

**MBA B712
Managing Negotiations
Fall 2024 Course Outline**

**Management, Organizational Behaviour and Human Resources Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

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

C01: Wednesday, 8.30am-11.30am

INSTRUCTOR

Dr. Erin Reid

reidem@mcmaster.ca

Office hours: Wednesday 11.30-12.30; or by appointment

Office: RJC 220

TEACHING ASSISTANT

TBD

Course website: Avenue to Learn

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 ➤ http://avenue.mcmaster.ca	\$ FREE
Book: Getting To Yes, Fisher & Ury	\$24.00 in bookstore; many many used copies are floating around too.
Article readings – posted on Avenue	\$ FREE
iDecisionGames.com. This online negotiation platform will manage negotiation cases and exercises for seven cases over the semester. Six will be covered in class, one will be the basis of your team assignment. You will go to it during class so you need to bring a smart device that gives you good access (tablet or laptop computer). Instructor will provide registration link in week 2 – these negotiations begin in week 3	 About \$70.00 USD

OPTIONAL COURSE MATERIALS AND READINGS

Supplemental articles ➤ http://avenue.mcmaster.ca	free
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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

Quiz 1 (week 4)	Inclass quiz (individual)	15%
Quiz 2 (week 10)	Inclass quiz (individual)	15%
Individual assignment (week 7)	“No” journal	20%
Team assignment (week 12)	Team project	25%
Participation (weeks 1-12)	Attendance, participation, in-class negotiations	25%
TOTAL		100%

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

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

Quizzes 1 and 2 – Weeks 4, 10 – (15% each)

These quizzes will be completed in class, using your laptops. They will be a combination of multiple-choice and short answer questions based on course lectures and class discussions to evaluate your knowledge and ability to apply theory into applicable questions.

Individual Assignment – No Journal – due Week 7 (20%)

To get better at negotiating, we need to get more comfortable with dealing with difficult requests and receiving NOs. For this assignment, you will make challenging requests of others. The journal will document both the NO experiences, as well as any YES experiences that you accumulate along the way. Your goal is to reach 5 NO's.

Example requests could include: asking for a raise, asking for an upgrade on a flight, asking for a free popcorn at the movies, asking for a better deal on your cellphone plan, negotiating your parents' cable TV package... the world is your oyster.

Your deliverable is a document that includes:

(1) A table of the requests (both No's and Yes's), including the following details:

- a) Date of the request
- b) What did you ask for?
- c) Who did you ask?
- d) What response did you get? (yes/no/other).
- e) A couple of sentences about what you did well.
- f) A couple of sentences about what you could improve on.

(2): A page, single-spaced describing what you learned over the course of making these requests. Questions you might address include - How has your negotiation style improved? What do you still need to work on? What was your best negotiation and how did it compare to your poorest negotiation? Use (and cite!) course concepts to make sense of your experiences. Please conclude by setting a goal for your negotiations going forward, and explain why you have set this goal.

Rule: Our school as an institution is off-limits; you cannot use requests made of administration, staff, professors.

The paper should be about 2-3 pages long, including table and paragraphs, in 12-pt Arial font. Please arrange the table in "landscape" orientation, and part (2) in regular portrait orientation.

Your use of course materials should be indicated as follows: "*My BATNA (Lewicki, Chapter 2) was to keep the current phone plan.*" Include the page number, your name and student ID in the page header. Use 1" margins. Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy.

All papers should be submitted through the course website by the start of class in Week 11. Hard copies of papers should also be provided to the instructor at the start of the class. Late assignments will be penalized at a rate of ten percent (10%) per calendar day.

Team Project – Team Negotiation (25%)

Teams must be formed by week 3. In your team, you must conduct the negotiation “Mouse” on [idecisiongames](#), and develop a written report presenting an analysis of the negotiation that includes the following:

- A compelling, vivid description of the negotiation that includes (to the best of your knowledge):
 - Details on the parties involved in the negotiation, their interests, BATNA, positions
 - Strategies and tactics employed by the different parties, and their effectiveness
 - Complications in the negotiation
 - The outcome, and implications for all parties involved
 - Your assessment of how the negotiation unfolded and the outcome. Did one of the parties win? Did they come to an integrative solution?

Given the level of detail required to write a good report, teams are advised to take notes immediately following their negotiation, and begin writing the report as soon as possible.

