

**UNIVERSITY OF PENNSYLVANIA**  
**THE WHARTON SCHOOL**  
**NEGOTIATIONS**  
*Fall Semester, 2020*

*\*All class sessions will be held virtually and synchronously\**

**COURSE PERSONNEL**

<b>Professor:</b>	Erica Boothby, Ph.D.
<b>Office:</b>	551 Huntsman Hall
<b>Email:</b>	boothby.negotiations@gmail.com
<b>Office Hours:</b>	Tuesdays: 12:00pm – 1:00pm (and by appointment)
<b>TAs</b>	We have a great TA in the class: Alex Fey, a Penn undergraduate who took the course previously

**COURSE INFORMATION**

<b>Course Code:</b>	OIDD291
<b>Course Location:</b>	Zoom
<b>Course Times:</b>	Tuesdays & Thursdays
Section 402	1:30pm – 2:50pm Eastern Time Zone
Section 403	3:00pm – 4:20pm Eastern Time Zone

**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: What are the costs and benefits of making the first offer? How should you frame a concession? What are anchoring and sandbagging? What are the pros and cons having power in a negotiation? Does body language matter—or is that pseudo-science? When is appealing to principles of 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? And how do the answers to all these questions vary across race, gender, and culture?

**Practice:** To learn anything well, it is critical to put theory into practice. To do so, we will rely heavily on live 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, break things, add tactics to your toolkit—fail if need be. I strongly encourage you 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.

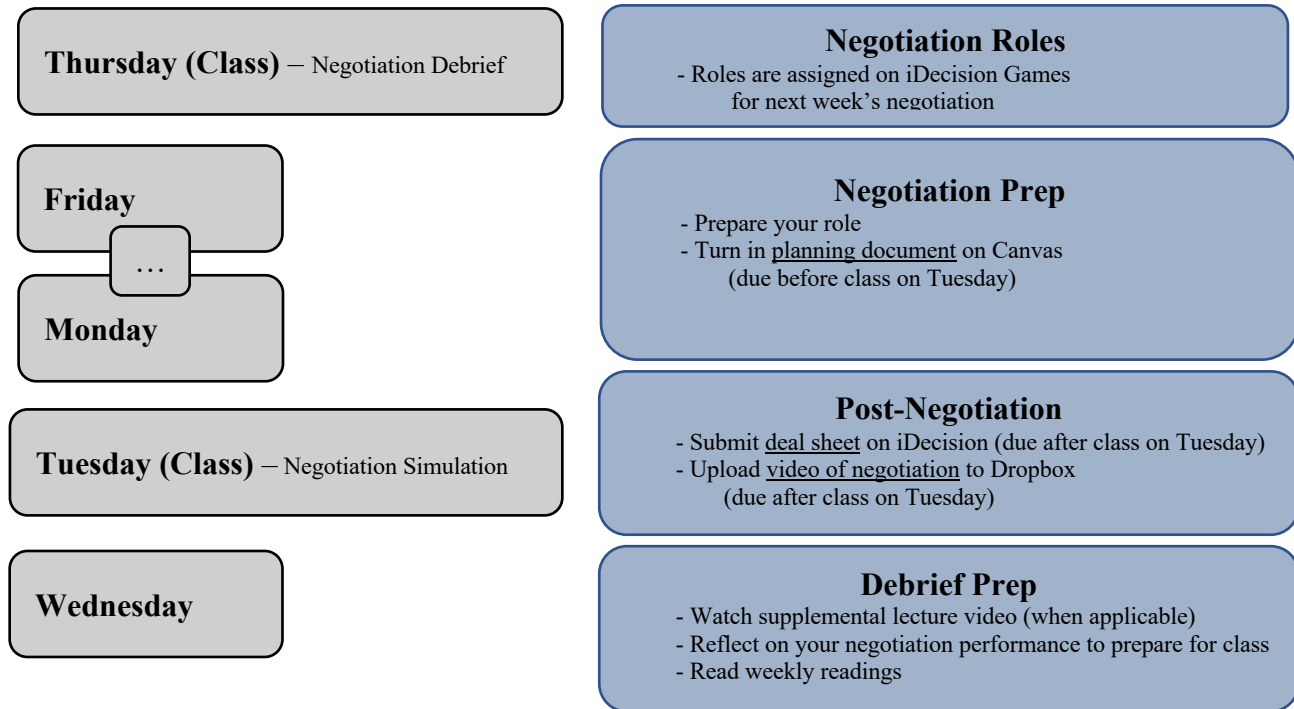
## COURSE FORMAT

The class will include negotiation exercises, debriefs, class discussions, and lectures.

