

**MBA B712 (CO1/CO2)**  
**Managing Negotiations**  
**Fall 2023 Course Outline**

**Management, OB and Human Resources (MOBHR) Area**  
**DeGroote School of Business**  
**McMaster University**

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***COURSE OBJECTIVE***

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**In organizations, managers negotiate on a range of activities and issues. Those who are effective in negotiation are not only able to obtain resources for the departments but also to advance their careers. The objectives of this course therefore are to enable you to:**

- Understand more about the nature of negotiation.
  - Gain a broad intellectual understanding of the central concepts in negotiation.
  - Develop a toolkit of useful negotiation skills, strategies, and approaches.
  - Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
  - Improve your analytical abilities and your capacity to understand and predict the behavior of individuals, groups, and organizations in competitive situations.
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***INSTRUCTOR AND CONTACT INFORMATION***

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**CO1: Monday, 8:30 - 11:20am**

**Dr. Baniyelme Zoogah**

Instructor

[Zoogahb@mcmaster.ca](mailto:Zoogahb@mcmaster.ca)

Office: **RJC xxx**

Office Hours: after class

Tel: (905) 525-9140 x23831

**Class Location:**

<https://avenue.cllmcmaster.ca/d2l/home/551899>

**CO2: Thurs, 7:00 - 9:50pm**

**Dr. Baniyelme Zoogah**

Instructor

[Zoogahb@mcmaster.ca](mailto:Zoogahb@mcmaster.ca)

Office: **RJC xxx**

Office Hours: Wed 1- 4 pm

Tel: (905) 525-9140 x23831

**Class Location:**

<https://avenue.cllmcmaster.ca/d2l/home/551893>

**Student TA**

Komal Mesvani

[mesvanik@mcmaster.ca](mailto:mesvanik@mcmaster.ca)

Office:

Office Hours:

Tel: 416-768-1841

***COURSE ELEMENTS***

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: Yes	Guest speaker(s): No

***COURSE DESCRIPTION***

**Why study negotiations?**

We negotiate every day. We negotiate with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, spouses, and even our children. What price we want to pay, how much we want to be paid, who will do the dishes – all of these are negotiations. Yet, although people negotiate all the time, most know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more interdependent parties. It is a craft that must hold cooperation and competition in creative tension. It can be very difficult to do well. Even the most experienced negotiators often fall prey to common biases and errors in judgment.

Fortunately, there is a massive and still-growing collection of good research in the field of negotiations. The purpose of this course is to help you understand the theory and process of effective negotiations that has emerged (and is emerging) from all that careful study.

**How we study negotiations**

Practice. Reflection. Analysis. Practice again... This course is unapologetically “experiential” (and therefore fun!) The best way to learn negotiation skills and internalize them is to negotiate in a setting where insight is offered, feedback is plentiful, personal reflection is encouraged, and careful analysis is required.

The course is built around a series of negotiation exercises and debriefings. Almost all exercises require preparation in advance. Some exercises require students to prepare outside of class as a team, either virtually or in person. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings.

**LEARNING OUTCOMES**

Upon completion of this course, students will be able to complete the following key tasks:

- Leverage their knowledge of Negotiation in their personal and professional lives.
- Understand and analyze the relationships between relationship and outcome in negotiation.
- Understand how to manage interpersonal, intragroup and intergroup conflict.
- Understand some of the complexities of making strategic decisions during negotiation.
- Gain higher level of self-awareness and others awareness and how to manage different situations
- Communicate effectively during negotiation.