Reports: The main body of the reports should be maximum 5 pages single spaced, Times New Roman 12 point font, 1 inch margins. Supporting exhibits, including tables, quantified outcomes, and images, are encouraged (these will be in addition to the 5 pages for the main body). All sources for the report (e.g., news articles, course readings) should be listed in a separate reference page. Reports will be graded based on level of detail, inclusion of course concepts, clarity of analysis and clarity of writing. Reports are due at the start of class in week 12.

All papers should be submitted through the course website by the start of class in Week 12. Hard copies of papers, including a title page signed by all team members, should also be provided to the instructor at the start of the class. Late assignments will be penalized at a rate of ten percent (10%) per calendar day.

Participation (Weeks 1-12) (25%)

Students are expected to attend and participate actively in all class exercises, negotiations and discussions. Participation grades will be based on the quantity as well as the quality of your contributions to class discussion. Generally, you should err on the side of participating more than you would ordinarily. Participation is a way to improve your learning, contribute to a collegial and friendly class culture, and practice social skills that will be essential in your careers. Your comments and questions are welcome, will not be judged, and help to make the entire course more interesting and enjoyable for everyone. There is no penalty for being “wrong.” Professional demeanour is mandatory at all times. Behaviours or comments that would be inappropriate in a work setting are also inappropriate in the classroom. Attendance at all classes is required.

I track and grade participation during each class throughout the semester. If you miss a class, it is your responsibility to inform me of the reason, in advance if possible so that your negotiation role can be redistributed, and acquire the course notes from one of your classmates. Slides will also be available from the course website.

All students must bring name cards to class. This will help me to remember your name and help build a class culture in which we all feel that we belong and can build professional, collegial relationships.

If you are wondering if your participation is adequate, or would like some help improving your participation (there are many tips and tricks and I am happy to support students in this way!) send me an email or come to my office and I will provide you with some feedback and advice, and an estimate of your anticipated participation grade for the semester.

ACTIVITY	DELIVERY	DESCRIPTION	TOOLS
Lecture – Core content	Synch/asynch	Interactive in class lecture	PPT posted on Avenue
Readings	Asynch	Tied to weekly lectures	Readings linked in Avenue, or assigned textbook
Negotiation exercises	Synch	Interactive, during class	Via idecisiongames
Tutorials	-	No formal tutorial, however, students can make appointments/visit TA and faculty office hours	Zoom, in person

COMMUNICATION AND FEEDBACK

Students who 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.degroote.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.

ACADEMIC INTEGRITY

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

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

AUTHENTICITY/PLAGIARISM DETECTION

This course will use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. As in other courses using such software, students will be expected to submit their work electronically via Avenue to Learn 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.

COURSES WITH AN ON-LINE ELEMENT

This course uses some on-line elements (i.e., e-mail, Avenue to Learn (A2L), idecisiongames, Qualtrics surveys). 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.

ON-LINE PROCTORING

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.

CONDUCT EXPECTATIONS

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.

MISSED ACADEMIC WORK

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 DeGroot MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (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.

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.degroote.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.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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>

Students who are leveraging accommodation for tests and exams are supported by the SEAO. These exams are written at the Ron Joyce Centre and do not take place in the Tim Nolan Testing Centre. Correspondence for accommodations is managed via the DSBSAS@mcmaster.ca email address. Students must communicate their intent to leverage accommodations on a test or exam a minimum of 10 business days prior to the assessment.

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

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 the SEAO ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

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.

POTENTIAL MODIFICATION TO THE COURSE

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.

RESEARCH USING HUMAN SUBJECTS

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.

ACKNOWLEDGEMENT OF COURSE POLICIES

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.

USE OF CHAT GPT/AI

I do not allow the use of AI (e.g., Chat GPT) in this class in any way for three major reasons.

- First, the point of this course is to help you become a better negotiator. Negotiations are often unexpected, and require you to think fast on your feet. Using AI to complete assignments has potential to diminish your reasoning and logical capacities such that you miss out on this learning opportunity. Chat GPT will not be there for you in the meeting in which you negotiate your salary! You need to practice this.
- Second, it is prone to errors, hallucinations and banal writing. As a result, your submissions will be inaccurate, and you will perform poorly in the assignment.
- Third, it is not social. Negotiation is a social activity. As a result, the social skills you get from negotiation will not be gained if you rely on AI.