- **Negotiation Exercises:** The course is built around a series of negotiation exercises. We will generally be negotiating every Tuesday.
- **Preparation for Negotiations:** Your classmates expect you to be fully prepared for each negotiation exercise. Most exercises require you to prepare outside of class individually and/or as a team.

- **Negotiation Debrief:** We will generally debrief the negotiations in class on Thursdays. You are expected to participate in these class discussions. Your negotiation results will be posted so that the class can analyze the relationship between different negotiation strategies and outcomes, and learn from everyone’s experiences.

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:** Roger Fisher, William L. Ury, & Bruce Patton. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin Books: New York.

**Additional Readings:**

1. Many readings are available through Penn Libraries Course Reserves (on Canvas, see “Course Materials @ Penn Libraries”). Readings not available through Penn Libraries will need to be purchased on Study.net. Where copyright permits, direct links to downloads will be posted to Canvas.

**Canvas Course Site:** Canvas is the hub for the course. The course site on Canvas includes all things course related such as announcements, lecture videos, planning documents, readings, assignments etc. *Please visit the course site regularly because it will be updated often.*

The Canvas site is structured around weekly **Modules**. In general, a weekly Module will take you from Thursday to Thursday of the course. The module contains the planning document (when applicable) or other assignment for that week, readings for the week, lecture videos (when applicable), etc.

**iDECISIONGAMES**

**iDecisionGames.com** is an online platform we will use to access negotiation exercises and record negotiation outcomes. Registering for iDecisionGames.com involves five simple steps:

- Step 1: Use Google Chrome Browser (required for iDecisionGames)
- Step 2:
  - o **Section 402:** Go to the following link: <https://idecisiongames.com/promo-home?code=OIDD-291-402> (if this link doesn't work you can also register by going to [idecisiongames.com](http://idecisiongames.com) and entering the following access code: **OIDD-291-402**)
  - o **Section 403:** Go to the following link: <https://idecisiongames.com/promo-home?code=OIDD-291-403> (if this link doesn't work you can also register by going to [idecisiongames.com](http://idecisiongames.com) and entering the following access code: **OIDD-291-403**)
- Step 3: 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](mailto:support@idecisiongames.com)
- Step 5: Join your game to receive role instructions, answer surveys, etc.

**GRADING**

Grades are determined according to the follow rubric:

<b>Negotiation*</b>	<b>35%</b>
Planning Documents	25%
Peer Rated Preparation Score	10%
<b>Class Participation During Debrief</b>	<b>25%</b>
<b>Mid-Term Exam or Alternative Assignment (due to COVID)</b>	<b>20%</b>
<b>Final Paper</b>	<b>20%</b>
<i>* Read carefully the attendance requirement for the negotiation exercises</i>	

## 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)

*Writing down* your plan 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.

**Not all negotiations require a planning document, but most do. They are:**

- Week 2: Biopharm-Seltek (due Sept 8)
- Week 3: New Recruit (due Sept 15)
- Week 4: Zephyr (due Sept 22)
- Week 5: Starlet (due Sept 29)
- Week 6: Viking Investments (due Oct 6)
- Week 7: Bullard Houses (due Oct 13)
- Week 11: Mouse (due Nov 12)
- Week 13: Winemaster.com (due Dec 3)

The planning document questions associated with each negotiation will be available for download on Canvas under Assignments.

All planning documents are due on Tuesdays before class.

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

### **Grading:**

Each planning document will be graded on a 1-4 scale:

4 = Exceptionally thorough, responses are accurate and/or well-reasoned. They incorporate course content (from readings/lectures) in a way that demonstrates understanding and application of the course materials.

3 = Sufficiently thorough, responses are accurate and/or well-reasoned for the most part. They draw on course content but the application is too general, not fully accurate, or unclear.

2 = Some effort, but responses are excessively vague/general, highly inaccurate, and/or some problems with the reasoning. Incorporation of course content is limited or non-existent.

1 = Submitted the document with little or no effort.

