have knowledge at your fingertips. The purpose of the mid-term exam is to make sure that you have learned some of the basic negotiation concepts and have them at the ready. The exam will cover the concepts discussed in class and in the readings, with an emphasis on in-class discussions and lecture material. The test consists of multiple choice and short-answer questions. You will have 80 minutes to complete the exam. The exam is closed notes.

Date: The date of the exam is **Tuesday, March 3.**

Late or missed exams: All students must be in attendance on the day of the exam. There are no make-up exams.

FINAL REFLECTION PAPER

For the Final Paper, I would like you to analyze a real-world negotiation that *you* have participated in during the term. For this negotiation you should negotiate something of personal value to you. Your paper should report on your plan, your strategy, and the negotiation results. You can negotiate for anything you would like—a salary from a potential employer, your monthly rent, a hotel room, a fancy new watch, the location of your next vacation, etc. I only ask that you take it seriously, make it something relevant to your life, and have concrete learning objectives in mind.

NOTE: If you want, you can also negotiate several separate things, although if you choose to do this, you need to link the different experiences together in your paper. For example, you could negotiate several smaller things with different strategies and compare and contrast the results. Or you could negotiate one consumer item and one personal issue and explore the differences. Again, the specifics of what you do are less important than doing something that is of value to you and putting in a reasonable amount of effort.

Here are the rules:

- *Do not reveal the assignment:* You can't use lame pleas like, "Please just 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.
- *Good faith effort:* It must be possible and you must be willing (at some price or under some conditions) to acquire the item for which you are negotiating. Don't try to buy a Maserati for five bucks or convince you friends to go to Siberia instead of the Seychelles for winter break.
- *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:* Often, we learn as much from negotiations that fail as 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.

Guidelines for Writing the Final Paper:

Facts. Give a basic description of the facts of the negotiation. What interesting or surprising things happened? Give enough information for me to understand your subsequent reflection and analysis, but do not spend more than 1/3 of the paper simply reciting the facts.

Reflection and Analysis. This should be the most significant aspect of your paper. Some issues to address include:

Mistakes. What did you do that you should not have done (i.e. opened too soon; trusted too much, made a concession too quickly) and/or what did you *not* do that you should have done (i.e. asked more questions, closed with more clarity, etc.)?

Insights into your personal style/habits/instincts. What personal insights can you take away from this experience to improve for next time? Use the facts to support your analysis.

Insights into your negotiating counterparty. Analyze your counterparty's behavior in detail. Was your partner skilled? What did he or she do well? How did you size up your counterparty and adjust your strategy? Did it work?

Tools/Concepts/Models/Readings. How, if at all, did this negotiation relate to the negotiation tools, tactics, concepts, readings, research, or conceptual models we have learned about in class?

Grading: 20% of your final grade. Late Final Papers will be penalized by a full letter grade (e.g., B to C) each 24-hour period of lateness. Any final paper not turned in within 3 days of the due date will receive zero credit.

Deliverables and Due Dates

- Length: **4-5** double-spaced pages.
- Format: **12-point** Times New Roman font. Files must be in **Word** (.doc or docx).
- Due date: **Before the start of the last class, April 28.**
- How to submit: Upload the paper to Canvas > Assignments > Final Paper.

TECHNOLOGY

Tuesdays (day of negotiation exercise): You will need to use a smart phone, tablet, or laptop to access the online platform we will be using for in-class simulations (iDecisionGames). Technology use in class is limited only to this purpose (e.g., submitting deal sheets).

Thursdays (debrief & lecture): During debrief and lecture, **NO** technology is allowed. No phones, laptops, tablets, etc. Nothing with a digital screen. No exceptions.

If you use technology during class during debrief/lecture days (usually Thursdays), you will lose a full letter grade (e.g., your final grade in the class will go from a B to a C).