COURSE SCHEDULE

**MBA B712
Negotiations
Winter 2024 Course Schedule**

Week # / Date	Topic(s)	In-class activities	What to prepare
1 (September 11)	<u>Welcome to negotiation!</u> Course Introduction Introduction to negotiation	<u>Exercises:</u> <i>Chip Contract</i> (instructor provides)	<u>Read:</u> Getting to Yes, Ch. 1
2 (September 18)	<u>Basic strategies: Splitting or growing the pie</u> More on distributive and integrative negotiation	<u>Exercises:</u> <i>Job negotiation</i> (instructor provides)	<u>Read:</u> Getting to Yes, Ch. 2, 3, 4 Malhotra, D. 2014. 15 Rules for Negotiating a Job Offer. <i>Harvard Business Review</i> .
3 (September 25)	<u>Preparing for negotiations</u> Negotiation planning and strategy	<u>Exercises:</u> <i>Fresh Air</i> (idecisiongames) Team selections due to Professor by end of class.	<u>Read:</u> Getting to Yes, Ch. 5 Malhotra, D. (2015). Control the negotiation before it begins. <i>Harvard Business Review</i> .
4 (October 2)	<u>Knowing yourself and your counterpart</u>	<u>Exercises:</u> Personality assessments (Instructor provides) <u>Deliverable:</u> Quiz 1	<u>Read:</u> Wezowski, K. 2016. The Secret to Negotiating is Reading People's Faces. <i>Harvard Business Review</i> . Kray, L. J., & Kennedy, J. A. (2017). Changing the Narrative: Women as Negotiators—and

			Leaders. <i>California Management Review</i> , 60(1), 70-87.
5 (October 9)	<u>What happens during the negotiation: Perception, cognition and emotion and communication</u>	<u>Exercises:</u> <i>Art Gallery</i> (Instructor provides) Team negotiation project selection due to professor by email.	<u>Read:</u> Pillemer & Wheeler. 2013. Negotiating with Emotion. <i>Harvard Business Review</i> .
6 (October 16)	<u>Getting others to see it your way: Power and persuasion</u>	<u>Exercises:</u> <i>Sally Soprano</i> (idecisiongames)	<u>Read:</u> Getting to Yes, Ch. 6, 7 Conger. 1998. The necessary art of persuasion. <i>Harvard Business Review</i> .
7 (October 23)	<u>When third-parties are involved: Dispute dynamics, mediators and arbitrators</u>	<i>Westville</i> (idecisiongames)	<u>Read:</u> Coleman, P. & Flax, J. "Why Employee Mediations Fail – and How to Get them Back on Track" <i>Harvard Business Review</i> Bazerman & Kahneman. 2016. How to make the other side play fair. <i>Harvard Business Review</i> .
8 (October 30)	No formal class	This time is set ahead for you to conduct your team project negotiation and write up the report. I will be available for consultation in extra office hours.	
9 (November 6)	<u>Complex negotiations: Multiparty,</u>	<u>Exercises:</u> <i>Harborco</i> (idecisiongames)	<u>Read:</u> Brett, Friedman and Behfar. 2009. How to Manage Your

	<u>coalitions and team negotiations</u>		Negotiating Team. <i>Harvard Business Review</i> .
10 (November 13)	<u>Difficult, but routine negotiations</u>	<p><u>Exercises:</u></p> <p><i>Eavesdropping manager</i> (instructor provides)</p> <p><u>Deliverable:</u></p> <p>Quiz 2</p>	<p><u>Read:</u></p> <p>O'Hara, C. 2014. "How to Negotiate with Someone More Powerful than You" <i>Harvard Business Review</i>.</p>
11 (November 20)	<u>Being an ethical negotiator: Ethical dilemmas and how to navigate them</u>	<p><u>Exercises:</u></p> <p><i>Carson Extension</i>, (idecisiongames)</p>	<p><u>Read:</u></p> <p>Getting to Yes, Ch. 8</p>
12 (November 27)	<u>Wrap up and best practices</u>	<p><u>Exercises:</u></p> <p><i>Change game</i> (instructor provides)</p> <p><u>Deliverable:</u></p> <p>Team reports due before class</p>	<p><u>Read:</u></p> <p>Bowles & Thomason. 2021. Negotiating Your Next Job. <i>Harvard Business Review</i>. 10</p>