A note about accuracy: The grading is based more on earnest preparation. Small errors in calculations are expected, and won't be held against you. For instance, the planning document might ask you to calculate your BATNA or reservation price. So long as you explain your rationale for your calculation, and the rationale is reasonable considering course content, you will get full credit, regardless of whether the numbers are fully accurate. Overall, I want to see how you are thinking through the case and preparing for it.

**Help making sense of the grading.** There are eight planning documents. Each worth 4 points each. From past experience, students take this assignment quite seriously and earn 4 points on each planning document. A total score across all the planning documents of 28 or higher would be in the A range for this assignment

**Late assignments.** Late assignments are not accepted. This is because the assignment is in service of the negotiation exercise. Submitting the assignment after the exercise would render the planning document moot.

## NEGOTIATION EXERCISES

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

*The negotiation exercises will be held synchronously during class time on Tuesdays. You will be expected to be prepared, attend, and actively participate in every negotiation.*

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 by sending an email to the course email address: [boothby.negotiations@gmail.com](mailto:boothby.negotiations@gmail.com).

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 the negotiations themselves, 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, aggregate, statistical information may be used for future classes or research. In some cases, I may use clips of your video recordings as instructional material for future classes. If you are uncomfortable with this possibility, please contact me, and I will ensure that this does not happen.

## POST-NEGOTIATION

### 1. DEAL SHEET

After every negotiation, you and your counterpart must complete one electronic deal sheet on iDecisionGames. The results will be discussed in our debrief.

**DUE DATE:** The deal sheet must be completed immediately after the negotiation (or by 11:59pm the night of the negotiation at the latest).

### 2. POST-NEGOTIATION SURVEY

Immediately after you input the terms of your agreement on your deal sheet on iDecisionGames, you will be asked a few questions about your experience in the negotiation and your counterpart.

Some post-negotiation surveys will include an extended section with further questions about your experience, designed to produce interesting material for class discussion.

**Peer Rated Preparation Score:** As part of this survey, your negotiation counterpart(s) will assess your level of preparation and engagement in the exercise. A central purpose of this 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.\***

\*I will assess whether low outlier ratings are unduly influencing your score and adjust accordingly

**Help making sense of the grading.** If you are prepared, engaged, and participating earnestly, you will earn a high score. The score reflects preparation and engagement – not how well you did or did not do in the negotiation.

## PROFESSIONALISM

**Professionalism and respect for the learning environment.** You are expected to conduct yourselves in a professional manner, as in any business setting. Important aspects of professionalism include arriving to class on time, preparing for class, not being disruptive to the learning environment, and abiding by the course policies. Deviating from these expectations will harm the evaluation of your participation in class.

I do not anticipate this being an issue. Students have continually impressed me with their professionalism and respect for the learning environment.

Additionally, I have no expectation that this will be an issue, but suffice to say threatening or prejudicial comments at any time during class or the negotiations will not be tolerated.

**What does professionalism and respect for the learning environment look like in our virtual environment?**

- Be present in the virtual class sessions, with your camera on.
- Remain muted except when speaking, so as to minimize inadvertent background noise.
- Be prepared to unmute and contribute immediately when called upon.
- Inform others (e.g., the TA, support at Wharton) about any technology issues you are having, so they can be resolved and you can actively participate.

## CLASS PARTICIPATION

**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 discussions will be evaluated based on the quality of your



contributions and insights. After each negotiation exercise, a debriefing session will include sharing information about results, strategies attempted, and 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 contact me at the start of the term, and I will respect your preferences.

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

**Grading:** Participation is graded on a 0-3 scale

3 = Present + high quality participation

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 (or an alternative assignment, due to COVID and the online course format) will be the week of **October 19<sup>th</sup>**.

**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 Moroccan rug, a fancy new watch, etc. I only ask that you take it seriously, make it something relevant to your life, and have concrete learning objectives in mind.

**NOTE 1:** 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.

**NOTE 2:** As a variant of this assignment, instead of writing about a *current* negotiation that has happened this semester, you can analyze a past negotiation. If you choose this option, the guidelines for the paper are the same, but please write me with your idea for approval because I don't want people choosing this option just to avoid negotiating something new. On the other hand, I recognize that there can be tremendous value in reflecting on a significant negotiation from the past.