**REQUIRED COURSE MATERIALS AND READINGS**

Avenue registration for course content, readings and case materials <a href="http://avenue.mcmaster.ca">http://avenue.mcmaster.ca</a>	\$ Free
McGraw Hill Connect –	\$ Free
Negotiation Book: Lewicki (CDN), <b>Essentials of Negotiation</b> , 4ce by Roy Lewicki.	Inclusive Access Program
iDecisionGames.com - sign up. This online negotiation platform will cost you about \$50. It manages negotiation cases and exercises for every class. You will go to it during class so you need to bring a smart device that gives you good access (tablet or laptop computer). Register with this link: <a href="https://idecisiongames.com/promo-home?code=r8w2yJPkiMI1eR3pSrgzA6Ctgc0tNzaSGE3f">https://idecisiongames.com/promo-home?code=r8w2yJPkiMI1eR3pSrgzA6Ctgc0tNzaSGE3f</a>	\$40.5

**OPTIONAL COURSE MATERIALS AND READINGS**

Articles on A2L	
Negotiation Cases on A2L	
<ul style="list-style-type: none"> <li>➤ Fisher, R., Ury, W., &amp; Patton, B. (1991). <i>Getting to Yes</i>. New York: Penguin.</li> <li>➤ Raiffa, H. (1982). <i>The art and science of negotiation</i>. Cambridge, MA: Harvard University Press.</li> <li>➤ Walton, R. E., &amp; McKersie, R. B. (1965). <i>A behavioral theory of labor negotiations: An analysis of a social interaction system</i>. Ithaca, NY: Cornell University Press.</li> <li>➤ Carnevale, P.J., &amp; De Dreu, C.K.W. (Eds.) (2006). <i>Methods of negotiation research</i>. Leiden, The Netherlands: Martinus Nijhoff Publishers. [<a href="http://www.brill.nl/ines">http://www.brill.nl/ines</a>].</li> <li>➤ Brett, J. M. (2007). <i>Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries</i>. John Wiley &amp; Sons.</li> </ul>	

**EVALUATION**

Learning in this course results primarily from discussion and participation in negotiation activities. The balance of the learning results from the lectures, related readings, and researching your presentation, assignments and projects. All work will be evaluated on an individual basis, except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

**Components and Weights**

<b>Weeks</b>	<b>Component</b>	<b>Pts</b>	<b>%</b>
2-11	Attendance and class participation*	100	10
2, 5	Quizzes (2: multiple choice per connect)	100	10
6	Cases (per connect)	50	5
8	Individual Negotiation Practice per connect	100	10
3,9,10,11	Exercises (per idecisionGames.com)	100	10
10	Individual Project	100	10
12	Team Project Report	150	15
13	Team Project Presentation	50	5
14	Final Exam	250	25
<b>Total</b>		<b>1000</b>	<b>100</b>

\* 1% for early and full attendance; 0.5% for <10mins lateness; 0.25% for 11-30mins lateness; 0.10 % for 31+mins lateness; 0% for absence

Attendance with no participation = 50% of the points for that day

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

[www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf)

### Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

### Course Deliverables

This course requires a high level of participation and preparation. We will be engaged in a negotiation simulation for most classes and each student must read the case and prepare for it prior to the class.

#### **Attendance and Participation (10%)**

Participation is mandatory. So, you are expected to participate in group and class discussions and activities. If you choose not to participate, you will receive 50% of the points for that attendance but not participation. Name cards and class pictures are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed in front of you for every class.

#### **Online quizzes (10%)**

There will be two (2) quizzes on Connect to be taken online. They are a combination of multiple choices questions and short answer questions based on the course lectures and class discussions to evaluate your knowledge and ability to apply the theory into applicable questions.

#### **Negotiation Exercises (10%)**

There will be four (4) exercises on individual negotiation and team negotiation to be taken at [idecisionsGames.com](http://idecisionsGames.com). You have to register for the games first (see link above).

**Negotiation Practice (10%)**

There will be one (1) individual negotiation practice activity in Connect that you have to do. This is intended to enhance your negotiation skills and knowledge.

**Negotiation Case (5%)**

There is one (1) case assignment you have to submit per Connect. It seeks to gauge your understanding of the case analysis we have been conducting in class.