COURSE SCHEDULE

Week	Topic & Agenda	Readings	Assignments
I. INTRODUCTION TO NEGOTIATION			
Week 1 <ul style="list-style-type: none"> Tuesday, Jan 16 	Course overview Introduction to negotiation basic terms & concepts Exercise: Kukui Nuts	None	- Self-assessment: Discuss your personal strengths and weaknesses as a negotiator, and your aspirations and goals for yourself during the term (Canvas) <i>due 11:59 PM Sunday, 1/19</i>
II. NEGOTIATION STRATEGY			
Week 2 <ul style="list-style-type: none"> Tuesday, Jan 21: Negotiation Exercise Thursday, Jan 23: Debrief & Lecture 	Claiming value in a negotiation Anchoring Exercise: BioPharm-Seltek	<i>Required:</i> - The negotiation checklist (Simons & Tripp) - Six habits of merely effective negotiators (Sebenius)	- Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 1/21</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 1/21</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 1/21</i>
Week 3 <ul style="list-style-type: none"> Tuesday, Jan 28: Negotiation Exercise Thursday, Jan 30: Debrief & Lecture 	Multi-issue negotiations Asking & answering hard questions Exercise: New Recruit	<i>Required:</i> - Getting to Yes, Chapters 1-5 (Fisher, Ury, & Patton) <i>Optional:</i> - 15 rules for negotiating a Job Offer (Malhotra)	- Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 1/28</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 1/28</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 1/28</i>
Week 4 <ul style="list-style-type: none"> Tuesday, Feb 4: Negotiation Exercise Thursday, Feb 6: Debrief & Lecture 	Interest-Based Negotiating Differentiating between interests and positions Exercise: Zephyr	<i>Required:</i> - Investigative negotiation (Malhotra & Bazerman) <i>Optional:</i> - Interests: The measure of negotiation (Lax & Sebenius)	- Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 2/4</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 2/4</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 2/4</i>
Week 5			

<ul style="list-style-type: none"> • Tuesday, Feb 11: Negotiation Exercise • Thursday, Feb 13: Debrief & Lecture 	<p>Negotiating under conditions of uncertainty</p> <p>Motivated reasoning</p> <p>Exercise: Starlet</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> - Harnessing the science of persuasion (Cialdini) - Betting on the future (Bazerman & Gillespie) 	<ul style="list-style-type: none"> - Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 2/11</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 2/11</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 2/11</i>
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III. CONFLICT RESOLUTION & RELATIONSHIPS

<p>Week 6</p> <ul style="list-style-type: none"> • Tuesday, Feb 18: Negotiation Exercise • Thursday, Feb 20: Debrief & Lecture 	<p>Disputes and negotiations</p> <p>Naïve realism</p> <p>Exercise: Viking</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> - Getting to Yes, Chapter 6-8 (Fisher, Ury, & Patton) <p><i>Optional:</i></p> <ul style="list-style-type: none"> - Putting on the pressure: How to use threats at the bargaining table (Galinsky & Liljenquist) - How to defuse threats at the bargaining table (Liljenquist & Galinsky) 	<ul style="list-style-type: none"> - Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 2/18</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 2/18</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 2/18</i>
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<p>Week 7</p> <ul style="list-style-type: none"> • Tuesday, Feb 25: Negotiation Exercise • Thursday, Feb 27: Debrief & Lecture 	<p>Mediation</p> <p>Fairness</p> <p>Exercise: Telepro/Amanda</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> - The secrets of successful mediators (Goldberg) <p><i>Optional:</i></p> <ul style="list-style-type: none"> - Mediator style and mediation effectiveness (Brett, Drieghe, & Shapiro) 	<ul style="list-style-type: none"> - Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 2/25</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 2/25</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 2/25</i>
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<p>Week 8</p> <p>Tuesday, Mar 3: MID-TERM EXAM</p> <p>Thursday, Mar 5: NO CLASS</p>
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<p>**SPRING BREAK**</p>