### **Ground Rules for the Negotiation:**

- *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 counterpart.** Analyze your counterpart's behavior in detail. Was your partner skilled? What did he or she do well? How did you size up your counterpart 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:** The final paper will constitute 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**

- Due: **Dec 11<sup>th</sup>** 11:59PM
- Length: **4-5** double-spaced pages.
- Format: **12-point** Times New Roman font. Files must be in **Word** (.doc or docx).
- How to submit: Upload the paper to Canvas > Assignments > Final Paper.

### **\*\*\*WILDCARD OPTION\*\*\***

If you would prefer to do something more offbeat and creative instead of writing a paper, I am open to ideas.

To inspire you, here are some great examples of projects students have done in the past: a research paper on gender differences in negotiation, a consulting-style PowerPoint deck breaking down an important topic that we didn't cover in class, writing a new negotiation case from scratch.

Here are some examples of the more creative projects that I have seen: Animated toolkit of negotiation tactics, a comic strip, an oil painting, an indie rock anthem.

It can be anything you want, as long as you take it seriously, it represents a real commitment of time and effort, and it's something related to negotiation that you personally will get value from—that is our goal here.

If you choose this option, you need to run it by me for approval at least 2 weeks before the due date (Nov 27<sup>th</sup>).

## COURSE SCHEDULE

Week	Topic & Agenda	Readings	Assignments
<b>I. INTRODUCTION TO NEGOTIATION</b>			
<b>Week 1</b> <ul style="list-style-type: none"> <li>Tuesday, Sept 1: Course Intro &amp; Negotiation Exercise</li> <li>Thursday, Sept 3: Debrief &amp; Lecture</li> </ul>	Course overview: Introduction to negotiation basic terms & concepts  Creating value in a negotiation  <b>Exercise:</b> Kukui Nuts	None	<ul style="list-style-type: none"> <li>- Log into <b>iDecisionGames</b> <i>due in class 9/1</i></li> <li>- Complete <b>Intake Survey</b> <i>due after class 9/1</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation 9/1</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation 9/1</i></li> </ul>
<b>II. NEGOTIATION STRATEGY</b>			
<b>Week 2</b> <ul style="list-style-type: none"> <li>Tuesday, Sept 8: Negotiation Exercise</li> <li>Thursday, Sept 10: Debrief &amp; Lecture</li> </ul>	Claiming value in a negotiation  Anchoring  <b>Exercise:</b> BioPharm-Seltek	<i>Required:</i> - The negotiation checklist (Simons & Tripp) - Six habits of merely effective negotiators (Sebenius)	<ul style="list-style-type: none"> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 9/8</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Tuesday 9/8</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 9/8</i></li> </ul>
<b>Week 3</b> <ul style="list-style-type: none"> <li>Tuesday, Sept 15: Negotiation Exercise</li> <li>Thursday, Sept 17: Debrief &amp; Lecture</li> </ul>	Multi-issue negotiations  Asking & answering hard questions  <b>Exercise:</b> 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)	<ul style="list-style-type: none"> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 9/15</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Tuesday 9/15</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 9/15</i></li> </ul>

<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Tuesday, Sept 22: Negotiation Exercise</li> <li>Thursday, Sept 24: Debrief &amp; Lecture</li> </ul>	<p>Interest-based negotiating Putting more on the table</p> <p><b>Exercise:</b> Zephyr</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> <li>Investigative negotiation (Malhotra &amp; Bazerman)</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>Interests: The measure of negotiation (Lax &amp; Sebenius)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 9/22</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Tuesday 9/22</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 9/22</i></li> </ul>
<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Tuesday, Sept 29: Negotiation Exercise</li> <li>Thursday, Oct 1: Debrief &amp; Lecture</li> </ul>	<p>Negotiating under conditions of uncertainty Contingent contracts</p> <p><b>Exercise:</b> Starlet</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> <li>Harnessing the science of persuasion (Cialdini)</li> <li>Betting on the future (Bazerman &amp; Gillespie)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 9/29</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Tuesday 9/29</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 9/29</i></li> </ul>
<p><b>III. CONFLICT RESOLUTION &amp; RELATIONSHIPS</b></p>			
<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Tuesday, Oct 6: Negotiation Exercise</li> <li>Thursday, Oct 8: Debrief &amp; Lecture</li> </ul>	<p>Disputes and negotiations Naïve realism</p> <p><b>Exercise:</b> Viking</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> <li>Getting to Yes, Chapters 6-8 (Fisher, Ury, &amp; Patton)</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>How to use threats at the bargaining table (Galinsky &amp; Liljenquist)</li> <li>How to defuse threats at the bargaining table (Liljenquist &amp; Galinsky)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 10/6</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Tuesday 10/6</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 10/6</i></li> </ul>
<p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>Tuesday, Oct 13: Negotiation Exercise</li> <li>Thursday, Oct 15: Debrief &amp; Lecture</li> </ul>	<p>Trust &amp; deception</p> <p><b>Exercise:</b> Bullard Houses</p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> <li>When is it Legal to Lie in Negotiations? (Shell)</li> <li>Negotiating with liars (Adler)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 10/13</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Tuesday 10/13</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 10/13</i></li> </ul>