**Individual Project (10%)**

This course is on negotiation. Given the profusion of situations that have to be negotiated (e.g., compensation, contract, transfers, etc.) in the workplace, it is likely managers have been involved in particular situations (work, relationship, transaction, etc.) for which they had to negotiate. **See A2L for description of Project.**

**Group Project (20%)**

Organizations use projects for product and process development. These projects involve negotiation and teaming. For effective negotiation outcomes associated with the projects, the teams often have to plan. Given the significance of planning in negotiation, your group is to conduct research that shows how negotiation planning manifests in organizations.

There are two components (a) Report, and (b) Presentation. The report is 150 points while the presentation is 50 points. **See A2L for description of project.**

**Final Exam (25%)**

The exam will not be cumulative. Instead, it will be based on three chapters as specified in the schedule.

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## **COMMUNICATION AND FEEDBACK**

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Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroot.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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## **ACADEMIC INTEGRITY**

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

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### ***ON-LINE PROCTORING***

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**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.



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## ***CONDUCT EXPECTATIONS***

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

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## ***MISSED ACADEMIC WORK***

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### ***Missed Mid-Term Examinations / Tests / Class Participation***

Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the Petition for Missed Term Work and the MBA Student McMaster University Student Health Certificate, can be found on the DeGroote MBA Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

#### **Missed Final Examinations**

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an Application for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam date or the application may be denied.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroot MBA Current Student website ([mbastudent.degroot.mcmaster.ca](http://mbastudent.degroot.mcmaster.ca))

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Failure to write an approved deferred examination at the pre-scheduled time will result in a zero (0) mark for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript.

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### ***ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES***

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Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

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## ***ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)***

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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## ***COPYRIGHT AND RECORDING***

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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## ***POTENTIAL MODIFICATION TO THE COURSE***

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The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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## ***RESEARCH USING HUMAN SUBJECTS***

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### ***ONLY IF APPLICABLE***

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

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## ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA B712 will be considered to be an implicit acknowledgement of the course

policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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### ***USE OF CHAT GPT***

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#### **What is generative AI and how important is it really?**

Generative AI tools, such as OpenAI's GPT-4, Google's Bard, and Microsoft's Bing, are advanced language models that utilize deep learning algorithms to produce human-like text based on given prompts. There are also generative AI tools that produce code, images, videos, presentations, and audio.

As these tools gain users, the impact of these tools across many different sectors is still emerging. The tools are also being rapidly updated with ever-stronger capabilities.

#### **How can I approach generative AI in my teaching and courses?**

Together with the Office of Academic Integrity and the MacPherson Institute, we encourage you to determine for yourself whether you want to allow or prohibit the use of generative AI tools. Make it clear to your students by (1) explicitly prohibiting or (2) setting specific parameters around the use of generative AI tools.

With either option, you should clearly indicate to students whether generative AI tools are permitted, or not, and in what contexts. This should be done verbally and in writing. Consider adding a statement to your syllabus and your assignments (see these examples), and discussing these expectations with your students throughout the term.

While McMaster's academic integrity policy does not directly list generative AI use as a specific offence, its overall definition of academic dishonesty, which is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage, does allow for allegations related to generative AI. The policy states under

item 18(c) that “It shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”.

### **Can I use third-party AI detectors, like GPT Zero, to detect AI generated submissions?**

McMaster University does not currently support the use of open-source, third-party AI detectors, like GPTZero, for assessment of student work. These detectors will produce false positives and are not approved for use through the University’s policy. Also, students have not consented to the sharing of their intellectual work through these tools. It is also unclear how the material submitted to the third-party detectors is retained or used. Recently, privacy concerns have been raised related to the use of generative AI products, such as ChatGPT.

McMaster has an institutional membership to Turnitin, a plagiarism detection software. Turnitin announced an update aimed at detecting writing produced by generative AI. McMaster, like many other institutions, has not yet turned on this feature as there is a need to understand the functionality of the tool, assess the security and privacy considerations for student work and determine whether it aligns with existing policies. We will keep the community updated as we complete this review and share if/when our institutional membership to Turnitin includes AI detection.