IV. COOPERATION & COMPETITION			
<p>Week 9</p> <ul style="list-style-type: none"> Tuesday, Mar 17: Negotiation Exercise Thursday, Mar 19: Debrief & Lecture 	<p>Agents</p> <p>Trust & deception</p> <p>Exercise: Bullard Houses</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> When is it Legal to Lie in Negotiations? (Shell) Negotiating with liars (Adler) 	<ul style="list-style-type: none"> - Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 3/17</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 3/17</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 3/17</i>
<p>Week 10</p> <ul style="list-style-type: none"> Tuesday, Mar 24: Negotiation Exercise Thursday, Mar 26: Debrief & Lecture 	<p>Trading off issues</p> <p>Exercise: Moms.com</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> Getting to Yes, Part 4 (pp. 149-194) (Fisher, Ury, & Patton) 	<ul style="list-style-type: none"> - Pre-negotiation: Planning Document (Canvas <i>due</i> before class starts <i>Tuesday, 3/24</i>) - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 3/24</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 3/24</i>
<p>Week 11</p> <ul style="list-style-type: none"> Tuesday, Mar 31: Negotiation Exercise Thursday, Apr 2: Debrief & Lecture 	<p>Team negotiation</p> <p>Collective action & defection</p> <p>Exercise: OPEQ</p>	<p><i>Required:</i></p> <p>The right game: Use game theory to shape strategy (Brandenburger & Nalebuff)</p> <p><i>Optional:</i></p> <ul style="list-style-type: none"> How to manage your negotiating team (Brett, Friedman, & Behfa) 	<ul style="list-style-type: none"> -No Planning Document - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 3/31</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 3/31</i>
<p>Week 12</p> <ul style="list-style-type: none"> Tuesday, Apr 7: Negotiation Exercise Thursday, Apr 9: Debrief & Lecture 	<p>Coalitions</p> <p>Status</p> <p>Exercise: 3-Way Organization</p>	<p><i>Optional:</i></p> <ul style="list-style-type: none"> Sources of power (Watkins & Rosegrant) 	<ul style="list-style-type: none"> -No Planning Document - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 4/7</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 4/7</i>
V. CULTURE			
<p>Week 13</p> <ul style="list-style-type: none"> Tuesday, Apr 14: Negotiation Exercise Thursday, Apr 16: Debrief & Lecture 	<p>Cross-culture negotiation I</p> <p>Personality, gender, culture</p> <p>Exercise: Alpha-beta</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> Getting to si, ja, oui, hai and da (Meyer) <p><i>Optional:</i></p> <ul style="list-style-type: none"> Negotiating Globally, Chapter 2 (Brett) 	<ul style="list-style-type: none"> - Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 4/14</i> - Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 4/14</i> - Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 4/14</i>

<p>Week 14</p> <ul style="list-style-type: none"> Tuesday, Apr 21: Negotiation Exercise Thursday, Apr 23: Debrief & Lecture 	<p>Cross-culture negotiation II</p> <p>Tying it all together</p> <p>Exercise: Mouse</p>	<p>None</p>	<p>- Pre-negotiation: Planning Document (Canvas) <i>due</i> before class starts <i>Tuesday, 4/21</i></p> <p>- Post-negotiation: Deal Sheet (iDecision) <i>due 11:59 PM Tuesday, 4/21</i></p> <p>- Post-negotiation: Survey (Qualtrics link via Canvas) <i>due 11:59 PM Tuesday, 4/21</i></p>
<p>Week 14</p> <p>Tuesday, Apr 28: FINAL PAPER DUE</p> <p>COURSE WRAP-UP & AWARDS</p>			

NEGOTIATION NON-DISCLOSURE AGREEMENT

The role-playing negotiation exercises used in this course require that you act in good faith.

In order to make the course work, it is essential that participants:

- Keep role-specific, confidential information to themselves, except as they may choose to disclose it in the actual negotiation exercises.
- Make no efforts, other than in the course of negotiations, to discover the contents of the private information given to their counterparts.
- Refrain from discussing the exercises and results of negotiations with other students until they are certain that the person with whom they are speaking has completed the exercise.

Intentional violations of these rules constitute violations of the ethics guidelines of this institution.

By signing this form, you agree to abide by the aforementioned requirements and rules.

Signed: _____

Print Name: _____

Date: _____