## Week 8

~NO CLASS~

Midterm Exam or Alternative Assignment Due Friday Oct 23 11:59 PM

## IV. GROUPS &amp; TEAMS: COMPETITION &amp; COOPERATION

<b>Week 9</b> <ul style="list-style-type: none"> <li>Tuesday, Oct 27: Negotiation Exercise</li> <li>Thursday, Oct 29: Debrief &amp; Lecture</li> </ul>	Coalitions I Status <b>Exercise:</b> 3-Way Organization	<i>Optional:</i> - Sources of power (Watkins & Rosegrant)	<b>- No Planning Document</b> <b>- Post-negotiation:</b> Deal Sheet & Survey (iDecision) <i>due immediately after negotiation Tuesday 10/27</i> <b>- Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 10/27</i>
<b>Week 10</b> <ul style="list-style-type: none"> <li>Tuesday, Nov 3: Negotiation Exercise</li> <li>Thursday, Nov 5: Debrief &amp; Lecture</li> </ul>	Cooperation & defection Fairness <b>Exercise:</b> OPEQ	<i>Required:</i> - Use game theory to shape strategy (Brandenburger & Nalebuff)  <i>Optional:</i> - How to manage your negotiating team (Brett, Friedman, & Behfa)	<b>- No Planning Document</b> <b>- Post-negotiation:</b> Deal Sheet & Survey (Canvas) <i>due immediately after negotiation Tuesday 11/3</i>
<b>Weeks 11-12</b> <ul style="list-style-type: none"> <li>Tuesday, Nov 10: Caucus with classmates</li> <li>Thursday, Nov 12: Negotiation Exercise</li> <li>Tuesday, Nov 17: Debrief &amp; Lecture</li> <li>Thursday, Nov 19: NO CLASS</li> </ul>	Individual differences in negotiation Personality, gender, culture <b>Exercise:</b> Mouse	<i>Required:</i> - Getting to si, ja, oui, hai and da (Meyer)  <i>Optional:</i> - Negotiating Globally, Chapter 2 (Brett)	<b>- Before Thursday:</b> Read Role Sheet (iDecision) <i>due before class Thursday, 11/10</i> <b>- Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 11/12</i> <b>- Post-negotiation:</b> Deal Sheet & Survey (iDecision) <i>due immediately after negotiation Tuesday 11/12</i> <b>- Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Tuesday 11/12</i>

## Week 13

~NO CLASS~

Thanksgiving Break

**V. TYING IT ALL TOGETHER**

<b>Weeks 14-15</b> <ul style="list-style-type: none"> <li>Tuesday, Dec 1: Caucus with classmates</li> <li>Thursday, Dec 3: Negotiation Exercise</li> <li>Tuesday, Dec 8: Debrief &amp; Lecture</li> </ul>	Creating & claiming value  Team dynamics  <b>Exercise:</b> Winemaster.com	None	<ul style="list-style-type: none"> <li>- <b>Before Thursday:</b> Read Role Sheet (iDecision) <i>due before class Thursday, 12/1</i></li> <li>- <b>Pre-negotiation:</b> Planning Document (Canvas) <i>due before class Tuesday, 12/3</i></li> <li>- <b>Post-negotiation:</b> Deal Sheet &amp; Survey (iDecision) <i>due immediately after negotiation Thursday 12/3</i></li> <li>- <b>Negotiation video</b> (upload to Dropbox) <i>due immediately after negotiation Thursday 12/3</i></li> </ul>
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**Friday, Dec 11: FINAL PAPER DUE**

[TO BE SIGNED DURING INTAKE SURVEY ON 9/1]

**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:** \_\_\_\_\_