### **What do I do if I suspect a student has used a generative AI tool when they shouldn’t have?**

In the meantime, because open-source, third-party AI detectors, like GPTZero, are not approved by the University, we caution you against using them as a positive report does not necessarily mean the work has been AI generated. A formal academic integrity charge would never be solely based on a report generated and would require additional investigation by the instructor. If you do suspect student work may have violated the academic integrity policy, please review the steps to take. It will require you to meet with the student and discuss the assignment. Finally, you can always contact Kimberly Mason, Academic Integrity Officer to discuss your concerns. You may also consider the redesign of future assessments to make the use of generative AI less likely.

### **How do I talk to students about generative AI?**



Our colleague Alpha Abebe co-authored with Fenella Amarasinghe this piece on the necessary inclusion of student experience in shaping institutional responses to generative AI; gathering and integrating our students' perspectives on generative AI will be essential as we continue to understand and respond to technological changes.

Having open conversations with your students about generative AI could include asking them about their experiences and reactions, their ideas for what these tools could mean for their learning, and their suggestions on how to incorporate (or exclude) these tools from assessments.

You might also consider adding an 'honour pledge' to your course. Honour pledges proactively invite students to reflect on and commit to academic integrity in their work. In addition to sparking intentional conversation about what constitutes academic integrity and to priming reflection on the goals of learning, research on the impact of honour pledges has found that they reduce instances of cheating (LoSchiavo & Shatz, 2011).

### **What comes next? How can I get help?**

We recognize that the disruption of generative AI comes at a time of existing pressure and fatigue. We have all had moments of feeling overwhelmed and uncertain about the changes to come, as well as moments of excitement about what these new technologies will make possible for our students and our educational community.

As an institution, we are assembling a taskforce, which includes students, to explore a range of issues generative AI raises for teaching and learning, including assessment practices, accessibility, and academic integrity.

The MacPherson Institute has developed a living FAQ document, as well as customized workshops that you can request for your program or Department by emailing [mi@mcmaster.ca](mailto:mi@mcmaster.ca). You may also consider attending the upcoming Course reDesign Workshop or the Assessment Development Workshop for guided support in reviewing and revising your courses or assignments. Educational developers are also available for individual consultations at [mi@mcmaster.ca](mailto:mi@mcmaster.ca).

**COURSE SCHEDULE**

**MBA B712  
Managing Negotiations  
Fall 2023 Course Schedule**

Week	Date	Ch	Description	Assignments
1	11-Sep	1	The Nature of Negotiation	Read Chapter Read in-class case A
2	18-Sep	2	Strategy and Tactics of Distributive Bargaining	Reach Chapter <b>Quiz 1 (Ch 1)</b>
3	25-Sep	3	Strategy and Tactics of Integrative Negotiation	Read Chapter Read in-class case B <b>DecisionGames#1</b>
4	2-Oct	4	Negotiation: Planning and Strategy	Reach Chapter <b>Quiz 2 (Ch 4)</b>
5	9-Oct	5	Individual Differences: Know Yourself and Your Counterpart	Read Chapter Read in-class case C
6	16-Oct	6	Perception, Cognition, and Emotion	Read Chapter <b>Case 5 (Connect) Due</b>
7	23-Oct	7	Communication Process and Outcomes	Read Chapter Read in-class case D
8	30-Oct	8	Negotiation Power and Persuasion	Read Chapter <b>Individual Negotiation (Connect) Due</b>
9	6-Nov	9	The Dynamics of Disputes and Third-Party Help	Read Chapter <b>DecisionGames#2</b>
10	13-Nov	10	Confronting the Dark Side: Deception and Ethical Dilemmas	Read Chapter <b>DecisionGames#3 (Trust Game)</b> <b>Individual Project Due</b>
11	20-Nov	11	Multiparty, Coalitions, and Team Negotiations	Read Chapter <b>DecisionGames#4</b>
12	27-Nov	12	Managing Difficult Negotiations	Read Chapter <b>Team Project Report Due</b>
13	4-Dec	13	Best Practices in Negotiations	Read Chapter <b>Team Project Presentation</b>
14	11-Dec	14	Final Exam	<b>2 (Ch. 2, 3, 9)</b>